

COMMONWEALTH of VIRGINIA

Board of Education Agenda



Date of Meeting: July 25, 2007

Time: 9:00 a.m.

Location: Jefferson Conference Room, 22nd Floor, James Monroe 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 June 28, 2007, Meeting of the Board

Public Comment

Resolutions/Recognitions

Recognition of School Divisions Receiving the District Accreditation Designation by the Council on Accreditation and School Improvement, a Division of the Southern Association of Colleges and Schools: Goochland County Public Schools, Russell County Public Schools, Wise County Public Schools, and York County Public Schools.

Consent Agenda

- A. Final Review of Financial Report on Literary Fund
- B. Final Review of Recommendations Concerning Applications for Literary Fund Loans
- C. Final Review of Recommendations Concerning Literary Fund Applications Approved for Release of Funds or Placement on a Waiting List
- D. Final Review of Proposed Revised *Guidelines for Family Life Education* as Required by the 2007 General Assembly

Action/Discussion Items

- E. Final Review of a Request for Increased Graduation Requirements from Westmoreland County Public Schools
- F. First Review of a Request for Increased Graduation Requirements from Russell County Public Schools

Action/Discussion Items (continued)

- G. Second Review of Revised *English Language Proficiency Standards of Learning*
- H. First Review of the 2007 Annual Report on Public Charter Schools in the Commonwealth of Virginia
- I. Final Review of Proposed *Guidelines Establishing an Incentive Program to Encourage and Recognize School Accountability Performance and Competence to Excellence* (8 VAC 20-131-325)
- J. First Review of Nominations to Fill Vacancies on Board of Education Advisory Committees: Advisory Committee on Adult Education and Literacy, State Special Education Advisory Committee, Virginia Advisory Committee for Career and Technical Education, Virginia Advisory Committee for the Education of the Gifted, and the Advisory Board on Teacher Education and Licensure
- K. First Review of Pupil Transportation Specifications for School Buses
- L. First Review of the Direct Aid to Public Education Budget for the 2008-2010 Biennium

Reports

- M. Annual Report: Virginia Advisory Committee for Career and Technical Education
- N. Report on Virginia's Preschool Curriculum Review Rubric and Planning Tool

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

EXECUTIVE SESSION

ADJOURNMENT

BUSINESS MEETING OF THE VIRGINIA SCHOOLS FOR THE DEAF AND THE BLIND FOUNDATION

PUBLIC NOTICE

The Board of Education members will meet for dinner at 6:30 p.m. at the Crowne Plaza Hotel on Tuesday, July 24, 2007. Items for the Board agenda may be discussed informally at that dinner. No votes will be taken, and it is open to the public. The Board president reserves the right to change the times listed on this agenda depending upon the time constraints during the meeting.

GUIDELINES FOR PUBLIC COMMENT

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

Board of Education Agenda Item

Item: _____ A. _____

Date: July 25, 2007

Topic: Final Review of Financial Report on Literary Fund

Presenter: Mr. Kent C. Dickey, Assistant Superintendent for Finance

Telephone Number: (804) 225-2025

E-Mail Address: Kent.Dickey@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 accordance with the provisions of the *Code of Virginia*, Chapter 10, Section 22.1-142, the Board of Education is responsible for the management of the Literary Fund. This report reflects the status of the Literary Fund and the status of the Reserve Fund, which is in the custody of the Virginia Public School Authority (VPSA). The report also reflects the total principal of the fund, as well as cash, investments, and all short-/long-term loans in both funds.

Summary of Major Elements

Attachment A reflects the financial position of the Literary Fund as of March 31, 2007. The information presented in this report reflects the commitments against the Literary Fund as of March 31, 2007.

Attachment B reflects the currently active projects funded through the Literary Fund as of March 31, 2007.

Attachment C represents the projects that have closed and for which full payment from the Literary Fund has been made since the last Board meeting.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends approval of the financial report (including all statements) on the status of the Literary Fund as of March 31, 2007.

Impact on Resources:

As funds become available in the Literary Fund, recommendations will be made to the Board for funding priority projects and those projects at the top of the First Priority Waiting List, with cash reduced as loan requests are processed.

Timetable for Further Review/Action:

The Department staff will prepare a quarterly financial report on this fund for Board approval. Information also will be presented each quarter, as part of another agenda item, regarding those projects on the two waiting lists.

BOARD OF EDUCATION
STATEMENT OF THE FINANCIAL POSITION OF THE LITERARY FUND
(as of March 31, 2007)

| Line Reference | | <u>March 31, 2007</u> | <u>February 28, 2007</u> | <u>Increase/(Decrease)</u> |
|--|---|-----------------------|--------------------------|----------------------------|
| PRINCIPAL BALANCE | | | | |
| 1. | Cash and investments maintained by State Treasurer | 253,516,117 | 242,125,913 | 11,390,204 |
| 2. | Loans received from local school boards (secured by promissory notes) | 0 | 0 | 0 |
| 3. | Cash and investments in custody of Virginia Public School Authority (VPSA) | 0 | 0 | 0 |
| 4. | Long-term loans in custody of Virginia Public School Authority (VPSA) | 319,251,105 | 323,106,569 | (3,855,464) |
| 5. | Total Principal of Literary Fund | 572,767,223 | 565,232,482 | 7,534,740 |
| CURRENT COMMITMENTS AGAINST LITERARY FUND REVENUE | | | | |
| 6. | Balance due on active projects (Attachment B) | 33,913,300 | 33,913,300 | 0 |
| 7. | Debt service on VPSA equipment notes ¹ | 58,845,825 | 62,614,094 | (3,768,269) |
| 8. | Interest rate subsidy ² | 0 | 0 | 0 |
| 9. | Trigon Reserve | 5,657,429 | 5,657,429 | 0 |
| 10. | Transfer for Teacher Retirement ³ | 116,003,959 | 115,854,700 | 149,259 |
| 11. | Other Encumbrances held by Treasurer of Virginia | 10,234 | 10,234 | 0 |
| 12. | Required Carry Forward Balance | 83,073,136 | 83,073,136 | 0 |
| 13. | Total of Literary Fund Commitments | 297,503,884 | 301,122,894 | (3,619,010) |
| FUNDS AVAILABLE FOR CURRENT COMMITMENTS AND NEW LOANS | | | | |
| 14. | Cash and investments maintained by State Treasurer (Line 1) | 253,516,117 | 242,125,913 | 11,390,204 |
| 15. | Less commitments against Literary Fund Revenues (Line 13) | (297,503,884) | (301,122,894) | 3,619,010 |
| 16. | Balance Available to Fund New Projects Currently on Waiting List - (Additional Funds Needed to Meet Commitments) | (43,987,766) | (58,996,980) | 15,009,214 |

NOTES:

¹ Chapter 847 requires \$62,614,094.44 to be set aside for debt service on VPSA equipment notes.

² Chapter 847 requires \$15,000,000 to be set aside for an interest rate subsidy program. (Subsidy sale completed for \$14,524,145.15 and is reflected in line 6)

³ Chapter 847 requires \$116,003,959 to be transferred from the Literary Fund to pay teacher retirement in fiscal year 2007.

ACTIVE LITERARY FUND PROJECTS AS OF MARCH 31, 2007

| Application Number | School Division | School | Release Date | Funds Approved for Release | Actual Funds Disbursed | Balance Due | Percent Drawn |
|-----------------------|-------------------|-----------------------------|---------------|----------------------------|------------------------|-------------------|---------------|
| Literary Loans | | | | | | | |
| 11155 | Newport News City | General Stanford Elementary | January, 2007 | 7,500,000 | 0 | 7,500,000 | 0.00% |
| 11152 | Sussex County | Sussex Central Middle | January, 2007 | 7,500,000 | 0 | 7,500,000 | 0.00% |
| 11192 | Greene County | William Monroe High | January, 2007 | 4,000,000 | 0 | 4,000,000 | 0.00% |
| 11191 | Greene County | William Monroe Middle | January, 2007 | 5,000,000 | 0 | 5,000,000 | 0.00% |
| | | | | \$ 24,000,000 | 0 | 24,000,000 | |
| Subsidy Grants | | | | | | | |
| 11062 | Chesapeake City | Butts Road Intermediate | 2001 Subsidy | 85,594 | (77,881) | 7,713 | 90.99% |
| 11102 | Washington County | Rhea Valley Elem | 2001 Subsidy | 168,673 | (165,235) | 3,438 | 97.96% |
| 11111 | Patrick County | Woolwine Elementary | 2002 Subsidy | 50,763 | (44,263) | 6,500 | 87.20% |
| 11131 | Stafford County | Stafford Elementary | 2003 Subsidy | 659,305 | (659,178) | 127 | 99.98% |
| 11096 | Washington County | Abingdon High | 2003 Subsidy | 34,943 | 0 | 34,943 | 0.00% |
| 11098 | Washington County | Holston High | 2003 Subsidy | 20,949 | 0 | 20,949 | 0.00% |
| 11097 | Washington County | John S. Battle High | 2003 Subsidy | 30,210 | 0 | 30,210 | 0.00% |
| 11099 | Washington County | Patrick Henry High | 2003 Subsidy | 30,181 | 0 | 30,181 | 0.00% |
| 11100 | Washington County | Valley Institute | 2003 Subsidy | 5,861 | 0 | 5,861 | 0.00% |
| 11151 | Nottoway County | Blackstone Primary | 2004 Subsidy | 54,632 | (40,393) | 14,239 | 73.94% |
| 11150 | Nottoway County | Crewe Primary | 2004 Subsidy | 191,790 | (161,572) | 30,218 | 84.24% |
| 11181 | Grayson County | Grayson Middle | 2005 Subsidy | 138,831 | 0 | 138,831 | 0.00% |
| 11188 | Roanoke City | Fallon Park Elementary | 2005 Subsidy | 113,701 | (641) | 113,060 | 0.56% |
| 11190 | Hanover County | Hanover Elementary | 2005 Subsidy | 152,269 | 0 | 152,269 | 0.00% |
| 11208 | Henry County | Mt. Olivet Elementary | 2005 Subsidy | 535,747 | 0 | 535,747 | 0.00% |
| 11143 | Franklin County | Windy Gap Elementary | 2006 Subsidy | 745,557 | 0 | 745,557 | 0.00% |
| 11195 | Page County | Page County High | 2006 Subsidy | 1,331,227 | 0 | 1,331,227 | 0.00% |
| 11196 | Page County | Luray High | 2006 Subsidy | 1,324,727 | 0 | 1,324,727 | 0.00% |
| 11187 | Roanoke City | Patrick Henry High | 2006 Subsidy | 745,557 | 0 | 745,557 | 0.00% |
| 11201 | Portsmouth City | Park View Elementary | 2006 Subsidy | 1,331,227 | 0 | 1,331,227 | 0.00% |
| 11186 | Brunswick County | Brunswick High | 2006 Subsidy | 1,331,227 | (1,324,727) | 6,500 | 99.51% |
| 11205 | Wythe County | Max Meadows Elem | 2006 Subsidy | 410,529 | (404,029) | 6,500 | 98.42% |
| 11210 | Halifax County | Halifax Middle | 2006 Subsidy | 1,331,227 | (6,500) | 1,324,727 | 0.49% |
| 11121 | Henry County | G. W. Carver Elementary | 2006 Subsidy | 624,720 | 0 | 624,720 | 0.00% |
| 11220 | Halifax County | South Boston Elementary | 2006 Subsidy | 641,739 | 0 | 641,739 | 0.00% |
| 11222 | Henry County | Campbell Court Elementary | 2006 Subsidy | 706,533 | 0 | 706,533 | 0.00% |
| | | | | \$ 12,797,719 | (2,884,419) | 9,913,300 | |

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LITERARY FUND PROJECT REIMBURSEMENTS COMPLETED AS OF MARCH 31, 2007

| Application Number | School Division | School | Release Date | Funds Approved for Release | Actual Funds Disbursed | Funds Returned | Balance Due | Percent Drawn |
|---------------------------|------------------------------|-------------------------|---------------------|-----------------------------------|-------------------------------|-----------------------|--------------------|----------------------|
| 11144 | Mecklenburg County | South Hill Elementary | 2006 Subsidy | 745,557 | (745,557) | - | - | 100.00% |
| 11197 | Campbell County ¹ | Yellowbranch Elementary | April, 2007 | 7,500,000 | - | 7,500,000 | - | N/A |
| | | | | \$ 8,245,557 | (745,557) | \$ 7,500,000 | \$ - | |

¹ Campbell County declined the Literary Fund loan approved in April, 2007.

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Board of Education Agenda Item

Item: B.

Date: July 25, 2007

Topic: Final Review of Recommendations Concerning Applications for Literary Fund Loans

Presenter: Mr. Kent C. Dickey, Assistant Superintendent for Finance

Telephone Number: (804) 225-2025 **E-Mail Address:** Kent.Dickey@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:

The recommendation for approval of the projects on Attachment A is in accordance with the *Code of Virginia*, Chapter 10, Section 22.1-146, which authorizes the Board of Education to make loans from the Literary Fund for the purpose of erecting, altering, or enlarging school buildings. Approval of an application constitutes the first step in a two-step process to secure a loan from the Literary Fund. The second step can occur only after Departmental receipt of final plans and specifications per Section 22.1-140 of the *Code of Virginia*, coupled with a written request to the Department for release of funds, with the latter request also requiring Board approval.

Summary of Major Elements

Attachment A reflects two (2) applications that have been reviewed by the Department. These applications have met all of the Board requirements necessary to be approved for a Literary Fund loan.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends approval of two (2) applications totaling \$15,000,000 (Attachment A).

Impact on Resources:

There will be no impact on the resources of the Literary Fund until a locality receives approval from the Board of Education for the release of funds, construction begins on the approved project, and a request for reimbursement is submitted and approved.

Timetable for Further Review/Action:

Recommendations similar to Attachment A will be presented to the Board on a quarterly basis as needed, if found in proper order after review by the Department.

BOARD OF EDUCATION
LITERARY FUND LOAN APPLICATIONS PRESENTED FOR APPROVAL

It is recommended that the following applications be approved:

| Literary Fund # | School Division | School | Date Received | Amount | Comment |
|-----------------|--------------------|--------------------------------|---------------|-----------|---------------------------------------|
| 11264 | Pulaski County | Riverlawn Elementary School | April 9, 2007 | 7,500,000 | New Construction (Plans Received) |
| 11265 | Manassas Park City | Cougar Upper Elementary School | May 14, 2007 | 7,500,000 | New Construction (Plans Not Received) |

Total: \$ 15,000,000

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Attachment D identifies the Literary Fund applications that are available for release.

Attachment E is the Board of Education's current Approved Application List. This attachment identifies the Literary Fund applications that are approved as to form but are not included on either waiting list or are they recommended for funding.

Summary of Major Elements:

To the extent funds are available, a recommendation for initial release of funds is presented for projects currently on the First Priority Waiting List or otherwise eligible for priority funding. To the extent funds are not available, new requests for the initial release of Literary Funds cannot be approved. As a result, such requests must be deferred and placed on either the First or Second Priority Waiting List in accordance with the Literary Fund regulations.

This item consists of two elements that require action by the Board of Education. These elements are:

1. Six new projects, totaling \$40,957,500, listed on Attachment A are eligible for placement on the First Priority Waiting List.
2. One new project, totaling \$7,500,000, listed on Attachment E has a Literary Fund application, which is approved as to form, but the plans have not yet been finalized. When the Department receives the plans, this project will be eligible for placement on a waiting list. Until such time, this project should remain on the Approved Application List.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that funding for the Staunton City project listed on Attachment D in the amount of \$7,500,000 be released.

The Superintendent of Public Instruction further recommends that the Board of Education approve the actions described in the two elements listed under "Summary of Major Elements."

Impact on Resources:

Current Board policy provides that, upon initial release of funds, Literary Fund cash is reduced in the total amount of the approved loan to assure that cash is available as required for project completion. The disbursement of funds is based on actual invoices or other evidence of bills due and payable from the Literary Fund.

Timetable for Further Review/Action:

The staff will prepare items for the Board on these actions as needed. Based on the availability of funds, initial release of funds will be made or projects will be deferred and placed on the Waiting Lists.

VIRGINIA BOARD OF EDUCATION - LITERARY FUND FIRST PRIORITY WAITING LIST

The following projects have been placed or are recommended for placement on the First Priority Waiting List with the actions as indicated in the last column. Projects recommended for action at this meeting are presented in italics.

| Priority | Date Placed on | | School | Interest | | Cumulative | | Action/Status |
|----------|-----------------|--------------------|---|----------|-----------|-------------|------------------|---------------|
| | Waiting List | School Division | | Rate | Amount | Total | | |
| 1 | June, 2005 | Staunton City | T. C. McSwain Elem | 3% | 7,500,000 | 7,500,000 | Funding Deferred | |
| 2 | June, 2005 | Warren County | West Warren High | 3% | 7,500,000 | 15,000,000 | Funding Deferred | |
| 3 | June, 2005 | Warren County | East Warren High | 3% | 7,500,000 | 22,500,000 | Funding Deferred | |
| 4 | March, 2006 | Martinsville City | Patrick Henry Elementary | 2% | 2,500,000 | 25,000,000 | Funding Deferred | |
| 5 | March, 2006 | Waynesboro City | Kate Collins Middle | 3% | 7,500,000 | 32,500,000 | Funding Deferred | |
| 6 | March, 2006 | Culpeper County | Culpeper County High | 3% | 7,500,000 | 40,000,000 | Funding Deferred | |
| 7 | March, 2006 | Augusta County | Stuarts Draft High School | 3% | 7,500,000 | 47,500,000 | Funding Deferred | |
| 8 | March, 2006 | Augusta County | Wilson Memorial High School | 3% | 7,500,000 | 55,000,000 | Funding Deferred | |
| 9 | June, 2006 | Dinwiddie County | New High School | 2% | 7,500,000 | 62,500,000 | Funding Deferred | |
| 10 | June, 2006 | Dinwiddie County | New Elementary School | 2% | 7,500,000 | 70,000,000 | Funding Deferred | |
| 11 | June, 2006 | Nottoway County | Nottoway Intermediate and Middle School | 2% | 3,000,000 | 73,000,000 | Funding Deferred | |
| 12 | June, 2006 | King George County | New High School | 3% | 7,500,000 | 80,500,000 | Funding Deferred | |
| 13 | September, 2006 | Caroline County | Ladysmith Elementary | 3% | 7,500,000 | 88,000,000 | Funding Deferred | |
| 14 | September, 2006 | Hanover County | Hanover Elementary | 4% | 7,500,000 | 95,500,000 | Funding Deferred | |
| 15 | January, 2007 | Washington County | Abingdon Elementary | 3% | 1,845,218 | 97,345,218 | Funding Deferred | |
| 16 | January, 2007 | Washington County | High Point Elem | 3% | 1,465,253 | 98,810,471 | Funding Deferred | |
| 17 | January, 2007 | Washington County | Valley Institute Elementary | 3% | 1,166,525 | 99,976,996 | Funding Deferred | |
| 18 | January, 2007 | Washington County | E. B. Stanley Middle | 3% | 1,419,383 | 101,396,379 | Funding Deferred | |
| 19 | January, 2007 | Essex County | Essex Intermediate School | 4% | 7,500,000 | 108,896,379 | Funding Deferred | |
| 20 | January, 2007 | Patrick County | Blue Ridge Elementary School | 2% | 151,618 | 109,047,997 | Funding Deferred | |
| 21 | January, 2007 | Patrick County | Hardin Reynolds Memorial School | 2% | 105,406 | 109,153,403 | Funding Deferred | |
| 22 | January, 2007 | Patrick County | Meadows of Dan Elementary | 2% | 105,217 | 109,258,620 | Funding Deferred | |
| 23 | January, 2007 | Patrick County | Patrick County High School | 2% | 275,324 | 109,533,944 | Funding Deferred | |
| 24 | January, 2007 | Patrick County | Patrick Springs Primary | 2% | 195,976 | 109,729,920 | Funding Deferred | |
| 25 | January, 2007 | Patrick County | Stuart Elementary School | 2% | 304,878 | 110,034,798 | Funding Deferred | |
| 26 | January, 2007 | Patrick County | Woolwine Elementary School | 2% | 361,581 | 110,396,379 | Funding Deferred | |
| 27 | January, 2007 | Galax City | Galax High School | 2% | 5,000,000 | 115,396,379 | Funding Deferred | |
| 28 | January, 2007 | Henry County | Drewry Mason Elementary | 2% | 3,500,000 | 118,896,379 | Funding Deferred | |
| 29 | April, 2007 | Cumberland County | Cumberland Middle School | 2% | 7,500,000 | 126,396,379 | Funding Deferred | |
| 30 | April, 2007 | Cumberland County | Cumberland High School | 2% | 7,500,000 | 133,896,379 | Funding Deferred | |

VIRGINIA BOARD OF EDUCATION - LITERARY FUND FIRST PRIORITY WAITING LIST

The following projects have been placed or are recommended for placement on the First Priority Waiting List with the actions as indicated in the last column. Projects recommended for action at this meeting are presented in italics.

| Priority | Date Placed on Waiting List | School Division | School | Interest Rate | Amount | Cumulative Total | Action/Status |
|----------|--------------------------------|--------------------|------------------------------|------------------|-----------|---------------------|------------------|
| 31 | April, 2007 | New Kent County | New Kent High School | 4% | 7,500,000 | 141,396,379 | Funding Deferred |
| 32 | April, 2007 | Southampton County | Riverdale Elementary School | 2% | 7,500,000 | 148,896,379 | Funding Deferred |
| 33 | April, 2007 | Rockingham County | Montevideo Elementary School | 3% | 7,500,000 | 156,396,379 | Funding Deferred |
| 34 | April, 2007 | Greensville County | E. W. Wyatt Middle School | 2% | 7,500,000 | 163,896,379 | Funding Deferred |
| 35 | April, 2007 | Culpeper County | New Elementary School | 4% | 7,500,000 | 171,396,379 | Funding Deferred |

New projects to be added with funding deferred until funds are approved for release by separate action of the Board of Education

| | | | | | | | |
|----|------------|-------------------|-----------------------------|----|-----------|-------------|------------------------|
| 36 | July, 2007 | Hanover County | Trades Based Center | 4% | 7,500,000 | 178,896,379 | Add / Funding Deferred |
| 37 | July, 2007 | Roanoke County | Northside High School | 3% | 7,500,000 | 186,396,379 | Add / Funding Deferred |
| 38 | July, 2007 | Gloucester County | Abingdon Elementary School | 3% | 7,500,000 | 193,896,379 | Add / Funding Deferred |
| 39 | July, 2007 | Powhatan County | New Elementary School | 3% | 7,500,000 | 201,396,379 | Add / Funding Deferred |
| 40 | July, 2007 | Wise County | Coeburn Middle School | 2% | 3,457,500 | 204,853,879 | Add / Funding Deferred |
| 41 | July, 2007 | Pulaski County | Riverlawn Elementary School | 2% | 7,500,000 | 212,353,879 | Add / Funding Deferred |

July, 2007

VIRGINIA BOARD OF EDUCATION - LITERARY FUND SECOND PRIORITY WAITING LIST

The following projects have been placed or are recommended for placement on the Second Priority Waiting List with the actions as indicated in the last column. Projects recommended for action at this meeting are presented in italics.

| Date Placed on | | | Interest | | Cumulative | | | |
|----------------|--------------|-----------------|----------|------|------------|-------|---------------|----------|
| Priority | Waiting List | School Division | School | Rate | Amount | Total | Action/Status | Comments |

NO PROJECTS

July, 2007

VIRGINIA BOARD OF EDUCATION - REMOVAL FROM FIRST PRIORITY WAITING LIST

The following projects have been removed from the First Priority Waiting List with the actions as indicated in the last column.

| Date Placed on Waiting List | School Division | School | Interest Rate | Amount | Cumulative Total | Action/Status |
|--------------------------------|-----------------|--------|------------------|--------|---------------------|---------------|
|--------------------------------|-----------------|--------|------------------|--------|---------------------|---------------|

NO PROJECTS

July, 2007

VIRGINIA BOARD OF EDUCATION - RELEASE OF LITERARY FUNDS

It is recommended that Literary Funds be released for the following projects on the first priority waiting list.

| Date Placed on Waiting List | School Division | School | Interest Rate | Amount | Cumulative Total |
|--------------------------------|-----------------|------------------------------|------------------|-----------|---------------------|
| June, 2005 | Staunton City | A. R. Ware Elementary School | 3% | 7,500,000 | 7,500,000 |

July, 2007

LITERARY FUND OF VIRGINIA
APPROVED APPLICATION LIST ¹

| Priority | Date Placed on Application List | School Division | School | Interest Rate | Application Amount | Cumulative Total | Action/Status |
|--|------------------------------------|--------------------|--------------------------------|------------------|-----------------------|---------------------|--------------------------|
| 1 | March, 2006 | Roanoke County | William Byrd High School | 3% | 7,500,000 | 7,500,000 | Pending receipt of plans |
| 2 | January, 2007 | Washington County | John Battle High School | 3% | 489,126 | 7,989,126 | Pending receipt of plans |
| 3 | January, 2007 | Washington County | Abingdon High School | 3% | 489,126 | 8,478,252 | Pending receipt of plans |
| 4 | January, 2007 | Washington County | Patrick Henry High School | 3% | 1,177,236 | 9,655,488 | Pending receipt of plans |
| 5 | January, 2007 | Washington County | Holston High School | 3% | 602,186 | 10,257,674 | Pending receipt of plans |
| 6 | January, 2007 | Washington County | Meadowview Elementary School | 3% | 1,491,288 | 11,748,962 | Pending receipt of plans |
| 7 | January, 2007 | Washington County | Wallace Middle School | 3% | 1,165,073 | 12,914,035 | Pending receipt of plans |
| 8 | January, 2007 | Washington County | Glade Spring Middle School | 3% | 1,596,000 | 14,510,035 | Pending receipt of plans |
| 9 | January, 2007 | Roanoke City | William Fleming High School | 3% | 7,500,000 | 22,010,035 | Pending receipt of plans |
| 10 | April, 2007 | Wise County | Powell Valley Primary School | 2% | 4,015,000 | 26,025,035 | Pending receipt of plans |
| <i>New projects to be added to the approved application list.</i> | | | | | | | |
| 11 | July, 2007 | Manassas Park City | Cougar Upper Elementary School | 3% | 7,500,000 | 33,525,035 | Pending receipt of plans |

¹ Reflects only those applications not on waiting lists

Note: Per 8VAC20-100-90, applications which remain on the approved application list for three years shall be removed from the list.
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| Grade Level | Amended Standards of Learning Descriptive Statements | Page |
|--------------------|---|-------------|
| Kindergarten | K.7 | 14 |
| First Grade | 1.11 | 17 |
| Second Grade | 2.5, 2.6, 2.7 | 18-19 |
| Third Grade | 3.11 | 21 |
| Fourth Grade | 4.4, 4.9 | 22-23 |
| Fifth Grade | 5.9, 5.10, 5.11 | 25 |
| Sixth Grade | 6.11 | 27 |
| Seventh Grade | 7.3, 7.4, 7.10, 7.12, 7.13 | 28-30 |
| Eighth Grade | 8.4, 8.5, 8.12, 8.13 | 31-32 |
| Ninth Grade | 9.5, 9.7 | 34 |
| Tenth Grade | 10.2, 10.7, 10.16, | 36-38 |
| Eleventh Grade | None | |
| Twelfth Grade | 12.7 | 41 |

Summary of Major Elements:

As shown in the attached, the Family Life Education curriculum guidelines have been revised in accordance with the 2007 legislation. The descriptive statements supporting the Standards of Learning Objectives have been amended to reflect the required age-appropriate changes in the curriculum guidelines as follows:

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education adopt the revised curriculum guidelines regarding Family Life Education.

Impact on Resources:

The financial impact will be minimal. The revised document will be posted on the Web site. Hard copies will also be printed and distributed.

Timetable for Further Review/Action:

Upon Board of Education adoption of the 2007 revised guidelines, the Virginia Department of Education will make them available to school divisions prior to the 2007-2008 school year.

Family Life Education

Board of Education Guidelines
and
Standards of Learning
for Virginia Public Schools



Commonwealth of Virginia
Department of Education
Richmond, VA 23218-2120

Revised
April 2007

FAMILY LIFE EDUCATION

Revised 2007

FAMILY LIFE EDUCATION

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CODE OF VIRGINIA §22.1-207.1
FOR FAMILY LIFE EDUCATION

CODE OF VIRGINIA

§22.1-207.1. Family life education.

The Board of Education shall develop by December 1, 1987, standards of learning and curriculum guidelines for a comprehensive, sequential family life education curriculum in grades K through 12. Such curriculum guidelines shall include instruction as appropriate for the age of the student in family living and community relationships, abstinence education, the value of postponing sexual activity, the benefits of adoption as a positive choice in the event of an unwanted pregnancy, human sexuality, human reproduction, *dating violence, the characteristics of abusive relationships*, steps to take to avoid sexual assault, and the availability of counseling and legal resources, and, in the event of such sexual assault, the importance of immediate medical attention and advice, as well as the requirements of the law and the etiology, prevention and effects of sexually transmitted diseases.

All such instruction shall be designed to promote parental involvement, foster positive self concepts and provide mechanisms for coping with peer pressure and the stresses of modern living according to the students' developmental stages and abilities. The Board shall also establish requirements for appropriate training for teachers of family life education, which shall include training in instructional elements to support the various curriculum components.

For the purposes of this section, "abstinence education" means an educational or motivational component which has as its exclusive purpose teaching the social, psychological, and health gains to be realized by teenagers' abstaining from sexual activity before marriage.

(1987, c. 371; 1999, c. 422; 2002, c. 554; 2004, c. 1030; 2007, c. 32.)

§ 22.1-207.2. Right of parents to review certain materials; summaries distributed on request.

Every parent, guardian or other person in the Commonwealth having control or charge of any child who is required by § 22.1-254 A to send such child to a public school shall have the right to review the complete family life curricula, including all supplemental materials used in any family life education program. A complete copy of all printed materials and a description of all audio-visual materials shall be kept in the school library or office and made available for review to any parent or guardian during school office hours before and during the school year. The audio-visual materials shall be made available to parents for review, upon request, on the same basis as printed materials are made available.

Each school board shall develop and, when so requested by an individual parent or guardian of a student participating in the family life education program, distribute to that parent or guardian, a summary designed to assist parents in understanding the program implemented in its school division as such program progresses and to encourage parental guidance and involvement in the instruction of the students. Such information shall reflect the curricula of the program as taught in the classroom.

(1989, c. 515; 1991, cc. 139, 526.)

INTRODUCTION

INTRODUCTION

In 1987, §22.1-207.1 of the *Code of Virginia* was amended to direct the Board of Education to develop standards of learning and curriculum guidelines for a comprehensive, sequential family life education (FLE) curriculum in grades K through 12. From February 1987 to December 1987, individuals from public schools (including administrators and teachers), state agencies, parent groups, and not-for-profit organizations that provided family life services contributed time, resources, and expertise to help develop a report to submit to the Virginia General Assembly. The report *Family Life Education: Board of Education's Response to House Bill No. 1413* included sections on the Board of Education guidelines for setting up a required FLE program, Standards of Learning objectives and descriptive statements for grades kindergarten through 12, guidelines for training individuals that teach FLE and for involving parents and community-based organizations in the local FLE program.

The FLE program was funded by the General Assembly during its 1988 session based on the plan developed by the Board of Education and the Department of Education. The program scheduled for implementation by all school divisions during the 1989-90 school year, provided guidance to localities in developing comprehensive, age-appropriate, and sequential instruction in specific content areas. Program flexibility allowed options for the local planning teams. The program could cover grades K through 10 or K through 12, depending upon the desires of a school division. School divisions were permitted to use state-approved Standards of Learning objectives or develop their own learner objectives. Educators identified as FLE teachers participated in in-depth staff development workshops over a two-year period.

Each school division was required to appoint a community involvement team to assist in the development of the program and to promote community involvement. The Board of Education guidelines were written to assure that parents had opportunities to review the program annually and opt their children out of all or part of the program.

During the fall and winter of school year 1992-93, the Department of Education conducted a study of the FLE program in the Virginia public schools. The study resulted from an agreement between the 1992 General Assembly and the Department of Education. Results of the self-report study indicated that most school divisions were in compliance with the majority of mandates and Department of Education administrative policies. A self-report survey of FLE programs was repeated in 2004 and 2006. Results again indicated compliance with mandates and policies. Of the 132 school divisions serving students in the state, 120 divisions, or 91 percent, responded to the 2006 survey. Eighty-eight percent, or 105, of school divisions surveyed in 2006 offered Family Life Education programming.

Also in 1992, the Virginia General Assembly amended §22.1-275.1 of the *Code of Virginia* to direct local school boards to establish a school health advisory board of no

more than 20 members. The legislation specified that the local board shall consist of broad-based community representation including, but not limited to, parents, students, health professionals, educators, and others. Many localities opted for their school health advisory board to also serve as the FLE community involvement team.

In September 1997, the *Regulations Establishing Standards for Accrediting Public Schools in Virginia (8 VAC 20-131-10)* was amended by the Board of Education to state that “Each school may implement the Standards of Learning for the Family Life Education program promulgated by the Board of Education or a Family Life Education program consistent with the guidelines developed by the Board of Education which shall have the goals of reducing the incidence of pregnancy and/or sexually-transmitted diseases and substance abuse among teenagers.”

The 1999 Virginia General Assembly amended §22.1-207.1 of the *Code of Virginia* and added “abstinence education” as a Family Life Education instructional topic to the content areas identified in 1987: “...family living and community relationships, the value of postponing sexual activity, human sexuality, human reproduction, and the etiology, prevention and effects of sexually transmitted diseases.” The Virginia Department of Education and Virginia Department of Health cooperated to strengthen abstinence education staff development workshops.

House Bill 1206, passed by the 2002 Virginia General Assembly, required the Board of Education to include “the benefits of adoption as a positive choice in the event of an unwanted pregnancy” in its curriculum guidelines for a comprehensive, sequential Family Life Education curriculum. The bill also required the Board to specify that training of teachers of Family Life Education include training in instructional elements to support the various curriculum components.

House Bill 1015 passed by the 2004 Virginia General Assembly, required the Board of Education to include “steps to take to avoid sexual assault, and the availability of counseling and legal resources, and, in the event of such sexual assault, the importance of immediate medical attention and advice, as well as the requirements of the law” in its curriculum guidelines for a comprehensive, sequential Family Life Education curriculum.

House Bill 1916, passed by the 2007 Virginia General Assembly, required the Board of Education to include “dating violence and the characteristics of abusive relationships” in its curriculum guidelines for a comprehensive, sequential Family Life Education curriculum.

**BOARD OF EDUCATION GUIDELINES FOR
FAMILY LIFE EDUCATION**

BOARD OF EDUCATION GUIDELINES FOR FAMILY LIFE EDUCATION

- I. The following guidelines shall be followed in the implementation of the Board of Education's approved Family Life Education program.
 - A. A community involvement team shall be identified and should include individuals such as a person from the central office, an elementary school principal, a middle school principal, a high school principal, teachers, a school board member, parents, one or more members of the clergy, a member of the medical profession, and others in the community.
 - B. There must be evidence of broad-based community involvement and an annual opportunity for parents and others to review curriculum and instructional materials prior to the beginning of actual instruction.
 - C. Those individuals selected by the localities to teach the Family Life Education program shall participate in the training program sponsored by the Department of Education.
 - D. A Family Life Education leader from each grade level shall be identified to assist in training individuals who will be teaching, to work with a community involvement team, and to assist in program implementation and evaluation.
 - E. Medical professionals shall be involved, where appropriate, to help teach the content of the Family Life Education curriculum and to serve as a resource to students and to parents.
 - F. Local training and follow-up activities shall involve the community in understanding and implementing the Family Life Education program.
 - G. Local agencies/organizations/support systems shall be identified and used as resources for the Family Life Education program.
 - H. An "opt-out" procedure shall be provided to ensure communication with the parent or guardian for permission for students to be excused from all or part of the program.
 - I. A plan for teaching sensitive content in sex-separated classes shall be announced publicly.
 - J. The Family Life Education Standards of Learning objectives approved by the Board of Education shall be used by the local school board. However, local school divisions may reassign the grade designation of the Standards of Learning objectives within grades K-6. The grade designation for objectives within grades 7-12 may be reassigned only one grade level, up or down. Also, the program may be adopted for kindergarten through grade 10 or kindergarten through grade 12; however, local scheduling of Family Life Education shall avoid any interruption or detraction from instruction in basic skills in elementary schools or in those courses required for graduation in the secondary schools.

- K. The curriculum shall include education about those sections of statutory law applicable to instructional units relating to sexual conduct and misconduct and legal provisions relating to family life.
- II. The following guidelines shall be followed in the implementation of the Family Life Education program developed locally.
- A. The Family Life Education program developed locally shall be comprehensive and sequential and include the following content areas and may include others at the discretion of the local school board:
 - 1. Family living and community relationships;
 - 2. The value of postponing sexual activity until marriage (abstinence education);
 - 3. Human sexuality;
 - 4. Human reproduction and contraception, including the benefits of adoptions as a positive choice in the event of an unwanted pregnancy;
 - 5. The etiology, prevention, and effects of sexually transmitted diseases;
 - 6. Stress management and resistance to peer pressure;
 - 7. Development of positive self-concepts and respect for others, including people of other races, religions, or origins;
 - 8. Parenting skills;
 - 9. Substance abuse;
 - 10. Child abuse; and
 - 11. Prevention of sexual assault and, in the event of sexual assault, the importance of receiving immediate medical attention and advice, knowledge of the requirements of the law, and use of resources such as counseling and legal services; and
 - 12. Dating violence and the characteristics of abusive relationships.
 - B. The Family Life Education program developed locally shall include and adhere to the following:
 - 1. A community involvement team shall be identified and should include individuals such as a person from the central office, an elementary school principal, a middle school principal, a high school principal, teachers, a school board member, parents, one or more members of the clergy, a member of the medical profession, and others in the community.

2. There must be evidence of broad-based community involvement and an annual opportunity for parents and others to review curriculum and instructional materials prior to the beginning of actual instruction.
3. Those individuals selected by the localities to teach the local Family Life Education program shall participate in the training program sponsored by the Department of Education. The training program shall include training in instructional elements to support the various curriculum components.
4. A Family Life Education leader from each grade level shall be identified to assist in training individuals who will be teaching, to work with a community involvement team, and to assist in program implementation and evaluation.
5. Medical professionals shall be involved, where appropriate, to help teach the content of the Family Life Education curriculum and to serve as a resource to students and to parents.
6. Local training and follow-up activities shall involve the community in understanding and implementing the Family Life Education program.
7. Local agencies/organizations/support systems shall be identified and used as resources for the Family Life Education program.
8. An "opt-out" procedure shall be provided to ensure communication with the parent or guardian for permission for students to be excused from all or part of the program.
9. A plan for teaching sensitive content in sex-separated classes shall be announced publicly.
10. Local scheduling of Family Life Education, to include kindergarten through grade 10 or kindergarten through grade 12, shall avoid any interruption or detraction from instruction in the basic skills in the elementary schools or in those courses required for graduation in the secondary schools.
11. A local curriculum plan shall use as a reference the Family Life Education Standards of Learning objectives approved by the Board of Education and shall provide age-appropriate instruction in relation to students' developmental stages and abilities.
12. The curriculum shall include education about those sections of statutory law applicable to instructional units relating to sexual conduct and misconduct and legal provisions relating to family life.

**STANDARDS OF LEARNING OBJECTIVES
AND DESCRIPTIVE STATEMENTS**

KINDERGARTEN

- K.1 The student will experience success and positive feelings about self.**
Descriptive Statement: This includes experiencing success in school work and home tasks, pride in his or her body, the effective handling of routine situations, and acceptance from others. These experiences are provided by the teacher through the climate of the classroom environment. Parents are encouraged to reinforce these positive experiences and feelings at home. Emphasis is placed on respect for racial and ethnic differences.
- K.2 The student will experience respect from and for others.**
Descriptive Statement: Teachers and other adults at school actively listen to and accept feelings and opinions of the child. A classroom climate which protects the child from physical and emotional infringements by others is provided. The child also learns and practices courtesy and good manners.
- K.3 The student will become aware of the effects of his or her behavior on others and the effects of others' behavior on himself or herself.**
Descriptive Statement: The teacher uses appropriate descriptive language to explain to a child how his or her behavior affects others positively as well as negatively. The same descriptive language is used to explain to a child the effects of others' behavior on him or her. This approach is reinforced by other school personnel and parents are encouraged to continue such explanations at home. The child is introduced to the concept of privacy, especially in the use of bathroom facilities. In addition, the importance of avoiding gossip about others' personal or family problems is stressed.
- K.4 The student will recognize that everyone is a member of a family and that families come in many forms.**
Descriptive Statement: This includes a variety of family forms: traditional or two-parent families--mother, father, and children; extended families--relatives other than the immediate family living in the home; single-parent families; adoptive families; foster families; fan-families with stepparents; and blended fan-families--new families formed by the marriage of a man and woman with children from previous marriages.
- K.5 The student will identify members of his or her own family.**
Descriptive Statement: This refers to identifying the adult and child members of the student's family.
- K.6 The student will develop an awareness of positive ways in which family members show love, affection, respect, and appreciation for each other.**
Descriptive Statement: The focus is on the positive words and actions which convey care, protection, and guidance. This includes touching, listening, hugging, praising, encouraging, supporting, helping, and playing. It also includes helping the child understand that rules are made for safety and protection.
- K.7 The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.**
Descriptive Statement: It is important for the student to understand that appropriate expressions of affection are healthy for the individual and for the family. *The student will begin to understand the differences between appropriate and inappropriate expressions of affection.*

- K.8 The student will recognize the elements of good and bad touches by others.**
Descriptive Statement: Elements of good touches by others are identified as follows: (1) touching that can be done in front of anyone; (2) touching that is not a secret; (3) touching that makes the child feel good and not uncomfortable; (4) touching that is done to provide cleaning or medical care for the child; and (5) touching that is an expression of affection by a family member. Bad touches by others include the following: (1) touching on private parts of the body; (2) touching to be kept secret; and (3) touching that could produce bad feelings.
- K.9 The student will demonstrate how to say "no" to inappropriate approaches from family members, neighbors, strangers, and others.**
Descriptive Statement: This involves learning how to say "no" in a loud voice while standing up and looking directly at the person. It is important for children to know that they should tell or report such happenings to a trusted adult such as a parent, teacher, minister, grandparent, or guardian. In addition, they should understand the need to continue telling about inappropriate approaches until someone listens and responds.
- K.10 The student will identify "feeling good" and "feeling bad."**
Descriptive Statement: Descriptive words are used to help the child identify pleasant and unpleasant feelings. Parents are encouraged to reinforce expressions of feelings at home and to work with the teacher in a team approach to achieving this and other objectives.
- K.11 The student will find help safely if lost.**
Descriptive Statement: Students learn their full names, addresses, telephone numbers, and how to find reliable help if lost in a mall or other public place.

FIRST GRADE

- 1.1 The student will experience continuing success and good feelings about self.**
Descriptive Statement: The teacher continues to provide a classroom environment that fosters experiences of success in school work, in self-acceptance of body image, in the handling of routine situations, and in group activities. The student is made aware of any behavior on his or her part that causes others to have bad feelings. Parents are encouraged to reinforce successful experiences and self-esteem at home.
- 1.2 The student will experience continuing respect from others.**
Descriptive Statement: Teachers and other adults at school continue active listening and acceptance of the feelings and opinions of the child, providing a classroom climate that protects the child from physical and emotional infringement by others. Difficult situations, such as how to handle a bully on the playground, are discussed.
- 1.3 The student will become aware of the effects of his or her behavior on others and the effects of others' behavior on himself or herself.**
Descriptive Statement: The teacher continues to use appropriate descriptive language to explain to a child how his or her behavior affects others both positively and negatively, and how others' behavior affects him or her. The child learns to respect others and their feelings.
- 1.4 The student will develop an understanding of the importance of a family and of different family patterns.**
Descriptive statement: The emphasis is on the need for loving parents, or other responsible adult(s) in the family, regardless of the type of family. The student advances from awareness of family forms at the kindergarten level to understanding the importance of the family and its various forms at the first-grade level. The following family patterns are included: two-parent families, extended families--relatives other than the immediate family living in the home, single-parent families, adoptive families, foster families, families with stepparents, and blended families--new families formed by the marriage of a man and woman with children from previous marriages.
- 1.5 The student will identify family members and their responsibilities in contributing to the successful functioning of the family.**
Descriptive Statement: The focus is on the tasks that must be performed in order for a family to function successfully. Examples of tasks are providing food; providing shelter; providing and caring for clothing; providing money for these and other necessities; providing love and caring, including meeting the needs of elderly or handicapped family members; and providing for fun and play.
- 1.6 The student will realize that human beings and other mammals have babies and that the babies can be breast-fed.**
Descriptive Statement: Content associated with this objective can be found in books, magazines, films, videos, and other materials. Pets may be used to demonstrate mammalian behavior. Parents are encouraged to assist with this objective during the course of normal family activities.

- 1.7 The student will use correct terminology when talking about body parts and functions.**
Descriptive Statement: Terms included in this approach are urinate, bowel movement, penis, and vulva to substitute for colloquial or slang terminology. These terms are introduced as they occur in daily activities and are not taught directly. Parents are encouraged to reinforce correct terminology at home.
- 1.8 The student will express his or her feelings of happiness, sadness, and anger to the teacher.**
Descriptive Statement: Teachers help children on an individual basis to recognize and express their feelings of happiness, sadness, and anger. Children are assisted in dealing appropriately with their feelings. If matters of a private nature arise, teachers are urged to contact parents so they can take a team approach to individual student problems.
- 1.9 The student will become aware of appropriate behavior to use in dealing with his or her feelings.**
Descriptive Statement: The focus is on helping the child understand that feelings are different from behavior. The teacher helps the child understand that while feelings do influence behavior, each person can control his or her own behavior and the ways feelings are expressed. It is important for the teacher to help the child know that all feelings are valid. Appropriate strategies for expressing feelings include exercise, games, direct verbalization, art, music, dance, play, storytelling, and creative drama.
- 1.10 The student will experience the logical consequences of his or her behavior.**
Descriptive Statement: The child needs to have the opportunity to make developmentally appropriate choices in his or her daily living and to experience the outcomes (both positive and negative) of his or her choices. The foundation for responsible decision making at all ages involves being allowed to learn from one's choices. Examples of appropriate choices at this grade level include choosing from a list of appropriate foods, choosing from a variety of activities and learning centers, and choosing the sequence in which learning activities are completed. An example of an appropriate consequence would be to clean up a spilled beverage rather than to be punished for this.
- 1.11 The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.**
Descriptive Statement: The child is reminded that appropriate expressions of affection are important for individual and family well-being and that physical affection from family members and friends usually represents good touching. *The student will begin to understand the differences between appropriate and inappropriate expressions of affection.*
- 1.12 The student will demonstrate strategies for responses to inappropriate approaches from family members, neighbors, strangers, and others.**
Descriptive Statement: Elements of good and bad touching are reviewed, and methods of avoiding negative encounters are presented. Children learn how to tell a trusted adult, such as a parent, teacher, minister, grandparent, or guardian, about such incidents when they occur.

SECOND GRADE

- 2.1 The student will recognize that everyone has strengths and weaknesses and that all persons need to be accepted and appreciated as worthwhile.**
Descriptive Statement: The key idea is that all human beings are worthwhile and need to be accepted and appreciated as they are. The emphasis is on daily experiences in which children receive the message that they are worthwhile. In this environment the student is able to use his or her strengths to overcome weaknesses, to realize that not everyone has the same strengths and weaknesses, to change the things he or she can change, and to accept the things that cannot be changed. Care is taken to ensure that children view persons with a handicap as unique individuals with many strengths.
- 2.2 The student will realize that adults other than parents also provide care and support for children.**
Descriptive Statement: Adults, other than parents, who provide care and support for children include foster parents; child-care providers; day-care teachers; extended family members; neighbors; family friends; and personnel of community support agencies, civic organizations, and religious organizations.
- 2.3 The student will become aware that babies grow inside the mother's body in a special place called the uterus.**
Descriptive Statement: The purpose of this objective is to provide basic, age-appropriate information; to demonstrate ease or comfort in talking about reproduction-related topics; and to correct misinformation.
- 2.4 The student will become aware of the need to take responsibility for the effects of his or her behavior on others.**
Descriptive Statement: Through daily classroom experiences, the teacher can encourage children to express appreciation for positive peer behavior such as helping, sharing, being courteous, accepting others' opinions, and showing respect for others' possessions. When hurtful behavior occurs, children can be encouraged to make restitution by helping the victim solve the problem caused by the behavior.
- 2.5 The student will demonstrate appropriate ways of dealing with feelings.**
Descriptive Statement: Pleasant feelings (for example, those associated with success and praise) and unpleasant feelings (for example, those resulting from anger, rejection, isolation, and failure) are discussed. *The student will begin to understand the characteristics of appropriate and inappropriate behavior as it relates to relationships.* Appropriate behavior in response to pleasant and unpleasant feelings is practiced in pretend situations so that these desirable strategies are available when needed in real-life situations.
- 2.6 The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.**
Descriptive Statement: The teacher continues to reinforce the concept that appropriate expressions of affection are healthy for the individual and for the family. *The student will recognize inappropriate expressions.*

2.7 The student will advance in readiness to say "no" and to tell a trusted adult, such as a parent, teacher, minister, grandparent, or guardian, in private about inappropriate approaches from family members, neighbors, strangers, and others.

Descriptive Statement: This is a review of the elements of good and bad touching, including how to handle inappropriate approaches. *The student will understand the differences between appropriate and inappropriate expressions of affection and behavior.*

2.8 The student will be conscious of how commercials use our emotions to make us want products.

Descriptive Statement: Children are introduced to the concept of media influences, which is developed further at higher grade levels. The students are given examples of techniques used by the media to create excitement and a desire to purchase products.

THIRD GRADE

- 3.1 The student will demonstrate a sense of belonging in group work and play.**
Descriptive Statement: The child experiences cooperative group games and acceptance as a member of the class. This involves reciprocal helping behavior. Participation in groups such as the scouts is encouraged.
- 3.2 The student will express what he or she likes about himself or herself to continue developing a positive self-image.**
Descriptive Statement: Expressive media (for example, exercises, games, art, music, dance, and drama) are used for student expression of the capabilities, personality traits, and physical features that the child likes about himself or herself.
- 3.3 The student will become aware of the changes occurring in family life that affect daily living and produce strong feelings.**
Descriptive Statement: Changes which occur include moving, the addition or birth of a sibling, the birth of a handicapped child, death, illness, separation, divorce, remarriage, and children leaving home. Children are assisted in adjusting to such changes on an individual basis through the teacher-parent team approach to problem solving.
- 3.4 The student will give examples of healthy coping strategies for dealing with the feelings produced by changes in the family.**
Descriptive Statement: An essential component is providing a clear explanation of the changes which occur in families. Healthy coping strategies include vigorous physical activity such as exercises and games; talking about feelings; reading books; and creative expressions such as writing, art, music, dance, and drama. It is important that feelings be expressed openly in appropriate ways.
- 3.5 The student will identify external body parts associated with reproduction and elimination, using correct terms.**
Descriptive Statement: External genitalia are explained, including such terms as penis, scrotum, vaginal opening, opening of the urethra, and anus.
- 3.6 The student will recognize that all human beings grow and develop in a given sequence but that rates and patterns vary with individuals.**
Descriptive Statement: The student's own biographical data are used to chart growth and development patterns and sequences and to demonstrate and validate individual variations in development. Emphasis is placed also on different rates of learning, and students are taught to be tolerant of those who do not learn quickly.
- 3.7 The student will become aware that both a male and a female are necessary to have a baby.**
Descriptive Statement: The focus is on the concept that babies begin with a sperm and an egg, with the male providing the sperm and the female providing the egg. This is an age-appropriate introduction to reproduction and is not intended to be an explicit explanation of the sexual process.

- 3.8 The student will comprehend that the baby grows inside the mother's body for nine months and then is born.**
Descriptive Statement: The umbilical cord and placenta are introduced. Students also learn that at the end of nine months of development, the baby leaves the mother's body through the vagina or through a surgical process known as Caesarean section. The extent of the discussion of the birth process at this point is dependent upon the students and the topics that arise.
- 3.9 The student will describe the types of behavior that enable him or her to gain friends or to lose friends.**
Descriptive Statement: Behavior that helps children make and keep friends includes: friendly attitudes, being aware of others' feelings, sharing, using appropriate language and behavior, and accepting the attitudes and feelings of others. Behavior that causes children to lose friends includes: verbal or physical aggression; embarrassing or criticizing the friend; excluding the friend from activities; and violations of the relationship, such as lying, gossiping, cheating, stealing, and breaking promises. Behavior in groups also is discussed with emphasis on the rights and responsibilities of being a member of a group.
- 3.10 The student will practice safety rules in the home.**
Descriptive Statement: This involves following up on the safety/first-aid objectives for the third-grade health curriculum and focuses on telephone and door-answering safety when no adult is present. Parents are encouraged to discuss and develop safety precautions at home.
- 3.11 The student will demonstrate to others how to respond appropriately to good touches and how to handle inappropriate approaches from relatives, neighbors, strangers, and others.**
Descriptive Statement: This is a continuing review of the elements of good and bad touches including responding appropriately both to good and to bad touches. When a good touch is welcomed by the child, he or she can respond by smiling, by returning a similar gesture, or by saying "thank you." Children also need continuing encouragement to tell a trusted adult in private about any inappropriate approaches. Other responses to inappropriate approaches include saying "no," getting away from the person quickly, ~~or~~ telling the person that he or she does not like the touch, and telling a trusted adult about the inappropriate approach.
- 3.12 The student will be conscious of how commercials use our emotions to make us want products.**
Descriptive Statement: Children review the concept of media influences. The students are given examples of techniques used by the media to create excitement and a desire to purchase products.

FOURTH GRADE

- 4.1 The student will be able to identify the human reproductive organs.**
Descriptive Statement: Emphasis is placed on the male reproductive organs: penis, testicles, scrotum, and urethra; and on the female reproductive organs: uterus, ovaries, vagina, and fallopian tubes.
- 4.2 The student will identify physical changes that begin to occur during puberty.**
Descriptive Statement: The individual differences in growth patterns associated with male and female sexual changes are presented. Male characteristics presented include: increased width of shoulders, increased length of arms and legs, the pituitary gland that controls physical growth through hormones, the appearance of pubic and auxiliary hair, and changes in the voice. Female characteristics presented include: increased width and roundness of hips, development of breasts, the pituitary gland that controls physical growth through hormones, the appearance of pubic and auxiliary hair, and the onset of the menstrual cycle. Emphasis is placed on the fact that the onset of sexual changes and growth patterns varies with individuals and that this is natural. Students are helped on an individual basis to avoid being fearful if they are slower to develop than their peers. The harmful effects of teenage pregnancy are discussed along with the importance of avoiding premarital sexual activity. In addition, the importance of cleanliness in relation to these bodily changes is discussed. When problems arise, teachers and parents are encouraged to continue working together in a team approach to problem solving.
- 4.3 The student will develop an awareness of human fertilization and prenatal development.**
Descriptive Statement: Instruction includes the uniting of the sperm and the egg and the development of the fetus inside the uterus.
- 4.4 The student will identify basic human emotions and effective ways of dealing with them.**
Descriptive Statement: Emphasis is placed on understanding and dealing with strong emotions, both positive and negative. Students learn how to deal with joy and exuberance, as well as those emotions resulting from loss, rejection, divorce, death, illness, and moving. The student learns to manage appropriate responses to these feelings and to avoid self-destructive *or abusive* behavior.
- 4.5 The student will develop positive reactions to his or her strengths and weaknesses.**
Descriptive Statement: This includes accepting personal responsibility for successes and failures, taking pride in successes, and understanding that mistakes can result in positive learning toward success next time.
- 4.6 The student will become aware of the need to assume responsibility within the family and to function effectively as a family member.**
Descriptive Statement: The focus is on sharing tasks within the family and helping, supporting, and communicating with family members. Special attention is given to appropriate assistance and support for and communication with handicapped family members.

- 4.7 The student will describe the factors surrounding child abuse and child neglect.**
Descriptive Statement: The terms child abuse and child neglect (including sexual abuse) are explained, as well as how to protect oneself and the importance of confiding in a trusted adult such as a parent, teacher, minister, grandparent, or guardian.
- 4.8 The student will identify factors contributing to the use of drugs.**
Descriptive Statement: Discussion includes the motivation for using drugs and other substances--a need to feel "grown up," a need for peer acceptance, a "high" from the temporary effects of drugs, and/or a relief from psychic pain. Emphasis is placed on ways of dealing with one's needs and feelings without the use of drugs or other substances.
- 4.9 The student will recognize the dangers of substance abuse.**
Descriptive Statement: The focus is on the misuse of tobacco, alcohol, and other drugs. Content includes the adverse effects of substance abuse on the individual and on the many contributing factors to family violence, *sexual violence*, and child abuse.

FIFTH GRADE

- 5.1 The student will define the structure and function of the endocrine system.**
Descriptive Statement: The basic parts of the endocrine system (pituitary gland and adrenal glands) and their functions are introduced.
- 5.2 The student will identify the human reproductive organs in relation to the total anatomy.**
Descriptive Statement: Emphasis is placed on the male reproductive organs: penis, testicles, scrotum, and urethra; and on the female reproductive organs: uterus, ovaries, vagina, and fallopian tubes. The reproductive organs are explained in relation to total human anatomy.
- 5.3 The student will explain how human beings reproduce.**
Descriptive Statement: Instruction includes the uniting of the sperm and the egg and the development of the unborn child inside the uterus. The development of the baby at different stages is illustrated. Emphasis is placed on the need to avoid premarital sexual activity. The importance of prenatal care is discussed also, as well as the profound effects of drugs on the mother and developing child.
- 5.4 The student will recognize the relationship between the physical changes that occur during puberty and the developing capacity for reproduction.**
Descriptive Statement: Physical changes that occur during puberty are summarized. Topics included are nocturnal emissions and erections; menstruation; instability of emotions, such as mood swings during puberty; development of a positive attitude toward one's sexuality; and the relationship between changes during puberty and one's ability to conceive and bear children.
- 5.5 The student will realize the importance of nutrition for himself or herself and for pregnant women who need to eat nutritious foods and avoid dangerous substances while the baby is growing inside the uterus.**
Descriptive Statement: This objective is incorporated into the nutrition component for the fifth-grade health curriculum.
- 5.6 The student will identify reasons for avoiding sexual activity prior to marriage.**
Descriptive Statement: The psychological, social, and physical consequences of premarital sexual relations are discussed, as well as the benefits of postponing sexual intercourse until one is physically and emotionally mature and has a positive, committed marital relationship. The detrimental effects of premarital sex, including teenage pregnancy, infant mortality, and sexually transmitted diseases, are emphasized, as well as the impact on one's reputation and self-esteem.
- 5.7 The student will describe the effects of personal hygiene on one's self-concept.**
Descriptive Statement: Discussion focuses on those bodily changes in puberty that require special attention to cleanliness and their relationship to a positive self-concept and acceptance from peers. Toxic shock syndrome and its relation to cleanliness are included.

- 5.8 The student will recognize the importance of contributing to a constructive group activity.**
Descriptive Statement: The teacher emphasizes the individual's contribution to accepting responsibility, how this relates to group success or failure, and how opportunities for leadership may be presented.
- 5.9 The student will develop an increased understanding of the roles, duties, and responsibilities of family members.**
Descriptive Statement: The student can achieve this by defining the traditional and changing roles, duties, and responsibilities of family members; by preparing for the life-long adjustments required for his or her changing roles; and by describing the emotional interactions involved in being a family member. Non-traditional career roles of males and females are discussed, and options for the life-long goals of *men and* women are presented.
- 5.10 The student will examine the messages from mass media related to sexuality.**
Descriptive Statement: Printed materials, advertising, television, wearing apparel, movies, and music are discussed in relation to gender stereotyping and to the avoidance of sexual exploitation *and sexual violence*.
- 5.11 The student will develop skill in saying "no" to any social behavior or activity that he or she perceives as wrong for himself or herself.**
Descriptive Statement: Discussion focuses on alternatives to situations such as rude behavior, smoking, alcohol or drug use, theft, vandalism, *violence*, and premarital sexual relationships.
- 5.12 The student will recognize threatening or uncomfortable situations and how to react to them.**
Descriptive Statement: These situations may include walking alone, opening doors for strangers, experiencing sexual abuse or incest, receiving obscene telephone calls, and facing dangers found in shopping malls. Ways of protecting oneself and recognizing and reporting such threats are stressed. The point is made, however, that most life situations are not threatening.
- 5.13 The student will explain the effects of substance abuse on the body.**
Descriptive Statement: Emphasis is placed on the adverse effects of alcohol, drugs, and tobacco on the body. This information is related to physical and emotional growth during adolescence, including sexual development; to fetal development; and to any adverse effects upon the family unit.
- 5.14 The student will become aware of the existence of sexually transmitted diseases.**
Descriptive Statement: The nature and myths regarding sexually transmitted diseases, including acquired immune deficiency syndrome (AIDS), is introduced. AIDS is explained as a deadly disease. Other diseases referred to include syphilis, gonorrhea, chlamydia, and genital herpes.

SIXTH GRADE

6.1 The student will relate personal hygiene to the physical changes that occur during puberty.

Descriptive Statement: Changes during puberty are discussed in relation to the increased need for personal hygiene, for proper dental care, for frequent showering and shampooing, for the use of deodorants, for the use and disposal of pads and tampons, and for clean clothing.

6.2 The student will explain the effects of growth on development, attitudes and interests.

Descriptive Statement: The teacher provides opportunities for discussion of physical changes during puberty, group and nongroup relationships (cliques and loners), peer pressure, and boy/girl relationships. Emphasis is on the positive and normal aspects of differences among individuals.

6.3 The student will continue to identify physical and emotional changes that occur during puberty and their effects on growth and development.

Descriptive Statement: The following topics are discussed in relation to male and female changes during puberty: nocturnal emissions and erections; menstruation, masturbation; instability of emotions and ways of expressing these emotions appropriately; and approaches to developing a positive attitude toward one's sexuality.

6.4 The student will recall basic facts about sexually transmitted diseases.

Descriptive Statement: Factual information is presented regarding sexually transmitted diseases, including syphilis, gonorrhea, chlamydia, and genital herpes. Diseases of the genitalia common to adolescents who are not sexually transmitted are described so as to allay unnecessary fears (such as vaginitis, urethritis, etc.).

6.5 The student will be able to describe the etiology, effects, and transmission of the AIDS virus.

Descriptive Statement: Instruction includes factual information regarding the AIDS virus and its transmission. The medical profession should be involved in teaching this objective (and other health-related topics) to include the most up-to-date facts.

6.6 The student will summarize the process of human reproduction and the benefits of postponing premarital sexual activity.

Descriptive Statement: This is a review of the reproductive process and the advantages of delaying sexual involvement. The possible detrimental effects of premarital sexual activity for both males and females are emphasized. They include sexually transmitted diseases, unwanted pregnancy, infant mortality, and psychological (reputation, self-esteem, etc.), social, economic, and physical consequences.

6.7 The student will describe personal characteristics that can contribute to happiness for self and others.

Descriptive Statement: This includes self-discipline, self-esteem, independence, acceptance of reality, acceptance of others, tolerance, concern for the needs of handicapped persons, loyalty, honesty, cooperation, diligence, respect for proper authority, and acceptance of responsibility for self in relation to others.

6.8 The student will demonstrate increased understanding of child abuse and neglect, including emotional and sexual abuse.

Descriptive Statement: This is accomplished by defining the types of abuse and explaining the need to report such situations to a trusted adult such as a parent, teacher, minister, grandparent, or guardian. The teacher helps students identify resources for the reporting and treatment of child abuse, sexual and family violence.

6.9 The student will become aware of community healthcare and safety agencies and their functions.

Descriptive Statement: Instruction includes the availability of community agencies providing the following services: child abuse prevention; treatment of abuse victims; mental health counseling; teenage pregnancy prevention and counseling; family planning counseling; prenatal care; substance abuse prevention and treatment and support groups; suicide prevention; prevention and treatment of sexually transmitted diseases, including AIDS; other general and specialized medical services, including the role of the family physician or local health department; police department, fire department, and other safety services; and community services provided by religious organizations. Parents are encouraged to learn about these agencies and to use their services when needed.

6.10 The student will explain the effects of substance abuse on the individual, family, school, and society.

Descriptive Statement: The effects of alcohol, tobacco, and other drugs on the individual, family, school, and society are presented with emphasis on genetic risks and fetal development, the nature of addictive personalities, drunken driving, physical and sexual abuse, family violence, and the hazards of "second-hand" smoking. Information on local community resources for obtaining help with these problems is included.

6.11 The student will evaluate the messages from mass media related to sexuality and gender stereotyping.

Descriptive Statement: Students progress from examining media messages in the fifth grade to evaluating messages from mass media related to sexuality and gender stereotyping in the sixth grade. The avoidance of sexual exploitation, sexual violence, sexual abuse and stereotyping is stressed.

6.12 The student will apply decision-making skills in solving specific problems and in determining the possible outcomes of his or her decisions.

Descriptive Statement: Instruction includes the steps in the decision-making process, problem solving, and assertive communication skills. Students relate decision-making and problem-solving skills to actual adolescent problems--their own or situations presented in case problems. The effects of decisions on life-long goals are emphasized, and students predict the possible outcomes of decisions made. Career and other options available to women are stressed as choices and are identified in the decision making process.

SEVENTH GRADE

- 7.1 The student will identify his or her role and relationships within the family.**
Descriptive Statement: Content includes identification of personal interactions; communication skills; ways of meeting emotional, physical, and intellectual needs; and the student's contribution to the family unit. Students learn the positive benefits of personal sacrifice to support family goals and needs when such a decision is indicated.
- 7.2 The student will recognize the physical development of his or her sex characteristics and how they affect emotional and social growth.**
Descriptive Statement: Emphasis is placed on the biological and physiological changes of early adolescence. Attention is given to such secondary sex characteristics as body growth, genital changes, hormonal secretions, the onset of menstruation, and sex-response feelings. Instruction promotes self-awareness and alleviates anxiety through factual information regarding spontaneous erections, nocturnal emissions, masturbation, and differences in growth rates and development.
- 7.3 The student will realize that physical affection is not all sexual, but that it also can be an expression of friendship, of celebration, or of a loving family.**
Descriptive Statement: The student learns that appropriate expressions of affection are essential for emotional, physical, and psychological health. *The student will recognize the difference between appropriate and inappropriate physical affection. ~~Factual information about personal anxieties encountered frequently by adolescents. Such anxiety has led to increased dropout and teen suicide problems.~~*
- 7.4 The student will recognize that sexual behaviors are conscious decisions; that it is important to say "no" to premarital and inappropriate sexual relationships; and that appropriate relationships are based on mutual respect, trust, and caring.**
Descriptive Statement: Sexual feelings are interpreted as normal and to be expected, but not always to be manifested in behavior. Instruction includes explanation of the differences between needs and desires, assertive skills, problem solving or conflict resolution, and alternatives. Ways to say "no" to premarital sexual relations and ways that students can support each other in saying "no" are presented. *Characteristics of abusive relationships are addressed.* In addition, the detrimental effects of teenage pregnancy, the nature of sexually transmitted diseases, and the benefits of delaying sexual activity until marriage are reviewed.
- 7.5 The student will identify messages in society related to sexuality.**
Descriptive Statement: The teacher guides the student in discovering and analyzing messages about sexuality found in advertising media, music and videos, television, films, printed materials, and graffiti. Messages conveyed by adults also are addressed. Students learn to recognize gender stereotyping and sexual exploitation. They are encouraged to evaluate and counteract any negative effects identified and to engage in a variety of positive activities, rather than spending too much time viewing media programs containing negative components.

- 7.6 The student will be aware of the consequences of preteen and teenage sexual intercourse.**
Descriptive Statement: Instruction focuses on updated, factual information regarding sexually transmitted diseases, including AIDS; pelvic inflammatory disease (PID); cervical cancer; unwanted pregnancy; and discussion about reputation, guilt, and anxiety. Discussion also includes the emotional and financial implications of sexual activity and parenting before marriage. Students are guided in identifying positive aspects about themselves as reasons for avoiding risk-taking behavior. They learn also about the positive results and freedoms associated with abstinence during the preteen and teenage years.
- 7.7 The student will list the adverse consequences of a pregnancy in early adolescence, as well as the positive benefits of postponing pregnancy until marriage.**
Descriptive Statement: Instruction includes a review of pregnancy and childbirth from previous grade levels, as well as discussion of responsibilities involved and adverse consequences encompassing the emotional, physical, social, and economic impact on young parents, on their families, and on society. The nutritional implications of high-risk infants and teenage mothers also are included. The effects of an adolescent pregnancy on the student's life-long goals and potential achievements are emphasized, particularly in view of the many personal and career options available to women.
- 7.8 The student will describe the signs and symptoms of pregnancy.**
Descriptive Statement: Instruction involves physical and psychological changes and the need for early detection of pregnancy through medical testing to ensure a healthy and successful pregnancy. Community resources for testing and/or further information are identified.
- 7.9 The student will develop an understanding of and responsibility for family planning.**
Descriptive Statement: Content includes reasons for family planning, factors to be considered when planning a family, the role of the family physician, community resources, and methods of contraception.
- 7.10 The student will explain techniques for preventing and reporting sexual assault and molestation.**
Descriptive Statement: Methods of handling assault and molestation, as well as prevention methods, are presented. Emphasis is placed on the importance of avoiding situations which could provide opportunities for molestation, including the homes and cars of acquaintances when no appropriate supervision is available. Key terms are defined. ~~and~~ ~~a~~ Approaches *and behaviors* used by molesters are identified and explained. Community resources for victims of molestation and assault are identified.
- 7.11 The student will identify causes, symptoms, treatment, prevention, and transmission of sexually transmitted diseases, including AIDS.**
Descriptive Statement: Topics include the nature, symptoms, treatment, transmission, and diagnosis of the following diseases in addition to AIDS: syphilis, gonorrhea, chlamydia, and genital herpes. In addition, myths are dispelled; for example students learn that one cannot contract a sexually transmitted disease from dirty dishes or clothing. High-risk activities, such as needle sharing, intravenous drug abuse, are discussed. Community resources for the testing and treatment of sexually transmitted diseases are identified.

- 7.12 The student will identify the issues associated with friendships.**
Descriptive Statement: The student accomplishes this by identifying characteristics of each type of friendship and by relating these characteristics to changes as one advances through the growth and development process. *The student will identify the characteristics of healthy and unhealthy friendships and other relationships.*
- 7.13 The student will realize the role of peers and the peer group during adolescence, and the nature and purpose of dating.**
Descriptive Statement: Discussion focuses on the qualities of friendship, the importance of participating in peer groups that encourage the development of positive personal traits, and the nature of dating. Group dating is presented as a positive first step in developing romantic relationships, demonstrating appropriate *and inappropriate* dating behavior, and fulfilling dating responsibilities.
- 7.14 The student will recognize contributions of various racial and ethnic groups to family life and society.**
Descriptive Statement: Topics include the importance of racial and ethnic identity for families and the effects of negative stereotypes on families and individuals. Emphasis is placed on appreciation of racial and ethnic differences.
- 7.15 The student will increase his or her ability to listen to different points of view and to accept the rights of others to a differing point of view.**
Descriptive Statement: Positive communication skills are developed to enhance relationships and to increase recognition of various points of view existing within families and society.

EIGHTH GRADE

8.1 The student will relate stages of human development to his or her own developmental level.

Descriptive Statement: The student learns that people change as they age, according to their developmental level--physically, mentally, and emotionally. Physical development and human anatomy are reviewed. Stages of mental and emotional development are presented in relation to the student's present developmental level with the goal of increasing his or her self-understanding and self-acceptance--now and in the future. Commonly accepted theories of personal development are presented as they relate to the student's own development.

8.2 The student will recognize the development of sexuality as an aspect of the total personality.

Descriptive Statement: The primary factor to be presented is the development of one's own sexual identity.

8.3 The student will become aware of the need to think through decisions and to take responsibility for them.

Descriptive Statement: The impact of present decisions on future opportunities and personal development is stressed. Instruction also includes support skills for the decision-making process--assertive communication, identification of personal conflicts, and conflict resolution. Life-long educational, career, and personal development goals are examined in relation to present decisions and to options available to males and females at various stages of their lives.

8.4 The student will identify the issues associated with friendships.

Descriptive Statement: The student accomplishes this by reviewing the characteristics of *appropriate and inappropriate* friendships, by discussing the qualities of a good friend, and by relating the characteristics to changes as one continues to advance through the growth and development process.

8.5 The student will recognize the nature of dating during adolescence.

Descriptive Statement: Content includes the need for belonging, love, and affection, and the search for one's own identity. In addition, students examine the difference between love and infatuation and become aware that one learns about oneself from every relationship. *The student will also recognize warning signs for potentially abusive dating relationships.*

8.6 The student will interpret the messages in society related to sexuality.

Descriptive Statement: Students continue to discover and analyze messages about sexuality found in advertising media, music and videos, television, films, printed materials, and graffiti. Students also determine the impact of these messages on themselves and others and review how to counteract negative effects. Positive alternatives to media immersion are discussed.

8.7 The student will describe strategies for saying "no" to premarital sexual relations.

Descriptive Statements: The emphasis is on strengthening self-confidence and reinforcing assertive skills and decision-making skills. Students learn why and how to say no" to premarital sexual relations and to situations that challenge their own values, how to manage peer pressure, and how to manage their own sexual feelings.

- 8.8 The student will develop the coping skills needed to deal with stress.**
Descriptive Statement: Students identify possible sources of stress (for example, parental, peer, and school pressures; teenage pregnancy; and fear of AIDS); and the positive and negative ways in which individuals deal with these sources of stress. The point is made, however, that stress cannot be avoided and that it is not all negative. Information is provided to counteract negative approaches to dealing with stress, such as alcohol, drugs, and suicide. Students learn positive techniques for coping with stress (for example, exercise and sports, creative arts, religious activities and youth groups, and career-development and life-management activities).
- 8.9 The student will identify the stresses related to changing relationships in the home, school, and community.**
Descriptive Statement: Emphasis is placed on the grief and adjustment processes associated with loss or change resulting from such circumstances as illness, a disabling condition, death, separation, divorce, loss of friendship, loss of income, or coping with substance abuse. The point is made, however, that changes may bring new opportunities to form friendships and to engage in new activities; that some relationships contain normal amounts of stress, especially in adolescents; and that stress is usually only temporary.
- 8.10 The student will analyze the issues related to teenage pregnancy.**
Descriptive Statement: Issues such as the role of the teenage father and the adverse impact of pregnancy on both families are identified. The physical, social, emotional, legal, financial, educational, and nutritional implications of teenage pregnancy also are discussed.
- 8.11 The student will review facts about pregnancy prevention and disease control.**
Descriptive Statement: Methods of contraception are analyzed in terms of their effectiveness in preventing pregnancy and the spread of disease. Abstinence is emphasized as the only method that is 100% effective in preventing pregnancy and the most effective method of minimizing the possibility of contracting sexually transmitted diseases.
- 8.12 The student will describe the effects of alcohol and drug abuse on families and peer relationships.**
Descriptive Statement: The effects of substance abuse on judgment within the peer group in terms of social and sexual behavior are analyzed. The effects of such abuse within the family also are emphasized, including family *and sexual* violence.
- 8.13 The student will identify the effects and prevention of sexual assault, rape (including "date rape"), incestuous behavior, and molestation.**
Descriptive Statement: Content includes developing assertive skills, resolving conflict, avoiding risk situations and provocative behavior and dress, saying "no," and identifying other alternatives. *Characteristics of dating violence and abusive relationships will be discussed.* Information on referral services also is provided.
- 8.14 The student will recall the ways in which the AIDS virus is transmitted, and techniques for preventing this disease.**
Descriptive Statement: This involves describing behaviors, including homosexuality, that put one at risk; dispelling myths regarding the transmission of the disease; and stressing

abstinence and rejection of the use of illegal, intravenous drugs. The use of condoms in preventing the spread of AIDS is discussed.

NINTH GRADE

- 9.1 The student will trace the human growth cycle in relation to parenting skills from the prenatal period through the elderly stage.**
Descriptive Statement: Information about developmental levels throughout the life cycle-- prenatal, infant, toddler, pre-kindergarten, school-age, adolescent, young adult, middle-age, and elderly--is related to the complexity of child-rearing and to the need for maturity before parenthood. Life-stage development is also presented to help students gain appreciation of their own development.
- 9.2 The student will explain the importance of the family as a basic unit of society and his or her responsibility as a member of the family.**
Descriptive Statement: Topics include the function of the family, family forms, family strengths, and family influences on society.
- 9.3 The student will recognize the development of sexuality as an aspect of the total personality.**
Descriptive Statement: Discussion focuses on the development of one's sexual identity. Internal and external conflicts associated with problems of sexual identity are addressed.
- 9.4 The student will review and apply the decision-making process.**
Descriptive Statement: Students practice methods of gathering information and applying the decision-making process in practical situations. Emphasis is placed on the need for parental guidance, family and personal values, knowledge, and reason as bases for decision-making.
- 9.5 The student will review the nature and purposes of dating.**
Descriptive Statement: Topics include understanding family guidelines, the functions of dating, and coping with the pressures experienced in dating situations. *Students will discuss the signs of dating violence and abusive relationships.* Discussion also focuses on the importance of group dating, rather than dating as a couple, in early adolescence.
- 9.6 The student will realize the importance of setting standards for controlling sexual behavior and of postponing sexual relations until marriage.**
Descriptive Statement: The physical, emotional, social, and economic consequences of premarital sexual relations continue to be emphasized along with reinforcement of assertive skills and ways to say "no" in terms that will enable the student to resist pressure from other teenagers and manage his or her own feelings and behavior.
- 9.7 The student will interpret the effects and prevention of sexual assault, rape (including "date rape"), incestuous behavior, and molestation.**
Descriptive Statement: This is a review of the use of assertive skills, conflict resolution, avoidance of risk situations, and referral services in the community. In addition to identifying such factors, the student explains or interprets them to others. *The student will demonstrate proper approaches to dealing with abusive relationships.*
- 9.8 The student will relate specific information on substance abuse to each stage of the life cycle.**
Descriptive Statement: Emphasis is on substance use and abuse during pregnancy, puberty, and adolescence and its general effect on daily functioning.

- 9.9 The student will be able to explain the process of reproduction.**
Descriptive Statement: Instructional components include anatomy, physiology, conception, fertility, fetal development, childbirth, and prenatal care.
- 9.10 The student will demonstrate understanding of specific health issues, including the ability to conduct particular self-examinations.**
Descriptive Statement: The focus is on factual information about menstruation, toxic shock syndrome, pre-menstrual syndrome, menopause, and male- and female-specific concerns. Disease prevention through self-assessment and self-examination is reinforced with emphasis on breast and testicular self-examination.
- 9.11 The student will demonstrate knowledge of pregnancy prevention and disease control.**
Descriptive Statement: Topics include planning for adult relationships, a review of factors to consider in planning for a family, misconceptions about contraception, a review of methods of contraception in relation to effectiveness in pregnancy prevention and disease control, and the decisions associated with contraception. Abortion is not presented as a method of birth control, but spontaneous abortion or miscarriage is explained and the risks of induced abortion are analyzed.
- 9.12 The student will explain the transmission and prevention of the AIDS virus.**
Descriptive Statement: This is a review of the ways in which the AIDS virus is transmitted and the techniques for preventing this disease.
- 9.13 The student will identify the effects of discrimination.**
Descriptive Statement: The teacher helps students identify forms of discrimination including ageism, racism, and sexism and the consequences of discrimination on individual and family life. Discussion focuses on the value and importance of differences among individuals and families.
- 9.14 The student will begin to identify educational and career goals.**
Descriptive Statement: Students formulate educational and career objectives. A "life goals" project provides the structure for achieving this objective and students complete activities that enable them to gain insight into the variety of personal and career options available to males and females.

TENTH GRADE

- 10.1 The student will determine how maturation affects adolescents.**
Descriptive Statement: Emphasis is placed on the process of adolescent development as it relates to self-image, self-esteem, physiological changes, identification of human needs, constructive responses to emotions, the decision-making process, sources of values, and self-discipline.
- 10.2 The student will describe his or her own attitudes concerning expectations of self and interpersonal relationships.**
Descriptive Statement: *Appropriate* friendships, dating or group activities, stages of developing relationships, assertiveness, types of love, communication, and individual and family roles are stressed.
- 10.3 The student will examine values, morals, and ethics essential to the growth and maintenance of positive human relationships.**
Descriptive Statement: The universal values of honesty, trustworthiness, self-control, responsibility for self and others, and social justice are discussed as well as the development of moral and ethical systems.
- 10.4 The student will use the steps in the decision-making process to solve specific problems.**
Descriptive Statement: Instruction deals with the six steps of the decision-making process as they relate to personal, social, and peer pressures and to media messages. These steps include: identifying the problem; listing all possible alternatives; evaluating the alternatives and their consequences based on personal and familial beliefs as well as societal values; choosing an alternative that promotes the good in self, others, and society; acting on the decision; and evaluating the results. Resources in the community that can assist in evaluating alternatives are identified.
- 10.5 The student will recognize the need to abstain from premarital sexual intercourse.**
Descriptive Statement: Content focuses on the need to consider life-long goals in relation to pressures for present sexual activity. Topics include readiness for parenthood, the consequences of non-marital pregnancy, the effects of sexually transmitted diseases, the impact on reputation and on present and future goals, the importance of adhering to family values, the need to complete educational plans, the burdens of financial responsibilities, and interference with future goals and job opportunities. The positive benefits of postponing sexual activity until marriage are emphasized, especially the opportunities available to young men and women who concentrate on attaining their personal, educational, and career goals. In addition, abstinence continues to be emphasized as the only method that is 100% effective in preventing pregnancy.
- 10.6 The student will recognize alternatives to premarital sexual intercourse for expressing feelings and affection.**
Descriptive Statement: Students are guided toward communicating feelings and affection through talking; through expressing ideas, values, and goals; through social and recreational contacts and community service; and through positive body language and caring gestures, rather than through premarital sexual intercourse.

- 10.7 The student will explain the factors to be considered in preparing for dating and marriage.**
Descriptive Statement: Steps involved in relationships are identified, including friendships; dating (casual, double/group, single, blind, steady, and leading to marriage); and mate selection. *Steps to developing positive, healthy relationships will also be discussed.*
- 10.8 The student will examine factors to be considered in life-goal planning.**
Descriptive Statement: Discussion includes life-long career goals in relation to economics and continuing education, considering the possibilities of marriage and preparing for a family, and/or career development plans. Family planning, including methods of contraception, is reviewed.
- 10.9 The student will describe the signs and symptoms of pregnancy.**
Descriptive Statement: Instruction involves physical and psychological changes and the need for early detection of pregnancy through medical testing to ensure a healthy and successful pregnancy. Community resources for testing and/or further information are identified.
- 10.10 The student will analyze the factors associated with a healthy pregnancy.**
Descriptive Statement: Content focuses on causes of low birth weight such as smoking, poor nutrition, and use of alcohol and other drugs, as well as the effects of sexually transmitted diseases, including AIDS. Other consequences of good and poor health habits, including the importance of quality prenatal care, are stressed.
- 10.11 The student will explain the importance of supportive roles of the mother and father through pregnancy and birth.**
Descriptive Statement: Topics for discussion include the responsibilities of each parent in relation to proper prenatal care; the effects of heredity; possible abnormal outcomes such as miscarriage, birth defects, still-birth, and premature birth; and the stages of fetal development prior to birth.
- 10.12 The student will describe available birthing options.**
Descriptive Statement: Prepared materials on childbirth education are primary resources. Birthing alternatives, such as natural childbirth, are examined.
- 10.13 The student will identify the stages of the birthing process.**
Descriptive Statement: The stages of the birthing process include the onset of the process and the three stages of labor and delivery--dilation, birth, and expulsion of placenta.
- 10.14 The student will analyze the skills and attitudes needed to become a competent parent.**
Descriptive Statement: Attitudes toward parenting styles are examined. Instruction also includes various parenting strategies described by authorities. Students have opportunities to identify parenting skills they wish to develop. *Students will understand the importance of the parenting responsibilities of both the mother and father. The student will be able to identify community and familial support systems that are available to parents.* ~~Emphasis is placed on the joint participation mother and father and sharing of parenting responsibilities. The point is made that single parents can receive support from friends, from the extended family, and from community resources.~~

10.15 The student will describe adjustments to be made after the birth of a child.
Descriptive Statement: The newborn child as a source of joy and love is emphasized; however, the impact on the family of caring for a newborn infant is examined, including the effects on income, educational plans, leisure time, time available for sleep, and interpersonal relationships.

10.16 The student will compile a list of community agencies and resources available to assist individuals and families.
Descriptive Statement: Examples of community resources to be listed are mental health services, social services, religious organizations, private agencies, hot lines *such as violence prevention, child abuse, sexual violence and suicide*, day-care centers, nursing homes, and the department of health.

10.17 The student will review the positive aspects of family life as a basic unit of society and as a means of personal development.
Descriptive Statement: Instruction includes a review of family functions and forms, with particular emphasis on family interactions. The family unit is described as a primary factor for the development of one's personality and for preparation for adulthood as either a married or a single person. The relationship of the family unit to the community and the world is stressed.

ELEVENTH GRADE

- 11.1 The student will evaluate individual strengths and weaknesses in relation to personal, educational, and career goals.**
Descriptive Statement: Students are guided through a realistic self-assessment including working toward personal improvement, setting short- and long-term goals, formulating action plans, establishing priorities, and using school and community resources. Emphasis is placed on the variety of choices available to young women and the need for sound decision making.
- 11.2 The student will relate major theories of human development to his or her own situation and/or developmental level.**
Descriptive Statement: A review of the major theories of personal developmental stages is followed by analysis of each stage as it relates to the student's own development. Students are made aware that these are theories, that they are not all inclusive, and that they may or may not relate to the student's individual life.
- 11.3 The student will recognize advantages of abstinence from premarital sexual relations, reinforcing methods of saying "no" to undesirable behavior.**
Descriptive Statement: The physical, emotional, social, and economic consequences of premarital sexual relations continue to be stressed, and students progress in development of assertive skills, including methods of saying "no" in ways that enable them to resist pressure from other teenagers and manage their own feelings and behavior.
- 11.4 The student will explain how television can have both positive and negative effects on the development to individuals--children, adolescents, and adults.**
Descriptive Statement: Content includes types of messages conveyed on television; techniques for analyzing television programs and commercials; and strategies for evaluating television offerings according to their potential to entertain, to educate, to reinforce concepts, to guide or misguide behavior, and to promote violence.
- 11.5 The student will express his or her own attitude toward parenting.**
Descriptive Statement: This centers on the student's own opinions about parenthood--possible reasons for becoming a parent, realistic role expectations for parenthood, and parental responsibilities. It also includes discussion of the responsibilities of parents who have children with characteristics that may be displeasing to the parent(s).
- 11.6 The student will develop skills in making parenting decisions.**
Descriptive Statement: Students explore the relationship between personal and family development and planning for parenthood. They analyze the factors to be considered in family planning, such as education, career development, finances, and maturity.
- 11.7 The student will classify the major problems, issues, and decisions related to each stage of the family life cycle.**
Descriptive Statement: The life cycle and how it applies to individuals and families is covered along with developmental tasks and needs of individual family members.

- 11.8 The student will identify parenthood options in terms of questions to be answered and decisions to be made.**
Descriptive Statement: Discussion includes readiness to be a parent; family planning issues and spacing of children; choices resulting from infertility, genetic factors, and birth defects; and expenses associated with parenthood. Discussion also includes the positive aspects of parenting for the individual and for society.
- 11.9 The student will describe characteristics of newborn infants.**
Descriptive Statement: Characteristics include physical appearance, medical tests to assess normalcy, observable infant behavior, emotional and physical needs of the child, and decisions related to circumcision.
- 11.10 The student will recall ways to cope with common fears and concerns regarding the care of newborn infants.**
Descriptive Statement: The emphasis is on parent-child relationships, such as bonding, special care requirements, feeding schedules, stress, Sudden Infant Death Syndrome (SIDS), sleep patterns, colic, smothering, apnea, medications, illness, and breast and bottle feeding.
- 11.11 The student will describe the adjustments family members face in the postnatal period.**
Descriptive Statement: Adjustments to be considered include how the baby's needs affect other family members and their schedules. Consideration is given to the expectations of relatives and to adult needs for privacy, recreation, and time with other children. The issue of sibling rivalry is also discussed.
- 11.12 The student will explain the stages of growth and development in children.**
Descriptive Statement: Topics included are the growth patterns of children, behavior patterns to be expected as children develop, and appropriate parent responses in reacting to and in guiding children's behavior.
- 11.13 The student will calculate the personal considerations and financial costs of childbearing.**
Descriptive Statement: This includes the following considerations: the economic costs of raising a child, including the expenses of medical care before and after pregnancy; the costs of educating a child; the social considerations, including the investment of time and energy needed for quality child care; and the opportunity considerations, such as staying home to care for a child rather than pursuing an education or a career. This is balanced with discussion regarding the rewards of having children.
- 11.14 The student will identify criteria for selecting adequate child-care services.**
Descriptive Statement: This is achieved by guiding the student in identifying child-care alternatives and in establishing guidelines for selecting appropriate care, considering pre-school education, after-school day care, the problems of children in self-care ("latchkey") situations, and the need for quality and quantity of time in maintaining the well-being of the child.
- 11.15 The student will analyze community resources to meet specific needs.**
Descriptive Statement: This analysis focuses on community health-care resources, employee benefits and programs, support agencies and services, sources of educational information about child care and parenting, and family planning resources.

TWELFTH GRADE

12.1 The student will describe the value of the home and family as primary sources of enrichment and personal renewal.

Descriptive Statement: Content focuses on the importance of home and family as a support system, as a nurturing influence in developing values and attitudes, and as an example or role model for the student's future home and lifestyle.

12.2 The student will analyze the effects of cultural and family patterns on individual and family development.

Descriptive Statement: Topics such as kinship, family cultural background and customs, family religious traditions, and the changing family in today's society are analyzed.

12.3 The student will describe types of adjustments and sources of conflict in interpersonal relationships.

Descriptive Statement: Students learn that adjustments in relationships are to be expected and are not all bad. Instruction also includes common problems, commitment to the relationship, communication skills, decision-making strategies, compromise, and other methods of conflict resolution.

12.4 The student will explain how parental responsibilities change throughout the family life cycle.

Descriptive Statement: The following topics are reviewed: the family life cycle; family structures; cultural and religious influences on parental behavior; psychosocial developmental stages; the developmental tasks of parents and children through the life cycle; strategies for parenting; nutritional needs of family members throughout the life cycle; family roles and responsibilities at various stages; and conflict resolution.

12.5 The student will recognize problems of individuals with handicapping conditions and ways in which families can be sensitive to and make adjustments for these needs.

Descriptive Statement: The emphasis is on managing and coping with the emotional and financial stress brought on by the special needs of individual family members with such conditions as chronic illness, physical and emotional handicaps, and learning disabilities. The use of community resources, educational institutions, and personal skills is included.

12.6 The student will develop a plan for managing resources in the home.

Descriptive Statement: This involves developing a household budget that achieves family goals. Time and energy management and the role of personal skills also are discussed.

12.7 The student will interpret state laws that affect family life.

Descriptive Statement: Current laws in Virginia are reviewed as well as any pending legislation affecting individuals and families regarding marriage, divorce, adoption, child abuse, sexual abuse and assault, and legal responsibilities of parents.

- 12.8 The student will identify ways of preventing and/or coping with various types of violence.**
Descriptive Statement: Content includes issues associated with dating violence, spouse abuse, sexual assault, physical and verbal child abuse, family violence, and abuse of the elderly and disabled; violence prevention strategies, and identification of local support groups and agencies. Emphasis is placed on abuse as an unacceptable form of behavior that should not be tolerated. The need to report violence to appropriate authorities and agencies is presented as well as methods of reporting.
- 12.9 The student will analyze stress and crisis situations which affect family life.**
Descriptive Statement: Stress situations and crises in the family are emphasized, particularly parental crises, death and dying, the termination of a marriage, role changes, job conflicts, loss of income, and serious illness. Students learn ways to prevent and manage such situations and crises and to ensure that the final outcome is positive.
- 12.10 The student will identify procedures and criteria for assessing community resources that deal with individual and family problems.**
Descriptive Statement: Students learn how to locate community resources and how to evaluate them in selecting appropriate assistance with individual and family problems.
- 12.11 The student will interpret rationale for saying "no" to premarital sexual activity.**
Descriptive Statement: The student progresses in assertive skills associated with saying "no" and knows the physical, emotional, social, and economic implications of premarital sexual relations.
- 12.12 The student will prepare a plan for the fulfillment of life-long goals.**
Descriptive Statement: Each student develops a plan designed to achieve the goals previously identified and based on the self-assessment activity in the eleventh grade. The plan includes strategies for attaining personal, educational, and career goals. The student continues to be made aware of the variety of opportunities and choices available.

**GUIDELINES FOR TRAINING
INDIVIDUALS WHO WILL BE TEACHING
FAMILY LIFE EDUCATION**

GUIDELINES FOR TRAINING INDIVIDUALS WHO WILL BE TEACHING FAMILY LIFE EDUCATION

INTRODUCTION

Individuals who teach Family Life Education (FLE) must be trained in its content, teaching strategies, use of instructional materials, assessment methods, and ways to involve parents. To ensure consistency in dealing with sensitive content and issues, a comprehensive and systematic training program is essential. The training program uses a combination of workshops and technology. The Board of Education shall establish requirements for appropriate training for teachers of FLE, which shall include training in instructional elements to support the various curriculum components. All individuals teaching FLE should participate in the state training program and follow-up activities in the region or local school division.

TRAINING PROGRAM

The Department of Education sponsored, in 1988 through 1990, a series of regional and statewide FLE training sessions and teleconferences for the divisions' FLE contact persons, grade level leaders, and teachers. The school division contact persons and grade-level leaders were responsible for determining if the program was properly implemented.

In following years, FLE inservice and staff development workshops were offered from the Department of Education on an "as requested basis." During 1996, Virginia Commonwealth University's Division of Health and Physical Education conducted a survey of local FLE staff development needs. Data were requested from five representatives in each school division (the division-level FLE contact person; an administrator or teacher from the elementary, middle, and high schools; and the special education director). The survey indicated the need for ongoing, consistent, and skill appropriate staff development opportunities on 21 specific topics. Over a two-year period, two advisory groups (including representatives of the Virginia Congress of Parents and Teachers, the Virginia Department of Health, central office administrators, teachers, higher education educators, and adolescents) provided input in developing an ongoing staff development plan partially implemented in 1997 and fully implemented in 2002.

The current FLE staff development plan is primarily funded through federal funds from the Centers for Disease Control and Prevention, Division of Adolescent and School Health. Additional funds sometimes are provided through the U. S. Department of Education, Safe and Drug-free School Programs, and the Virginia Department of Health. The staff development plan includes the use of 14 training modules (in manual format) to address most of the 21 requested topics, a continual broad scope and multiple-level review process, piloting of newly developed draft modules, evaluation of each module,

and revisions of the training manuals. The plan also includes a multiple-level training-of-trainers program where qualified educators are identified to provide staff development workshops to FLE teachers, other classroom teachers (including special education), instructional specialists, administrators, nurses, counselors, social workers, parents, community-based educators, and related positions. Some trainers are identified as statewide mentor trainers and others are identified as local facilitators.

The theory-based, skills-based staff developed workshops are offered during statewide summer training sessions and at regional or local sites during the school year on an “as requested basis.” Each training session is evaluated. Results of the evaluation are used to revise training manuals and instructional procedures for adults.

SUMMARY

This design provides for consistency in training personnel and implementing the FLE program. The provision for support and follow-up is based on research findings which indicate ~~indicating~~ that without ~~if~~ effective training and follow-up activities ~~are not provided, there is little likelihood~~ it is less likely that individuals will practice what they have been trained ~~to do~~. The evaluation will be designed to determine, on a continuing basis, if teachers or community-based educators that work with youth use information or skills learned in their classes with children and youth. This approach to evaluation should provide useful information about the success of the program, both immediate and long-term.

**GUIDELINES FOR
PARENT/COMMUNITY INVOLVEMENT**

GUIDELINES FOR PARENT/COMMUNITY INVOLVEMENT

INTRODUCTION

An important element in the successful implementation of a Family Life Education program is parent/community involvement. A theme that runs throughout the program is the parent/teacher team approach to Family Life Education. Because of the sensitive nature of program content, a planned approach to parent/community involvement is critical.

PLAN FOR PARENT/COMMUNITY INVOLVEMENT

In each school division that offers Family Life Education, the superintendent will identify a community involvement team, or use the school health advisory board, which should include individuals such as central office personnel, an elementary school principal, a middle school principal, a high school principal, teachers, a school board member, parents, one or more members of the clergy, a member of the medical profession, and others in the community.

Parents and community-based personnel are encouraged to participate in statewide and local training sessions for Family Life Education.

The community involvement team or school health advisory board members will work with others in their localities to offer an ongoing plan to explain the Family Life Education program and to solicit support and involvement in its implementation.

PARENT INVOLVEMENT ACTIVITIES

Department of Education staff members provide workshops and training sessions on Family Life Education and related topics at the state leadership conference and the annual convention of the Virginia Congress of Parents and Teachers (Virginia PTA). Parents participate on the statewide HIV/STD Resources Review Panel and on other planning committees as formed. One of the current 14 training modules addresses *Parental Involvement in Family Life Education*. School and community-based personnel as well as other parents are encouraged to participate in workshops that outline the key components of Family Life Education and the role of parents in the program.

Each teacher of Family Life Education is asked to meet with parents of students involved in the program. Provision should be in place for an ongoing review of local curriculum and instructional materials before they are used in the classroom. It is recommended that a resource center containing Family Life Education materials that may be checked out by parents is available in every school.

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The Board's *Guidance Document Governing Certain Provisions of the Regulations Establishing Standards of Accrediting Public Schools in Virginia*, adopted by the Board on October 26, 2006, gives school divisions guidance in prescribing additional credit requirements for the Standard and Advanced Studies diplomas. The guidance document says, in part:

Standard Diploma: Generally, the Board will approve requests from local school divisions to require up to two additional local credits to obtain the Standard Diploma, up to a maximum of 24 required credits. Generally, the Board will approve local requests for additional graduation credit requirements in the core discipline areas of the Standards of Learning (English, mathematics, science or history/social science)... Requests for additional local credits in disciplines outside the core discipline areas will be considered on a case-by-case basis.

Advanced Studies Diploma: Generally, the Board will approve requests from local school divisions for local additional credits required for the Advanced Studies Diploma above the 24 contained in the standards if the credits are in the discipline areas of English, mathematics, science, history/social studies, fine arts (including performing arts), career and technical education, or foreign language. The Board will consider credits outside these disciplines on a case-by-case basis.

Transfer Students: Any local school division receiving approval to increase its course credit requirements may not deny either the Standard or Advanced Studies Diploma to any transfer student who has otherwise met the requirements contained in the standards, if the transfer student can only meet the division's requirements by taking a heavier than normal course load in any semester, by taking summer school, or by taking courses after the time when he or she otherwise would have graduated.

Prospective Application / Advance Notice: A local school division's additional credit requirements should apply only to students who have not yet entered ninth grade at the time the additional credits are approved.

Allocation of Electives: Generally the Board will approve requests from local school divisions to allocate elective credits for local prescribed course requirements, while reducing the number of electives by an equal amount so that the total number of graduation credit requirements remains unchanged....

Summary of Major Elements:

Westmoreland County Public Schools is requesting approval to require students to complete six additional courses to earn a Standard or an Advanced Studies Diploma. Students would be required to complete one course in personal finance, two courses in career and technical education, and three additional electives. This would increase the number of prescribed credits by three and the number of electives from six to nine for the Standard Diploma, and from two to five for the Advanced Studies Diploma.

Westmoreland County is requesting the increased graduation requirements to become effective for students entering the ninth grade for the first time in the 2007-2008 school year. A semester block schedule will be implemented in the fall of 2008-2009, providing new opportunities for students to earn standard credits.

The Board of Education's guidelines limit the Standard Diploma to 24 standard credits. Approval of this request would increase the Standard Diploma requirements for Westmoreland County Public Schools to 28 credits. The Board's guidelines also require advanced notice to ninth graders who will be affected by the change.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board approve the request from Westmoreland County Public Schools to increase graduation requirements, effective beginning with the ninth grade class of 2008-2009, to ensure that all students have ample time to plan for the increased graduation requirements and ample opportunity to earn the additional credits.

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

Timetable for Further Review/Action: Upon approval of the request, Department of Education staff will notify Westmoreland County Public Schools of the Board's action.

Standard Diploma

| | Verified Credit Requirements | Standard Credit Current Requirements | Standard Credit Proposed Requirements |
|---|------------------------------|--------------------------------------|---------------------------------------|
| English | 2 | 4 | 4 |
| Mathematics ¹ | 1 | 3 | 3 |
| Laboratory Science ^{2, 6} | 1 | 3 | 3 |
| History and Social Sciences ^{3, 6} | 1 | 3 | 3 |
| Health and Physical Education | | 2 | 2 |
| Fine Arts or Career and Technical Education | | 1 | 1 |
| Personal Finance | | | 1 |
| Career and Technical Education | | | 2 |
| Electives⁴ | | 6 | 9 |
| Student Selected Test ⁵ | 1 | | |
| Total | 6 | 22 | 28 |

1. Courses completed to satisfy this requirement shall be at or above the level of algebra and shall include at least two course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of algebra and geometry. The Board may approve additional courses to satisfy this requirement.

2. Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry, or physics. The Board may approve additional courses to satisfy this requirement.

3. Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and one course in either world history or geography or both. The Board may approve additional courses to satisfy this requirement.

4. Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.

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

6. Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (i) the student selected verified credit and (ii) either a science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement.

Advanced Studies Diploma

| | Verified Credit Requirements | Standard Credit Current Requirements | Standard Credit Proposed Requirements |
|--|------------------------------|--------------------------------------|---------------------------------------|
| English | 2 | 4 | 4 |
| Mathematics ¹ | 2 | 4 | 4 |
| Laboratory Science ² | 2 | 4 | 4 |
| History and Social Sciences ³ | 2 | 4 | 4 |
| Foreign Language ⁴ | | 3 | 3 |
| Health and Physical Education | | 2 | 2 |
| Fine Arts or CTE | | 1 | 1 |
| Personal Finance | | | 1 |
| Career and Technical Education | | | 2 |
| Electives | | 2 | 5 |
| Student Selected ⁵ | 1 | | |
| Total | 9 | 24 | 30 |

1. Courses completed to satisfy this requirement shall be at or above the level of algebra and shall include at least three different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II. The Board may approve additional courses to satisfy this requirement.

2. Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma. The Board may approve additional courses to satisfy this requirement.

3. Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and two courses in either world history or geography or both. The Board may approve additional courses to satisfy this requirement.

4. Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.

5. A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education or other areas as prescribed by the board in 8 VAC 20-131-110.

Board of Education Agenda Item

Item: F.

Date: July 25, 2007

Topic: First Review of a Request for Increased Graduation Requirements from Russell County Public Schools

Presenters: Dr. Lorraine C. Turner, Superintendent, Russell County Public Schools
Ms. Anne Wescott, Assistant Superintendent for Policy and Communications

Telephone Number: (804) 225-2403 E-Mail Address: Anne.Wescott@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: September 26, 2007

Previous Review/Action:

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

Background Information:

The Standards of Quality (SOQ), in § 22.1-253.13:4 of the *Code of Virginia*, require local school boards to "...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."

Standard 8 VAC 20-131-50 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (Standards of Accreditation) addresses graduation requirements. The regulation says, in part: "The requirements for a student to earn a diploma and graduate from a Virginia high school shall be those in effect when that student enters the ninth grade for the first time. Students shall be awarded a diploma upon graduation from a Virginia high school.... The following requirements shall be the only requirements for a diploma, unless a local school board has prescribed additional requirements that have been approved by the Board of Education. All additional requirements prescribed by local school boards that have been approved by the Board of Education, remain in effect until such time as the local school board submits a request to amend or discontinue them...."

The Board's *Guidance Document Governing Certain Provisions of the Regulations Establishing Standards of Accrediting Public Schools in Virginia*, adopted by the Board on October 26, 2006, gives school divisions guidance in prescribing additional credit requirements for the Standard and Advanced Studies diplomas. The guidance document says, in part:

Standard Diploma: Generally, the Board will approve requests from local school divisions to require up to two additional local credits to obtain the Standard Diploma, up to a maximum of 24 required credits. Generally, the Board will approve local requests for additional graduation credit requirements in the core discipline areas of the Standards of Learning (English, mathematics, science or history/social science)... Requests for additional local credits in disciplines outside the core discipline areas will be considered on a case-by-case basis.

Advanced Studies Diploma: Generally, the Board will approve requests from local school divisions for local additional credits required for the Advanced Studies Diploma above the 24 contained in the standards if the credits are in the discipline areas of English, mathematics, science, history/social studies, fine arts (including performing arts), career and technical education, or foreign language. The Board will consider credits outside these disciplines on a case-by-case basis.

Transfer Students: Any local school division receiving approval to increase its course credit requirements may not deny either the Standard or Advanced Studies Diploma to any transfer student who has otherwise met the requirements contained in the standards, if the transfer student can only meet the division's requirements by taking a heavier than normal course load in any semester, by taking summer school, or by taking courses after the time when he or she otherwise would have graduated.

Prospective Application / Advance Notice: A local school division's additional credit requirements should apply only to students who have not yet entered ninth grade at the time the additional credits are approved.

Allocation of Electives: Generally the Board will approve requests from local school divisions to allocate elective credits for local prescribed course requirements, while reducing the number of electives by an equal amount so that the total number of graduation credit requirements remains unchanged....

Summary of Major Elements:

Russell County Public Schools is requesting approval to require students to complete two additional courses to earn a Standard or an Advanced Studies Diploma. This would increase the number of electives from six to eight for the Standard Diploma, and from two to four for the Advanced Studies Diploma. The proposed change would become effective for students entering the ninth grade for the first time in the 2008-2009 school year, as specified in both the Standards of Accreditation and the guidance document.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board accept this request for first review.

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

Timetable for Further Review/Action: This request will be presented to the Board of Education for final review on September 26, 2007.

Standard Diploma

| | Verified Credit Requirements | Standard Credit Current Requirements | Standard Credit Proposed Requirements |
|---|------------------------------|--------------------------------------|---------------------------------------|
| English | 2 | 4 | 4 |
| Mathematics ¹ | 1 | 3 | 3 |
| Laboratory Science ^{2, 6} | 1 | 3 | 3 |
| History and Social Sciences ^{3, 6} | 1 | 3 | 3 |
| Health and Physical Education | | 2 | 2 |
| Fine Arts or Career and Technical Education | | 1 | 1 |
| Electives⁴ | | 6 | 8 |
| Student Selected Test ⁵ | 1 | | |
| Total | 6 | 22 | 24 |

1. Courses completed to satisfy this requirement shall be at or above the level of algebra and shall include at least two course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of algebra and geometry. The Board may approve additional courses to satisfy this requirement.

2. Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry, or physics. The Board may approve additional courses to satisfy this requirement.

3. Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and one course in either world history or geography or both. The Board may approve additional courses to satisfy this requirement.

4. Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.

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

6. Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (i) the student selected verified credit and (ii) either a science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement.

Advanced Studies Diploma

| | Verified Credit Requirements | Standard Credit Current Requirements | Standard Credit Proposed Requirements |
|--|------------------------------|--------------------------------------|---------------------------------------|
| English | 2 | 4 | 4 |
| Mathematics ¹ | 2 | 4 | 4 |
| Laboratory Science ² | 2 | 4 | 4 |
| History and Social Sciences ³ | 2 | 4 | 4 |
| Foreign Language ⁴ | | 3 | 3 |
| Health and Physical Education | | 2 | 2 |
| Fine Arts or CTE | | 1 | 1 |
| Electives | | 2 | 4 |
| Student Selected ⁵ | 1 | | |
| Total | 9 | 24 | 26 |

1. Courses completed to satisfy this requirement shall be at or above the level of algebra and shall include at least three different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II. The Board may approve additional courses to satisfy this requirement.

2. Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma. The Board may approve additional courses to satisfy this requirement.

3. Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and two courses in either world history or geography or both. The Board may approve additional courses to satisfy this requirement.

4. Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.

5. A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education or other areas as prescribed by the board in 8 VAC 20-131-110.

Board of Education Agenda Item

Item: _____ G. _____

Date: _____ July 25, 2007 _____

Topic: Second Review of Revised English Language Proficiency Standards of Learning

Presenter: Roberta Schlicher, Director, Office of Program Administration and Accountability

Telephone Number: (804) 225-2870

E-Mail Address: Roberta.Schlicher@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: September 26, 2007

Previous Review/Action:

_____ No previous board review/action

Previous review/action

date September 27, 2006

action First Review

Background Information:

Academic content standards for English language proficiency were adopted by the Board of Education in November 2002. The Board of Education's Comprehensive Plan for 2005-2010 called for a review and possible revising of the standards. At its meeting on October 26, 2005, the Board of Education adopted a schedule and process for the review of the English Language Proficiency (ELP) Standards of Learning. In accordance with the adopted schedule, the revised ELP Standards of Learning were presented to the Board for first review in September 2006.

Following the presentation to the Board, public comments on the revisions were received through December 2006. As a result of the suggestions made through the public comment period, the review steering committee was reconvened in March 2007 to address the following: 1) development of separate ELP Standards for grades 6-8 and 9-12 and 2) tighter alignment of the grades 6-8 and 9-12 ELP Standards with the English Language Arts Standards of Learning. A third suggestion received through the public comment period of linking the ELP standards to the mathematics, science, and history and social science content standards has not been included in this revision. The United States Department of Education (USED) plans to release a guidance document to assist states with linking ELP Standards to content standards other than English Language Arts. Once the USED guidance document is released, a recommendation will be made to ensure compliance with the law.

Summary of Major Elements:

Attachment A contains a draft of the revised English Language Proficiency Standards of Learning that consists of the following elements:

Introduction

The English Language Proficiency Standards of Learning support the English language development of limited English proficient (LEP) students. The goal of these standards is to provide the foundation that will enable LEP students to be successful in core academic courses.

Grade-level Standards and Introductions

The English Language Proficiency Standards of Learning are grouped by the following grade levels or grade clusters with an introduction for each section:

- Kindergarten
- First Grade
- Second Grade
- Grades 3 through 5
- Grades 6 through 8
- Grades 9 through 12

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education accept for second review the revised English Language Proficiency Standards of Learning.

Impact on Resources: This responsibility can be absorbed by the agency's existing resources at this time. If the agency is required to absorb additional responsibility related to this activity, other services may be impacted.

Timetable for Further Review/Action: With the Board of Education's approval, comments will be accepted in August 2007, with final review and adoption of the English Language Proficiency Standards of Learning at the September 2007 Board of Education meeting.

**Proposed
English Language Proficiency
Standards of Learning
for Virginia Public Schools**

**Second Review
by the
Board of Education
Commonwealth of Virginia**

**~~September 27, 2006~~
July 25, 2007**

Proposed English Language Proficiency Standards of Learning

Introduction

The English Language Proficiency Standards of Learning support the English language development of limited English proficient (LEP) students. The goal of these standards is to provide the foundation that will enable LEP students to be successful in the English Standards of Learning and to succeed in other content areas. This foundation is essential because LEP students are learning English as another language.

The goal for the education of limited English proficient (LEP) students is to provide intensive instruction so that LEP students can develop English proficiency as quickly as possible in order to reach full educational parity with their peers in all academic subjects.

Proficient use of the English language enables students to explore and articulate the complex issues and ideas encountered in public and personal life. Students acquire the ability to make full and effective use of the written language in their future educational, occupational, and personal endeavors.

An LEP student in the Commonwealth of Virginia is classified according to the federal government definition as described in Public Law 107-110, the *No Child Left Behind Act of 2001*.

An LEP student is classified as one:

- (A) who is aged 3 through 21;
 - (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
 - (C) (i) who was not born in the United States or whose native language is a language other than English; and who comes from an environment where a language other than English is dominant;
- OR**
- (ii) (I) who is a Native American or Alaska Native, or a native resident of outlying areas; and
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency;
- OR**
- (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;
- AND**
- (D) whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual –
 - (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
 - (ii) the ability to achieve successfully in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

[P.L. 107-110, Title IX, Part A, Sec. 9101, (25)]

Limited English proficient students, like the general population, are a diverse group. Their abilities range on a continuum from being gifted to having special needs. Additionally, LEP students range from having a high level of proficiency in all skill areas in their native language to being illiterate or minimally literate. Some LEP students have had prior formal schooling outside of the United States in their native language while others have had limited formal schooling.

English Language Proficiency Standards of Learning for Kindergarten through Grade 12

Organization of the English Language Proficiency Standards of Learning

Four levels of English proficiency, level 1, level 2, level 3, and level 4, have been defined for the state's limited English proficient (LEP) population. Within each of these levels, standards have been developed for oral language (listening and speaking), reading, and writing. These standards represent what an LEP student should know and be able to do at each level. In kindergarten and first grade, there are two levels of English proficiency, level 1, and level 2. In second grade, there are three levels of proficiency, level 1, level 2, and level 3. In grades three through twelve, there are four levels of proficiency. The number of proficiency levels at these grade levels addresses the students' English language acquisition as it relates to their conventional cognitive and linguistic development.

The English Language Proficiency Standards have been aligned with the English Standards of Learning. In some cases the descriptor for the English Standards of Learning and the English Language Proficiency Standards is the same, but the indicators beneath the descriptor differ. This difference reflects the skills and abilities that the LEP student should accomplish at that proficiency level. Another difference between the English Language Proficiency Standards and the English Standards of Learning is that the English Language Proficiency Standards are not all grade-level specific. LEP students will proceed through these levels at their own pace, depending in part on their level of proficiency in their native language, the age at which they entered school in the United States, and their ability to learn another language.

Limited English proficient students enter schools with a wide range of native language and English skills and abilities that contribute to the rate at which they will acquire proficiency in the English language. Research indicates that it may take five to seven years on the average for a student to become fully proficient in academic English. Another critical factor in the organization of these standards is that the standards assume that the material presented at each proficiency level is controlled for both age and proficiency level in English. Additionally, it is assumed that students have mastered the skills in one proficiency level before moving to the next, therefore eliminating the need to repeat indicators at each proficiency level.

The standards have been numbered in sequence for each grade level or grade level cluster and for each proficiency level within that grade or grade span. For example, the standards for kindergarten in proficiency level 1 are numbered sequentially beginning with LEPELPK.1.1 indicating the grade, proficiency level, and number of the standard. The standards for first grade in proficiency level 1 are numbered sequentially beginning with LEPELP1.1.1. The standards for second grade in proficiency level 1 are numbered sequentially beginning with LEPELP2.1.1. The standards for grades three through five in proficiency level 1 are numbered sequentially beginning with LEPELP3-5.1.1. The standards for grade six through eight are numbered sequentially beginning with LEPELP6-8.1.1. The standards for grade nine through twelve are numbered sequentially beginning with LEPELP9-12.1.1.

Although strands for oral language, reading, and writing, have been developed separately, they should be integrated into classroom instruction. Proficiency in listening, speaking, reading, and

writing, as outlined in these standards, allows LEP students to make a successful transition to meeting the English Standards of Learning and to succeed in the content areas. A concerted effort should be made to relate required reading selections to other core subjects including mathematics, science, and history and social science.

The English Language Proficiency Standards of Learning are not intended to limit the scope of instructional programs for LEP students. School divisions are encouraged to use the standards as a framework for developing programs designed to meet the needs of the LEP students.

Virginia's English Language Proficiency Standards of Learning
Presented by Proficiency Level Across Grade Levels
~~September 27, 2006~~
July 25, 2007

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| <p>Kindergarten Limited English Proficiency Level 1 Oral Language</p> | <p>Kindergarten Limited English Proficiency Level 2 Oral Language</p> |
| <p>Below are general descriptions for each of the skill areas for kindergarten students at proficiency level 1.</p> <p>Oral Language (Listening/Speaking): Students in kindergarten at proficiency level 1 can comprehend simple statements and questions. They understand the general idea of basic messages and conversations. Additionally, students at proficiency level 1 can comprehend language consisting of basic vocabulary and grammatical structures in face-to-face conversations. Students at proficiency level 1 can initiate and respond to basic statements and engage in basic face-to-face conversations with more fluent speakers.</p> <p>Standard: ELPK.1.1 The student will demonstrate growth in the use of oral language.</p> <ul style="list-style-type: none"> a) Listen to a variety of literary forms, including stories and poems. b) Participate in choral speaking and recite short poems, rhymes, songs, and stories with repeated patterns. c) Recognize and begin to use simple vocabulary and structures necessary to participate in everyday classroom routines. d) Ask and respond to questions using words, phrases, and/or simple sentences. e) Recognize rhyming words. | <p>Below are general descriptions for each of the skill areas for students in kindergarten at proficiency level 2.</p> <p>Oral Language (Listening/Speaking): Students in kindergarten at proficiency level 2 can comprehend short conversations on simple topics. They can understand frequently used verb tenses and word-order patterns in simple sentences. They can demonstrate a detailed understanding of short conversations and messages but have only a general understanding of longer conversations and messages. Students at proficiency level 2 can initiate and sustain a conversation, although they may speak with hesitation and rely on known-familiar vocabulary. They typically use the more common verb tense forms (present, past, and future), but may make errors in tense formation and proper selection of verbs. They can express some details and nuances by using appropriate modifiers. They are beginning to use word order accurately in simple sentences, but make errors when using complex patterns. Extended communication is typically a series of short, familiar structures.</p> <p>Standard: ELPK.2.1 The student will demonstrate growth in the use of oral language.</p> <ul style="list-style-type: none"> a) Begin to discriminate between spoken syllables, words, and sentences. b) Generate familiar rhyming words in a rhyming pattern. c) Use vocabulary and structures necessary to participate in everyday classroom routines. |

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| <p>Kindergarten Limited English Proficiency Level 1 Oral Language</p> | <p>Kindergarten Limited English Proficiency Level 2 Oral Language</p> |
| <p>Standard: ELPK.1.2 The student will use listening and speaking vocabularies.</p> <ul style="list-style-type: none"> a) Use number words correctly. b) Use words to describe/name accurately people, places, and things. c) Use words to describe accurately location, size, color, and shape using correct word order. d) Follow simple one-step directions. <p>Standard: ELPK.1.3 The student will build oral communication skills.</p> <ul style="list-style-type: none"> a) Listen and speak in informal conversations with English-speaking peers. b) Participate in discussions about familiar topics from classroom texts. c) Communicate basic needs and wants. d) Use common social greetings and phrases. <p>Standard: ELPK.1.4 The student will hear, say, and manipulate phonemes (small units of sound) of spoken language.</p> <ul style="list-style-type: none"> a) Begin to separate one-syllable words into sounds. b) Begin to blend sounds orally to make words or syllables. c) Identify words that rhyme. | <p>Standard: ELPK.2.2 The student will use listening and speaking vocabularies.</p> <ul style="list-style-type: none"> a) Use words to describe actions. b) Begin to ask about misunderstood words. c) Follow one-step and some two-step directions. d) Begin to ask how and why questions. <p>Standard: ELPK.2.3 The student will build oral communication skills.</p> <ul style="list-style-type: none"> a) Begin to follow basic rules for conversation, including taking turns and staying on topic. b) Begin to initiate conversations with peers and adults. c) Express ideas and needs in complete sentences. d) Begin to use voice level, phrasing, and intonation appropriate for language situation. <p>Standard: ELPK.2.4 The student will hear, say, and manipulate phonemes (small units of sound) of spoken language.</p> <ul style="list-style-type: none"> a) Identify and begin to produce words that rhyme. b) Group words according to shared beginning or ending sounds. c) Blend sounds to make word parts and words with a minimum of 1-2 syllables. d) Separate words into syllables. e) Match consonant and short vowel sounds to appropriate letters. |

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| <p>Kindergarten Limited English Proficiency Level 1 Reading</p> | <p>Kindergarten Limited English Proficiency Level 2 Reading</p> |
| <p>Reading: Students in kindergarten at proficiency level 1 are beginning to acquire skills that will assist them in learning how to read. They rely on visual cues and prior knowledge or experience with the topic. Comprehension is limited to simple language containing high-frequency vocabulary and predictable grammatical patterns. Students at proficiency level 1 are beginning to use reading strategies to guess the meaning of unfamiliar words through the use of pictures, diagrams, and text context.</p> | <p>Reading: Students in kindergarten at proficiency level 2 are beginning to acquire skills that will assist them in learning how to read. They use contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures. They can comprehend simple words and phrases, but they must frequently guess at the meanings of more complex materials. They begin to make informed guesses about meaning from context. Comprehension is still limited to simple language containing high-frequency vocabulary and predictable grammatical patterns. Students at proficiency level 2 are beginning to use reading strategies to guess the meaning of unfamiliar words through the use of pictures, diagrams, cognates, and text context.</p> |
| <p>Standard: ELPK.1.5 The student will understand how print is organized and read.</p> <ul style="list-style-type: none"> a) Hold print materials in the correct position. b) Identify the front cover, back cover, and title page of a book. c) Follow words from left to right and from top to bottom on a printed page. d) Begin to match voice with print in syllables and some simple words. e) Identify the difference between letters and numbers. | <p>Standard: ELPK.2.5 The student will understand how print is organized and read.</p> <ul style="list-style-type: none"> a) Match voice with print in syllables, words, and some simple phrases. b) Identify the difference between letters and words. |
| <p>Standard: ELPK.1.6 The student will demonstrate an understanding that print makes sense.</p> <ul style="list-style-type: none"> a) Identify common signs and logos. b) Begin to identify a minimum of 3-5 high-frequency words. c) Explain own drawings using simple words and phrases. | <p>Standard: ELPK.2.6 The student will demonstrate an understanding that print makes sense.</p> <ul style="list-style-type: none"> a) Explain that printed materials provide information. b) Read a minimum of 5-7 high-frequency words. c) Read and explain own writing and drawings. |
| <p>Standard: ELPK.1.7 The student will develop an understanding of basic phonetic principles.</p> <ul style="list-style-type: none"> a) Match consonant sounds to appropriate letters. b) Identify and name the uppercase and lowercase letters of the alphabet. c) Identify beginning and ending consonant sounds in one-syllable words. | <p>Standard: ELPK.2.7 The student will develop an understanding of basic phonetic principles.</p> <ul style="list-style-type: none"> a) Begin to match consonant and short vowel sounds to appropriate letters. b) Begin to use beginning and ending consonants to decode single-syllable words. c) Begin to identify two-letter consonant sounds in single-syllable words. |

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| <p>Kindergarten Limited English Proficiency Level 1 Reading</p> | <p>Kindergarten Limited English Proficiency Level 2 Reading</p> |
| <p>Standard: ELPK.1.8 The student will demonstrate comprehension of fiction and nonfiction.</p> <ul style="list-style-type: none"> a) Identify characters, setting, and events. b) Identify what an author does and what an illustrator does. | <p>Standard: ELPK.2.8 The student will demonstrate comprehension of fiction and nonfiction.</p> <ul style="list-style-type: none"> a) Begin to use pictures to make predictions about content. b) Begin to retell familiar stories. c) Begin to identify the beginning, middle, and end of stories. d) Begin to discuss characters, setting, and events. e) Begin to answer who, what, when, where, why, and how questions about what is read. f) Begin to identify the topics of nonfiction selections. |

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| <p>Kindergarten Limited English Proficiency Level 1 Writing</p> | <p>Kindergarten Limited English Proficiency Level 2 Writing</p> |
| <p>Writing: Students in kindergarten at proficiency level 1 are beginning to develop their ability to communicate through writing. They are able to print the letters of the alphabet with assistance and to copy from a model. In their attempts to write words or phrases, errors in spelling and grammar are frequent.</p> <p>Standard: ELPK.1.9 The student will begin to write to communicate ideas.</p> <ul style="list-style-type: none"> a) Print uppercase and lowercase letters of the alphabet with assistance. b) Print own first name. c) Draw pictures and use 1-2 phonetically spelled words to write about experiences, stories, people, objects, or events. d) Write left to right and top to bottom. e) Copy from a model. f) Dictate ideas to an adult. | <p>Writing: Students in kindergarten at proficiency level 2 are continuing to develop their ability to communicate through writing. They use pictures and phonetically spelled words to express their ideas. In their attempts to write words or phrases, errors in spelling and grammar are frequent.</p> <p>Standard: ELPK.2.9 The student will begin to write to communicate ideas.</p> <ul style="list-style-type: none"> a) Print own first and last names. b) Draw pictures and use letters, and phonetically spelled words, and sentences of 2-4 words to write about experiences, stories, people, objects, or events. c) Begin to use available technology for reading and writing. |

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| <p>Grade 1 Limited English Proficiency Level 1 Oral Language</p> | <p>Grade 1 Limited English Proficiency Level 2 Oral Language</p> |
| <p>Below are general descriptions for each of the skill areas for students in grade 1 at proficiency level 1.</p> <p>Oral Language (Listening/Speaking): Students in first grade at proficiency level 1 can comprehend simple statements and questions. They understand the general idea of basic messages and conversations. Additionally, students at proficiency level 1 can comprehend language consisting of basic vocabulary and grammatical structures in face-to-face conversations. However, frequent errors in grammatical structures and syntax are characteristic at this level. Students at proficiency level 1 can initiate and respond to basic statements and engage in basic face-to-face conversations with more fluent speakers. Errors are characteristic of language production at this stage.</p> <p>Standard: ELP1.1.1 The student will continue to demonstrate growth in the use of oral language.</p> <ul style="list-style-type: none"> a) Listen to a variety of media, including books, audiotapes, videos, and other materials. b) Tell and retell familiar stories and events. c) Begin to participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns, with errors. d) Ask and respond to questions using words, phrases, and/or simple sentences. e) Begin to express ideas orally with some errors, which may interfere with comprehension. | <p>Below are general descriptions for each of the skill areas for students in grade 1 at proficiency level 2.</p> <p>Oral Language (Listening/Speaking): Students in first grade at proficiency level 2 can comprehend short conversations on simple topics. They can understand frequently used verb tenses and word-order patterns in simple sentences. They can demonstrate a detailed understanding of short conversations and messages but have only a general understanding of longer conversations and messages. Students at proficiency level 2 can initiate and sustain a conversation, although they often speak with hesitation and rely on a known-familiar vocabulary. They typically use the more common verb tense forms (present, past, and future), but may make numerous errors in tense formation and proper selection of verbs. They can express some details and nuances by using appropriate modifiers. They can use word order accurately in simple sentences, but may make errors when using complex patterns. Extended communication is typically a series of short, familiar structures. Errors exist and may interfere with meaning.</p> <p>Standard: ELP1.2.1 The student will continue to demonstrate growth in the use of oral language.</p> <ul style="list-style-type: none"> a) Listen and respond to a variety of media, including books, audiotapes, videos, and other materials. b) Tell and retell simple stories and events in logical order. c) Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns, with some errors. d) Express ideas orally in complete sentences with some errors, which may interfere with comprehension. |

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| <p>Grade 1 Limited English Proficiency Level 1 Oral Language</p> | <p>Grade 1 Limited English Proficiency Level 2 Oral Language</p> |
| <p>Standard: ELP1.1.2 The student will continue to use and expand listening and speaking vocabularies.</p> <ul style="list-style-type: none"> a) Use number words. b) Begin to use oral descriptive vocabulary. c) Begin to ask for clarification of misunderstood words. d) Follow and give simple one-step oral directions. e) Use familiar singular and plural nouns. <p>Standard: ELP1.1.3 The student will build oral communication skills in social and academic settings.</p> <ul style="list-style-type: none"> a) Begin to initiate informal conversation with English-speaking peers. b) Begin to use appropriate voice level in small group settings. c) Respond to simple questions in small group settings with some errors. d) Communicate basic needs and wants. e) Use common social greetings and phrases. <p>Standard: ELP1.1.4 The student will hear, say, and manipulate phonemes (small units of sound) in syllables and multisyllabic words.</p> <ul style="list-style-type: none"> a) Separate one-syllable words into sounds. b) Begin to group words according to shared beginning or ending sounds. c) Identify words that rhyme. d) Blend sounds to create simple words or syllables. | <p>Standard: ELP1.2.2 The student will continue to use and expand listening and speaking vocabularies.</p> <ul style="list-style-type: none"> a) Increase oral descriptive vocabulary. b) Begin to ask for clarification and explanation of words and ideas. c) Follow and give some simple two-step directions. d) Use singular and plural nouns. <p>Standard: ELP1.2.3 The student will build oral communication skills in social and academic settings.</p> <ul style="list-style-type: none"> a) Begin to initiate conversation with peers and adults. b) Begin to follow rules for conversation. c) Use appropriate language for informal and formal conversations with peers and adults with some errors. d) Ask and respond to simple questions in small group settings with some errors. <p>Standard: ELP1.2.4 The student will hear, say, and manipulate phonemes (small units of sound) in syllables and multisyllabic words.</p> <ul style="list-style-type: none"> a) Separate two-syllable words into sounds. b) Group words according to shared beginning or ending sounds. c) Create simple words that rhyme. d) Blend sounds to create words or syllables. |

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| <p>Grade 1 Limited English Proficiency Level 1 Reading</p> | <p>Grade 1 Limited English Proficiency Level 2 Reading</p> |
| <p>Reading: Students in first grade at proficiency level 1 are beginning to acquire skills that will assist them in learning how to read. They are beginning to understand the general message of basic reading passages that contain simple language structures and syntax. They rely on visual cues and prior knowledge or experience with the topic. Comprehension is limited to simple language containing high-frequency vocabulary and predictable grammatical patterns. Students at proficiency level 1 are beginning to use reading strategies to guess the meaning of unfamiliar words through the use of pictures, diagrams, cognates, and text context.</p> <p>Standard: ELP1.1.5 The student will apply knowledge of how print is organized and read.</p> <ul style="list-style-type: none"> a) Read from left to right and from top to bottom. b) Begin to match spoken words with print. c) Identify the difference between letters and numbers. d) Identify what an author does and what an illustrator does. e) Hold print materials in the correct position. f) Identify the front cover, back cover, and title page of a book. <p>Standard: ELP1.1.6 The student will apply phonetic principles to read and spell.</p> <ul style="list-style-type: none"> a) Identify beginning consonant sounds in one-syllable words. b) Identify and name the uppercase and lowercase letters of the alphabet. c) Match consonant sounds to appropriate letters. d) Match short vowel sounds to appropriate letters. e) Blend beginning, middle, and ending sounds to produce single syllable words. f) Create compound words with the assistance of visual clues or manipulatives. g) Begin to read a minimum of 20 common, high-frequency words. h) Use knowledge of alphabetical order to find words in a picture dictionary by first letter using alphabet chart. | <p>Reading: Students in first grade at proficiency level 2 can understand basic narrative text and authentic materials. They can use contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures. They can comprehend passages written in basic sentence patterns, but they frequently have to guess at the meanings of more complex materials. They begin to make informed guesses about meaning from context. They still rely on visual cues and prior knowledge or experience with the topic. They understand the general message of basic reading passages that contain simple language structures and syntax. They can begin to identify the main idea and supporting details of passages.</p> <p>Standard: ELP1.2.5 The student will apply phonetic principles to read and spell.</p> <ul style="list-style-type: none"> a) Use beginning and ending consonants to decode and spell one-syllable words. b) Recognize two-letter consonant blends in one-syllable words. c) Use vowel sounds to decode and spell words. d) Begin to blend beginning, middle, and ending sounds to recognize and read single words. e) Use word patterns to decode unfamiliar single syllable words. f) Identify and create compound words. g) Read and spell a minimum of 20 common, high-frequency words. h) Use knowledge of alphabetical order to find words in a dictionary. i) Use a picture dictionary to find meanings of unfamiliar words. |

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| <p>Grade 1 Limited English Proficiency Level 1 Reading</p> | <p>Grade 1 Limited English Proficiency Level 2 Reading</p> |
| <p>Standard: ELP1.1.7 The student will use meaning clues and language structure to expand vocabulary when reading.</p> <ul style="list-style-type: none"> a) Name items in titles and pictures. b) Begin to recognize words, phrases, and simple sentences in familiar passages and short stories. <p>Standard: ELP1.1.8 The student will read and demonstrate comprehension of a variety of fiction and nonfiction.</p> <ul style="list-style-type: none"> a) Relate previous experiences to what is read. b) Use pictures to make predictions about text. c) Answer simple factual questions about what is read. d) Create artwork or a written response that shows comprehension of a selection. e) Identify characters, setting, and events. f) Retell familiar stories. g) Identify the topics of nonfiction selections. | <p>Standard: ELP1.2.6 The student will use meaning clues and language structure to expand vocabulary when reading.</p> <ul style="list-style-type: none"> a) Use titles and pictures as context clues. b) Begin to use knowledge of the story and topic to read words. c) Begin to use knowledge of sentence structure. d) Begin to reread and self-correct. <p>Standard: ELP1.2.7 The student will demonstrate comprehension of fiction and nonfiction.</p> <ul style="list-style-type: none"> a) Begin to preview selections by using pictures, charts, and titles. b) Answer who, what, when, and where questions about what is read. c) Begin to ask who, what, when where, why, and how questions about what is read. d) Discuss why and how questions with prompting. e) Retell stories and events, using beginning, middle, and end. f) Identify the topic or main idea. g) Identify reading selections as fiction and nonfiction. |

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| <p>Grade 1 Limited English Proficiency Level 1 Writing</p> | <p>Grade 1 Limited English Proficiency Level 2 Writing</p> |
| <p>Writing: Students in first grade at proficiency level 1 are beginning to develop their ability to communicate through writing. They are able to write words and phrases by copying from a model. Errors in spelling and grammar that may interfere with meaning are frequent and characteristic of language production at this stage.</p> <p>Standard: ELP1.1.9 The student will write to communicate ideas.</p> <ul style="list-style-type: none"> a) Print upper and lowercase letters of the alphabet following a model. b) Space words and sentences. c) Print own first and last names. d) Write left to right and top to bottom. e) Draw pictures or use letters and phonetically spelled words to write simple passages about experiences, stories, people, objects, or events. f) Copy from a model. g) Dictate ideas to an adult. h) Recognize that sentences begin with a capital letter and end with a punctuation mark. i) Share drawings and writing with others. j) Use available technology for reading and writing. | <p>Writing: Students in first grade at proficiency level 2 can compose short passages on familiar topics. Basic vocabulary and structures in simple sentences and phrases are characteristic of student writing at this level. Errors in spelling and grammar that may interfere with meaning are characteristic of language production at this stage.</p> <p>Standard: ELP1.2.8 The student will write to communicate ideas.</p> <ul style="list-style-type: none"> a) Participate in group generation of ideas. b) Write multiple sentences on a familiar topic. c) Use descriptive words in proper word order. d) Use complete sentences in final copies. e) Begin each sentence with a capital letter and use ending punctuation in final copies. f) Use high-frequency sight words with limited spelling errors and phonetically spelled regular words in final copies. g) Share writing with others. |

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| <p>Grade 2 English Language Proficiency Level 1 Oral Language</p> | <p>Grade 2 English Language Proficiency Level 2 Oral Language</p> | <p>Grade 2 English Language Proficiency Level 3 Oral Language</p> |
| <p>Below are general descriptions for each of the skill areas for second grade students at proficiency level 1.</p> <p>Oral Language (Listening/Speaking): Students in second grade at proficiency level 1 can comprehend simple statements and questions. They understand the general idea of basic messages and conversations. Additionally, students at proficiency level 1 can comprehend language consisting of basic vocabulary and grammatical structures in face-to-face conversations. Students at proficiency level 1 can initiate and respond to basic statements and engage in basic face-to-face conversations with more fluent speakers. Frequent errors are characteristic of language production as this stage.</p> <p>Standard: ELP2.1.1 The student will demonstrate an understanding of oral language structure.</p> <ol style="list-style-type: none"> Listen to a variety of literary forms, including stories and poems. Begin to discriminate between spoken sentences, words, and syllables. Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns, with errors. Ask and respond to questions using phrases and/or simple sentences. | <p>Below are general descriptions for each of the skill areas for second grade students at proficiency level 2.</p> <p>Oral Language (Listening/Speaking): Students in second grade at proficiency level 2 can comprehend short conversations on simple topics. They can understand frequently used verb tenses and word-order patterns in simple sentences. They can demonstrate a detailed understanding of short conversations and messages, but have a general understanding of longer conversations and messages. Students at proficiency level 2 can initiate and sustain a conversation, although they often speak with hesitation and rely on a familiar and frequently used vocabulary. They typically use the more common verb tense forms (present, past, and future), but may make numerous errors in tense formation and proper selection of verbs. They can express some details and nuances by using appropriate modifiers. Extended communication is typically a series of short, familiar structures. They can use word order accurately in simple sentences, but may make errors that interfere with meaning when using complex patterns.</p> <p>Standard: ELP2.2.1 The student will demonstrate an understanding of oral language structure.</p> <ol style="list-style-type: none"> Listen and respond to a variety of media, including books, audiotapes, videos, and other age-appropriate materials. Tell and retell stories and events in logical order. Express ideas in complete sentences. | <p>Below are general descriptions for each of the skill areas for second grade students at proficiency level 3.</p> <p>Oral Language (Listening and Speaking): Students in second grade at proficiency level 3 can understand standard speech delivered in most settings, given some repetition and rewording. They can understand the main ideas and relevant details of extended discussions or presentations. They draw on a wide range of language forms, vocabulary, idioms, and structures. They can comprehend many subtle nuances, given repetition and/or rephrasing. Students at proficiency level 3 are beginning to detect affective undertones, and they understand inferences in spoken language. They can communicate orally in most situations. They may have difficulty producing complex sentence structure, using verb tenses correctly, and discussing academic topics in-depth without prior preparation. They can engage in extended conversations on a broad range of topics. They have mastered basic sentence structure and verb tenses and are beginning to use more complex structures in speaking and writing. Some errors may interfere with meaning.</p> <p>Standard: ELP2.3.1 The student will demonstrate an understanding of oral language structure.</p> <ol style="list-style-type: none"> Create oral stories to share with others. Create and participate in oral dramatic activities. Use regular verb tenses. Use varying sentence structures. |

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| <p>Grade 2 English Language Proficiency Level 1 Oral Language</p> | <p>Grade 2 English Language Proficiency Level 2 Oral Language</p> | <p>Grade 2 English Language Proficiency Level 3 Oral Language</p> |
| <p>Standard: ELP2.1.2 The student will expand listening and speaking vocabularies.</p> <ul style="list-style-type: none"> a) Use words to describe location, number, size, color, and shape. b) Ask about words not understood. c) Use words to describe/name people, places, and things. d) Use descriptive words in correct word order. e) Follow one-step directions. f) Give one-step directions on familiar topics. <p>Standard: ELP2.1.3 The student will use oral communication skills.</p> <ul style="list-style-type: none"> a) Begin to follow rules for conversation, including taking turns and staying on topic. b) Begin to use voice level, phrasing, and intonation appropriate for language situation. c) Begin to initiate conversations that express ideas and needs in complete sentences. d) Begin to ask how and why questions. e) Participate in discussions about books and specific topics. f) Communicate basic needs and wants. g) Use common social greetings and phrases. | <p>Standard: ELP2.2.2 The student will expand listening and speaking vocabularies.</p> <ul style="list-style-type: none"> a) Increase descriptive vocabulary. b) Begin to ask for clarification and explanation of words and ideas. c) Use regular singular and plural nouns. d) Follow two-step directions and begin to follow multi-step directions on familiar topics. e) Begin to give directions on familiar topics. <p>Standard: ELP2.2.3 The student will use oral communication skills.</p> <ul style="list-style-type: none"> a) Initiate conversation with peers and adults. b) Use appropriate voice level in small group settings. c) Ask and respond to simple questions in small group settings. | <p>Standard: ELP2.3.2 The student will expand listening and speaking vocabularies.</p> <ul style="list-style-type: none"> a) Use words that reflect a growing range of social and academic vocabulary. b) Clarify and explain words and ideas orally. c) Use synonyms and antonyms. d) Follow and begin to give multi-step directions on familiar topics. <p>Standard: ELP2.3.3 The student will use oral communication skills.</p> <ul style="list-style-type: none"> a) Participate as a contributor and leader in a group. b) Use oral language to inform and persuade. c) Share stories or information with an audience. d) Retell information shared orally by others. |

| Grade 2 English Language Proficiency Level 1 Oral Language | Grade 2 English Language Proficiency Level 2 Oral Language | Grade 2 English Language Proficiency Level 3 Oral Language |
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| <p>Standard: ELP2.1.4 The student will hear, say, and manipulate phonemes (small units of sound) of spoken language.</p> <ul style="list-style-type: none"> a) Separate one-syllable words into sounds. b) Identify words that rhyme. c) Begin to group words according to shared beginning or ending sounds. d) Blend sounds to create simple words or syllables. e) Divide words into syllables. | <p>Standard: ELP2.2.4 The student will hear, say, and manipulate phonemes (small units of sound) in syllables and multisyllabic words.</p> <ul style="list-style-type: none"> a) Separate two-syllable words into sounds. b) Create simple words that rhyme. c) Group words according to shared beginning or ending sounds. d) Blend sounds to create words or syllables. | |

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| <p>Grade 2 English Language Proficiency Level 1 Reading</p> | <p>Grade 2 English Language Proficiency Level 2 Reading</p> | <p>Grade 2 English Language Proficiency Level 3 Reading</p> |
| <p>Reading: Students in second grade at proficiency level 1 can understand basic material. They can understand the general message of basic reading passages that contain simple language structures and syntax. Students at proficiency level 1 rely on visual cues and prior knowledge and experience with the topic. Comprehension is limited to simple language containing high-frequency vocabulary and predictable grammatical patterns. Students at proficiency level 1 are beginning to use reading strategies to guess the meaning of unfamiliar words through the use of pictures, diagrams, cognates, and text content.</p> <p>Standard: ELP2.1.5 The student will understand how print is organized and read.</p> <ul style="list-style-type: none"> a) Identify the front cover, back cover, and title page of a book. b) Follow words from left to right and from top to bottom on a printed page. c) Match high-frequency spoken words with print. d) Identify letters, words, and sentences. e) Identify what an author does and what an illustrator does. f) Identify common signs and logos. <p>Standard: ELP2.1.6 The student will use phonetic strategies when reading and spelling.</p> <ul style="list-style-type: none"> a) Identify and name the uppercase and lowercase letters of the alphabet. b) Match consonant and short vowel sounds to appropriate letters. c) Blend beginning, middle, and ending sounds to produce one-syllable words. d) Create compound words with the assistance of visual clues or manipulatives. e) Begin to read a minimum of 20 common, high-frequency words. | <p>Reading: Students in second grade at proficiency level 2 can understand basic narrative text and authentic materials. They can use contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures. They can comprehend passages written in basic sentence patterns, but they frequently have to guess at the meanings of more complex materials. They begin to make informed guesses about meaning from context. They can begin to identify the main idea and supporting details of passages.</p> <p>Standard: ELP2.2.5 The student will use phonetic strategies when reading and spelling.</p> <ul style="list-style-type: none"> a) Use beginning and ending consonants and short vowel sounds to decode one-syllable words. b) Recognize two-letter consonant blends in one-syllable words. c) Blend beginning, middle, and ending sounds to recognize and read single syllable words. d) Use word patterns to decode unfamiliar one-syllable words. | <p>Reading: Students in second grade at proficiency level 3 can comprehend the content of many texts independently. They still require support in understanding texts in the academic content areas. They have a high degree of success with factual information in non-technical prose. They can read many literature selections for pleasure. They can separate main ideas from supporting ones. They can begin to analyze reading passages written at a level appropriate for the general public. They can use the context of a passage and prior knowledge to increase their comprehension. They can detect the overall tone and intent of text.</p> <p>Standard: ELP2.3.4 The student will use phonetic strategies when reading and spelling.</p> <ul style="list-style-type: none"> a) Use knowledge of consonants to decode and spell words. b) Use knowledge of vowel patterns to decode words. c) Use knowledge of short and long vowel patterns to spell words. d) Use compound words. e) Decode familiar and unfamiliar multi-syllabic words. |

| Grade 2 English Language Proficiency Level 1 Reading | Grade 2 English Language Proficiency Level 2 Reading | Grade 2 English Language Proficiency Level 3 Reading |
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| <p>Standard: ELP2.1.7 The student will use meaning clues and language structure when reading.</p> <ul style="list-style-type: none"> a) Name items in titles and pictures. b) Use knowledge of the story and topic to read words. c) Recognize the difference between singular and plural nouns. d) Recognize the singular possessive. e) Identify antonyms. f) Recognize simple abbreviations in personal titles. g) Identify words, sentences, and paragraphs. <p>Standard: ELP2.1.8 The student will read and demonstrate comprehension of a variety of fiction and nonfiction.</p> <ul style="list-style-type: none"> a) Use pictures to make predictions about content. b) Match visuals related to the story to previous experiences. c) Answer simple factual questions or create a visual response that shows comprehension of a selection. d) Identify characters, setting, and events. e) Read and explain own writing and drawings. f) Retell familiar stories, using beginning, middle, and end. | <ul style="list-style-type: none"> e) Identify and create compound words. f) Read a minimum of 20 common, high frequency sight words. <p>Standard: ELP2.2.6 The student will use meaning clues and language structure when reading.</p> <ul style="list-style-type: none"> a) Use titles and pictures as context clues. b) Use knowledge of sentence structure to comprehend text. c) Begin to use knowledge of common prefixes and suffixes to read text. d) Use knowledge of common contractions and singular possessives. e) Identify antonyms and synonyms. f) Use knowledge of simple abbreviations in personal titles, days of the week, and months of the year. g) Begin to read sentences and simple paragraphs on familiar topics. <p>Standard: ELP2.2.7 The student will read and demonstrate comprehension of a variety of fiction and nonfiction.</p> <ul style="list-style-type: none"> a) Begin to make predictions about content with the assistance of pictures, title, or other prompts. b) Use simple sentences to describe how previous experiences relate to what is read. c) Answer who, what, when, and where questions about what is read. d) Begin to discuss characters, setting, and important events. e) Identify the main topic or idea. f) Begin to ask who, what, when, and where questions about what is read. | <p>Standard: ELP2.3.5 The student will use meaning clues and language structure when reading.</p> <ul style="list-style-type: none"> a) Use pictures, diagrams, titles, and headings to locate information and support comprehension. b) Set a purpose for reading with some assistance. c) Use knowledge of sentence structure and story structure to read. d) Use knowledge of familiar prefixes and suffixes to read text. e) Use knowledge of contractions and singular possessives. f) Use knowledge of common antonyms and synonyms. g) Use knowledge of abbreviations in personal titles, days of the week, and months of the year, and addresses. h) Read short passages on familiar topics. <p>Standard: ELP2.3.6 The student will read and demonstrate comprehension of a variety of fiction and nonfiction.</p> <ul style="list-style-type: none"> a) Make predictions about content and begin to read to support predictions. b) Relate previous experiences to the topic. c) Ask and answer questions about what is read and begin to locate information to support answer. d) Describe and discuss characters, setting, and important events. e) Identify the problem, solution, and main idea of reading selections. f) Reread familiar stories, poems, and passages with some fluency and expression. g) Reread and self-correct with assistance. |

| Grade 2 English Language Proficiency Level 1 Reading | Grade 2 English Language Proficiency Level 2 Reading | Grade 2 English Language Proficiency Level 3 Reading |
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| <p>Standard: ELP2.1.9 The student will demonstrate comprehension of information from a variety of print resources.</p> <ul style="list-style-type: none"> a) Identify a table of contents. b) Label pictures. c) Use knowledge of alphabetical order to find words in a picture dictionary. | <ul style="list-style-type: none"> g) Discuss why and how questions with prompting. h) Identify the selections as fiction or nonfiction. i) Retell stories, using beginning, middle, and end. j) Begin to reread and self-correct. <p>Standard: ELP2.2.8 The student will demonstrate comprehension of information from a variety of print resources.</p> <ul style="list-style-type: none"> a) Use a table of contents. b) Label pictures and charts to understand the information they contain. c) Use knowledge of alphabetical order to find words in a dictionary. | <p>Standard: ELP2.3.7 The student will demonstrate comprehension of information from a variety of print resources.</p> <ul style="list-style-type: none"> a) Use pictures and charts. b) Use dictionaries. |

| Grade 2 English Language Proficiency Level 1 Writing | Grade 2 English Language Proficiency Level 2 Writing | Grade 2 English Language Proficiency Level 3 Writing |
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| <p>Writing: Students in second grade at proficiency level 1 can express basic personal needs and compose short passages on familiar topics. Basic vocabulary and structures in simple sentences and phrases are characteristic of student writing at this level. Errors in spelling and grammar are frequent and characteristic of language production.</p> <p>Standard: ELP2.1.10 The student will write stories, letters, and simple explanations.</p> <ul style="list-style-type: none"> a) Print uppercase and lowercase letters of the alphabet independently. b) Space words and sentences. c) Write left to right and top to bottom. d) Draw pictures and use high-frequency and phonetically spelled words to write about experiences, stories, people, objects, or events. e) Copy from a model. f) Begin to write a series of sentences on a familiar topic. g) Dictate ideas to an adult. h) Use available technology. <p>Standard: ELP2.1.11 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> a) Print uppercase and lowercase letters of the alphabet independently. b) Space words and sentences. c) Write left to right and top to bottom. d) Draw pictures and use high frequency and phonetically spelled words to write about experiences, stories, people, objects, or events. | <p>Writing: Students in second grade at proficiency level 2 can write simple notes, make brief journal entries, and write short reports, using basic vocabulary and common language structures. They can express ideas in the present, future, and past tenses. Frequent errors are characteristic of this level especially when students try to express thoughts that require more complex language structures.</p> <p>Standard: ELP2.2.9 The student will write stories, letters, and simple explanations.</p> <ul style="list-style-type: none"> a) Participate in group generation of ideas. b) Write multiple sentences on one topic. c) Use descriptive words in proper word order. d) Use complete sentences in final copies. e) Share writing with others. <p>Standard: ELP2.2.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> a) Recognize and use basic sentence patterns. b) Begin each sentence with a capital letter and use ending punctuation in final copies. c) Capitalize proper nouns and the word “I.” d) Use the common articles such as “the,” “a,” and “an.” e) Use regular singular and plural nouns and pronouns. | <p>Writing: Students in second grade at proficiency level 3 can write multi-paragraph compositions, journal entries, personal and business letters, and creative passages. They can present their thoughts in an organized manner that is easily understood by the reader. They show good control of English word structure and of the most frequently used grammatical structures, but errors are still present. They can express complex ideas and use a wide range of vocabulary, idioms, and structures, including the full range of verb tenses.</p> <p>Standard: ELP2.3.8 The student will write stories, letters, and simple explanations.</p> <ul style="list-style-type: none"> a) Generate ideas before writing with the aid of graphic organizers when necessary. b) Organize writing to include a beginning, middle, and end. c) Begin to revise writing for clarity in response to feedback. <p>Standard: ELP2.3.9 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> a) Use appropriate sentence patterns with limited errors that do not interfere with meaning. b) Use correct end punctuation. c) Use common singular and plural nouns and pronouns. d) Use apostrophes in contractions and singular possessives with minimal errors. |

| Grade 2 English Language Proficiency Level 1 Writing | Grade 2 English Language Proficiency Level 2 Writing | Grade 2 English Language Proficiency Level 3 Writing |
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| <ul style="list-style-type: none"> e) Copy from a model. f) Begin to write a series of sentences on a familiar topic. g) Dictate ideas to an adult. h) Share drawings and writing with others. i) Use available technology. | <ul style="list-style-type: none"> f) Use apostrophes in common contractions and singular possessives with some errors. g) Use high-frequency sight words with minimal spelling errors. | <ul style="list-style-type: none"> e) Use correct spelling for high-frequency sight words. |

| Grade 3-5 Limited English Proficiency Level 1 Oral Language | Grade 3-5 Limited English Proficiency Level 2 Oral Language | Grade 3-5 Limited English Proficiency Level 3 Oral Language | Grade 3-5 Limited English Proficiency Level 4 Oral Language |
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| <p>Below are general descriptions for each of the skill areas for students in grade 3, 4, and 5 at proficiency level 1.</p> <p>Oral Language (Listening and Speaking): Students in grades 3, 4, and 5, at proficiency level 1 can comprehend simple statements and questions. They understand the general idea of basic messages and conversations. Additionally, students at proficiency level 1 can comprehend language consisting of basic vocabulary and grammatical structures in face-to-face conversations. Students at proficiency level 1 can initiate and respond to basic statements and engage in basic face-to-face conversations with more fluent speakers. Frequent errors are characteristic of language production as this stage.</p> | <p>Below are general descriptions for each of the skill areas for students in grade 3, 4, and 5 at proficiency level 2.</p> <p>Oral Language (Listening/Speaking): Students in grades 3, 4, and 5, at proficiency level 2 can comprehend short conversations on simple topics. They can understand frequently used verb tenses and word-order patterns in simple sentences. They can demonstrate a detailed understanding of short conversations and messages but only have a general understanding of longer conversations and messages. Students at proficiency level 2 can initiate and sustain a conversation, although they often speak with hesitation and rely on a known <u>familiar</u> vocabulary. They typically use the more common verb tense forms (present, past, and future), but may make numerous errors in tense formation and proper selection of verbs. They can express some details and nuances by using appropriate modifiers. They can use word order accurately in simple sentences, but may make errors when using complex patterns. Extended communication is typically a series of short, familiar structures. They can use word order accurately in simple sentences, but may make errors that interfere with meaning.</p> | <p>Below are general descriptions for each of the skill areas for students in grade 3, 4, and 5 at proficiency level 3.</p> <p>Oral Language (Listening/ Speaking): Students in grades 3, 4, and 5, at proficiency level 3 can understand standard speech delivered in most settings, given some repetition and rewording. They can understand the main ideas and relevant details of extended discussions or presentations. They draw on a wide range of language forms, vocabulary, idioms, and structures. They can comprehend many subtle nuances, given repetition and/or rephrasing. Students at proficiency level 3 are beginning to detect affective undertones, and they understand inferences in spoken language. They can communicate orally in most situations. They may have difficulty producing complex sentence structure, using verb tenses correctly, and discussing academic topics in-depth without prior preparation. They can engage in extended conversations on a broad range of topics. They have mastered basic sentence structure and verb tenses and are beginning to use more complex structures in speaking and writing. Errors are characteristic especially when the students try to use more complex structures.</p> | <p>Below are general descriptions for each of the skill areas for students in grade 3, 4, and 5 at proficiency level 4.</p> <p>Oral Language (Listening/Speaking): Students in grades 3, 4, and 5, at proficiency level 4 can understand most standard speech in both academic and social settings. They can understand and identify the main ideas and relevant details of discussions or presentations on a wide range of topics, including unfamiliar ones. Proficiency level 4 students are able to understand the nuances in meaning represented by variations in stress, intonation, pace, and rhythm. They can engage in most communicative situations with minimal errors. They have a high degree of fluency and accuracy when speaking, although with some language forms they may make errors that do not interfere with meaning, and they lack the content area vocabulary possessed by their native English-speaking peers. Some errors may interfere with meaning.</p> |

| Grade 3-5 Limited English Proficiency Level 1 Oral Language | Grade 3-5 Limited English Proficiency Level 2 Oral Language | Grade 3-5 Limited English Proficiency Level 3 Oral Language | Grade 3-5 Limited English Proficiency Level 4 Oral Language |
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| <p>Standard: ELP3-5.1.1 The student will demonstrate growth in the understanding and use of oral language structure.</p> <ul style="list-style-type: none"> a) Listen to a variety of literary forms, including stories and poems. b) Begin to respond to questions using phrases and/or simple sentences. c) Begin to express ideas in complete sentences with errors that may interfere with meaning. d) Begin to discriminate between words and syllables. e) Recognize vocabulary and structures necessary to participate in everyday classroom routines. <p>Standard: ELP3-5.1.2 The student will use and expand vocabulary.</p> <ul style="list-style-type: none"> a) Recognize regular singular and plural nouns. b) Recognize antonyms and synonyms. c) Begin to respond to how and why questions. d) Follow and give one step directions on familiar topics. | <p>Standard: ELP3-5.2.1 The student will demonstrate growth in the understanding and use of oral language structure.</p> <ul style="list-style-type: none"> a) Listen to and respond to a variety of media, using phrases and short sentences with some errors that may interfere with meaning. b) Respond to questions using phrases and/or simple sentences. c) Begin to ask questions using phrases and/or simple sentences. d) Begin to express ideas in a logical order or around a central topic. e) Begin to discriminate between spoken sentences, words, and syllables. f) Demonstrate an understanding of and begin to use complex sentence structures. g) Begin to use vocabulary and structures necessary to participate in everyday classroom routines. <p>Standard: ELP3-5.2.2 The student will use and expand vocabulary.</p> <ul style="list-style-type: none"> a) Begin to talk about experiences using specific vocabulary and descriptive words b) Begin to clarify and explain words and ideas orally. c) Respond to how and why questions. | <p>Standard: ELP3-5.3.1 The student will demonstrate growth in the understanding and use of oral language structure.</p> <ul style="list-style-type: none"> a) Listen to and respond to a variety of media using increasingly complex sentence structures. b) Express ideas in logical sequence or around a central topic. c) Discriminate between spoken sentences, words, and syllables. d) Use complex sentence structures. e) Use vocabulary and structures necessary to participate in everyday classroom routines. <p>Standard: ELP3-5.3.2 The student will use and expand vocabulary.</p> <ul style="list-style-type: none"> a) Use words that reflect a growing range of social and academic vocabulary. b) Clarify and explain words and ideas orally. c) Ask how and why questions. d) Use regular and singular plural nouns. | <p>Standard: ELP3-5.4.1 The student will demonstrate growth in the understanding and use of oral language structure.</p> <ul style="list-style-type: none"> a) Listen to and respond to a variety of media identifying key concepts and supporting details. b) Consistently express ideas in logical order and around a central topic. |

| Grade 3-5 Limited English Proficiency Level 1 Oral Language | Grade 3-5 Limited English Proficiency Level 2 Oral Language | Grade 3-5 Limited English Proficiency Level 3 Oral Language | Grade 3-5 Limited English Proficiency Level 4 Oral Language |
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| <p>Standard: ELP3-5.1.3 The student will build oral communication skills in social and academic settings.</p> <ul style="list-style-type: none"> a) Listen and speak in conversations with peers. b) Begin to develop social interaction skills. c) Begin to create simple oral stories to share with others. d) Begin to respond to questions in small group settings across content areas. e) Begin to participate in small group discussions about books and specific topics across content areas. f) Begin to use voice level, phrasing, and intonation appropriate for language situation. g) Communicate basic needs and wants. h) Restate and execute one-step directions. i) Begin to describe preferences and opinions with simple vocabulary and sentence structure. j) Begin to paraphrase what is heard. | <ul style="list-style-type: none"> d) Begin to ask how and why questions. e) Begin to use regular singular and plural nouns. f) Begin to use antonyms and synonyms. g) Recognize homophones. h) Follow and give two-step directions. <p>Standard: ELP3-5.2.3 The student will build oral communication skills in social and academic settings.</p> <ul style="list-style-type: none"> a) Participate in and begin to contribute to discussions and conversations with adults. b) Begin to share stories or information orally with an audience. c) Respond to questions in small group settings across content areas. d) Begin to ask questions in small group settings across content areas e) Use voice level, phrasing, and intonation appropriate to the academic or social setting. f) Restate and execute two-step directions. g) Continue to develop social interaction skills. h) Describe preferences and opinions with increasingly complex vocabulary and sentence structure. i) Begin to summarize information shared orally by others. | <ul style="list-style-type: none"> e) Use synonyms and antonyms. f) Begin to use homophones. g) Follow and begin to give multi-step directions on familiar topics. <p>Standard: ELP3-5.3.3 The student will build oral communication skills in social and academic settings</p> <ul style="list-style-type: none"> a) Use oral language to inform and to gain information. b) Begin to present oral reports using content related information and vocabulary. c) Share stories or information orally with an audience. d) Ask questions in small group settings across content areas. e) Begin to participate in small group settings as a contributor and leader in a group. f) Restate and execute multi-step directions. g) Speak at a natural rate using appropriate volume and pitch. h) Express ideas and needs in complete sentences with grammatical errors that do not interfere with meaning. i) Summarize information shared orally by others. | <p>Standard: ELP3-5.4.2 The student will build oral communication skills in social and academic settings</p> <ul style="list-style-type: none"> a) Use oral language to inform and persuade. b) Present oral reports using content-related information and vocabulary. c) Participate in small group settings as a contributor and leader in a group. d) Ask and respond to questions from group members across content areas. e) Speak clearly, use appropriate volume, pitch, and rate, as well as effective non-verbal communication skills. f) Use grammatically correct language and specific vocabulary to communicate ideas. g) Summarize and analyze information shared orally by others. |

| Grade 3-5 Limited English Proficiency Level 1 Oral Language | Grade 3-5 Limited English Proficiency Level 2 Oral Language | Grade 3-5 Limited English Proficiency Level 3 Oral Language | Grade 3-5 Limited English Proficiency Level 4 Oral Language |
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| <p>k) Begin to retell information shared orally by others.</p> <p>Standard: ELP3-5.1.4 The student will hear, say, and manipulate phonemes (small units of sound) in syllables and multisyllabic words.</p> <ul style="list-style-type: none"> a) Separate one-syllable words into sounds. b) Identify orally words that rhyme. c) Group words according to shared beginning or ending sounds. d) Blend sounds to make words or syllables. e) Divide words into syllables. | <ul style="list-style-type: none"> j) Paraphrase what is heard with added details or examples. k) Ask for clarification. l) Use interviewing techniques to gain information. m) Listen for key details and concepts. <p>Standard: ELP3-5.2.4 The student will hear, say, and manipulate phonemes (small units of sound) in syllables and multisyllabic words.</p> <ul style="list-style-type: none"> a) Separate two-syllable words into sounds. b) Create simple words that rhyme. c) Group words according to shared beginning or ending sounds. d) Blend sounds to create words or syllables. | | |

| Grade 3-5 Limited English Proficiency Level 1 Reading | Grade 3-5 Limited English Proficiency Level 2 Reading | Grade 3-5 Limited English Proficiency Level 3 Reading | Grade 3-5 Limited English Proficiency Level 4 Reading |
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| <p>Reading: Students in grades 3, 4, and 5, at proficiency level 1 can understand basic material. They can understand the general message of basic reading passages that contain simple language structures and syntax. Students at proficiency level 1 rely on visual cues and prior knowledge or experience with the topic. Comprehension is limited to simple language containing high-frequency vocabulary and predictable grammatical patterns. Students at proficiency level 1 are beginning to use reading strategies to guess the meaning of unfamiliar words through the use of visual cues, diagrams, cognates, and text content.</p> <p>Standard: ELP3-5.1.5 The student will understand how print is organized and read.</p> <ul style="list-style-type: none"> a) Identify the front cover, back cover, and title page of a book and follow words from left to right and from top to bottom on a printed page. b) Begin to match high-frequency spoken words with print. c) Identify letters, words, and sentences. d) Identify what an author does and what an illustrator does. e) Identify common signs and logos. | <p>Reading: Students in grades 3, 4, and 5, at proficiency level 2 can understand basic narrative text and authentic materials. They can use contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures. They can comprehend passages written in basic sentence patterns, but they frequently have to guess at the meanings of more complex materials. They begin to make informed guesses about meaning from context. They can begin to identify the main idea and supporting details of passages.</p> <p>Standard: ELP3-5.2.5 The student will understand how print is organized and read.</p> <ul style="list-style-type: none"> a) Identify features of text to locate information and support comprehension. b) Match high-frequency spoken words with print. c) Begin to identify the difference between the printed form of poetry, drama, fiction, and nonfiction text. d) Identify author’s purpose. | <p>Reading: Students in grades 3, 4, and 5, at proficiency level 3 can comprehend the content of many texts independently. They still require support in understanding texts in the academic content areas. They have a high degree of success with factual information in non-technical prose. They can read many literature selections for pleasure. They can separate main ideas from supporting ones and begin to analyze reading passages written at a level appropriate for the general public. They can use the context of a passage and prior knowledge to increase their comprehension. They can detect the overall tone and intent of text.</p> <p>Standard: ELP3-5.3.4 The student will understand how print is organized and read.</p> <ul style="list-style-type: none"> a) Identify and use features of text such as pictures, diagrams, titles, and headings to locate information. b) Identify the difference between the printed form of poetry, drama, fiction, and nonfiction text. c) Begin to understand basic characteristics of a variety of literary forms. d) Begin to discuss the author’s purpose. | <p>Reading: Students in grades 3, 4, and 5, at proficiency level 4 understand and obtain meaning from a wide range of texts. They use the same reading strategies as their native English-speaking peers to derive meaning from text. They are approaching grade-level mastery of the language structures and vocabulary necessary for understanding academic content and subject area texts.</p> <p>Standard: ELP3-5.4.3 The student will understand how print is organized and read.</p> <ul style="list-style-type: none"> a) Identify and use features of text to locate information, make predictions, and support comprehension. b) Understand basic characteristics of poetry, drama, narrative, and informational text. c) Provide details from text to support identification of author’s purpose. |

| Grade 3-5 Limited English Proficiency Level 1 Reading | Grade 3-5 Limited English Proficiency Level 2 Reading | Grade 3-5 Limited English Proficiency Level 3 Reading | Grade 3-5 Limited English Proficiency Level 4 Reading |
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| <p>Standard: ELP3-5.1.6 The student will develop and apply phonetic principles and word analysis skills when reading.</p> <ul style="list-style-type: none"> a) Identify and name the uppercase and lowercase letters of the alphabet. b) Begin to match consonant and short vowel sounds to appropriate letters. c) Begin to use beginning and ending consonants and short vowel sounds to decode words. d) Blend beginning, middle, and ending sounds to produce one-syllable words. e) Create compound words using visuals or manipulatives. f) Identify a minimal number of common, high-frequency words. <p>Standard: ELP3-5.1.7 The student will use meaning clues and language structure when reading.</p> <ul style="list-style-type: none"> a) Understand that printed materials provide information. b) Name items in titles and pictures. c) Use knowledge of the story and topic to read words. | <p>Standard: ELP3-5.2.6 The student will develop and apply phonetic principles and word analysis skills when reading.</p> <ul style="list-style-type: none"> a) Use beginning and ending consonants and short vowel sounds to decode words. b) Match consonant and short vowel sounds to appropriate letters. c) Recognize consonant blends in single-syllable words. d) Identify a minimal number of two letter combinations such as sh- and ch-. e) Blend beginning, middle, and ending sounds to recognize and read single syllable words. f) Use word patterns to decode unfamiliar one-syllable words. g) Identify and create compound words using visuals. h) Read a minimal number of common, high-frequency sight words. <p>Standard: ELP3-5.2.7 The student will use meaning clues and language structure when reading.</p> <ul style="list-style-type: none"> a) Set a purpose for reading with assistance. b) Begin to use titles and pictures as context clues. c) Begin to use knowledge of sentence structure to comprehend text. | <p>Standard: ELP3-5.3.5 The student will develop and apply phonetic principles and word analysis skills when reading.</p> <ul style="list-style-type: none"> a) Use knowledge of consonants and two-letter consonant blends and consonant digraphs to decode and spell words. b) Use knowledge of short, long and r-controlled vowel patterns to decode words. c) Use knowledge of short and long vowel patterns to spell words. d) Read and spell common, high-frequency sight words. e) Use compound words. <p>Standard: ELP3-5.3.6 The student will use meaning clues and language structure when reading.</p> <ul style="list-style-type: none"> a) Use titles and pictures as context clues. b) Use knowledge of sentence structure and sequence to read words. c) Use knowledge of prefixes and suffixes to read text. | <p>Standard: ELP3-5.4.4 The student will apply phonetic principles and word analysis skills when reading.</p> <ul style="list-style-type: none"> a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words. b) Use knowledge of vowel patterns to decode and spell words. c) Decode multi-syllabic words. <p>Standard: ELP3-5.4.5 The student will use meaning clues and language structure effectively when reading.</p> <ul style="list-style-type: none"> a) Ask questions that might be answered in the selection. b) Use context to clarify meanings of unfamiliar words. c) Use knowledge of root words, prefixes, and suffixes. |

| Grade 3-5 Limited English Proficiency Level 1 Reading | Grade 3-5 Limited English Proficiency Level 2 Reading | Grade 3-5 Limited English Proficiency Level 3 Reading | Grade 3-5 Limited English Proficiency Level 4 Reading |
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| <ul style="list-style-type: none"> d) Recognize differences between singular and plural nouns. e) Recognize the singular possessive. f) Begin to identify antonyms and synonyms. g) Begin to use knowledge of simple abbreviations in personal titles, days of the week, months of the year, and addresses. <p>Standard: ELP3-5.1.8 The student will read and demonstrate comprehension of fiction and nonfiction.</p> <ul style="list-style-type: none"> a) Use pictures to make predictions about content. b) Match visuals related to the story to previous experiences. c) Answer simple factual questions or create a visual response that shows comprehension of a selection. d) Identify names, characters, setting, and events. e) Identify the topics of reading selections. f) Identify reading selections as fiction and nonfiction. g) Read and explain own writing and drawings. h) Retell familiar stories. | <ul style="list-style-type: none"> d) Use knowledge of common prefixes, and suffixes to read text. e) Use knowledge of common contractions and singular possessives. f) Identify antonyms and synonyms. g) Use knowledge of simple abbreviations in personal titles, days of the week, months of the year, and addresses. <p>Standard: ELP3-5.2.8 The student will read and demonstrate comprehension of fiction and nonfiction.</p> <ul style="list-style-type: none"> a) Begin to demonstrate comprehension of a variety of literary forms. b) Make predictions about content with the assistance of pictures, titles, or other prompts and read to confirm those predictions. c) Relate previous experiences to the topic. d) Ask and answer who, what, when, and where questions about what is read. e) Respond to why and how questions with prompting. f) Describe characters, setting, and important events. g) Identify similarities and differences of two reading selections. | <ul style="list-style-type: none"> d) Use knowledge of contractions and singular possessives. e) Use knowledge of antonyms, synonyms, and homophone <p>Standard: ELP3-5.3.7 The student will read and demonstrate comprehension of fiction and nonfiction.</p> <ul style="list-style-type: none"> a) Demonstrate comprehension of a variety of literary forms. b) Make predictions about content. c) Ask and answer questions about what is read. d) Compare and contrast ideas and information using charts or graphic organizers. e) Respond to questions about content. f) Create cause and effect statements about text following a model. g) Create fact and opinion statements about text. h) Identify the problem and solution, or the main idea of reading selections. | <ul style="list-style-type: none"> d) Use knowledge of synonyms, antonyms, homonyms, and multiple, meanings of words. <p>Standard: ELP3-5.4.6 The student will read and demonstrate comprehension of fiction and nonfiction.</p> <ul style="list-style-type: none"> a) Demonstrate comprehension of a variety of literary forms including poetry, drama, informational text, and narrative text. b) Make and confirm predictions. c) Begin to make connections between previous experiences or previously learned concepts or skills, and reading selections. d) Ask and answer questions about what is read and locate information to support answers. e) Begin to draw conclusions and make simple inferences from text that is read. |

| Grade 3-5 Limited English Proficiency Level 1 Reading | Grade 3-5 Limited English Proficiency Level 2 Reading | Grade 3-5 Limited English Proficiency Level 3 Reading | Grade 3-5 Limited English Proficiency Level 4 Reading |
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| <p>Standard: ELP3-5.1.9 The student will use information from a variety of resources.</p> <ul style="list-style-type: none"> a) Identify a table of contents. b) Label pictures. c) Use knowledge of alphabetical order to find words in a picture dictionary. | <ul style="list-style-type: none"> h) Retell stories using a beginning, middle, and end. i) Identify cause and effect relationships in text. j) Identify fact and opinion statements. k) Identify the main idea of reading selections. l) Begin to reread and self-correct with prompting. <p>Standard: ELP3-5.2.9 The student will use information from a variety of resources.</p> <ul style="list-style-type: none"> a) Use dictionary, glossary, encyclopedia, and other reference books, including online reference materials with minimal assistance. b) Collect new information gained from reading. c) Collect information from charts, maps, and graphs. | <ul style="list-style-type: none"> i) Reread familiar stories, poems, and passages with some fluency and expression. j) Begin to reread and self-correct. <p>Standard: ELP3-5.3.8 The student will use information from a variety of resources.</p> <ul style="list-style-type: none"> a) Use dictionary, glossary, thesaurus, encyclopedia, and other reference books, including online reference materials with limited assistance. b) Construct questions about new information gained from reading. | <ul style="list-style-type: none"> f) Distinguish between cause and effect. g) Distinguish between fact and opinion in text. h) Identify the problem, solution, and main idea of a selection. i) Read familiar fiction and non fiction passages with increasing fluency and accuracy. j) Reread and self-correct when necessary. <p>Standard: ELP3-5.4.7 The student will use information from a variety of resources.</p> <ul style="list-style-type: none"> a) Use dictionary, glossary, thesaurus, encyclopedia, and other reference books, including online reference materials with limited assistance. b) Retrieve and organize information. c) Develop notes from sources. |

| Grade 3-5 Limited English Proficiency Level 1 Writing | Grade 3-5 Limited English Proficiency Level 2 Writing | Grade 3-5 Limited English Proficiency Level 3 Writing | Grade 3-5 Limited English Proficiency Level 4 Writing |
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| <p>Writing: Students in grades 3, 4, and 5, at proficiency level 1 can express basic personal needs and compose short passages on familiar topics. Basic vocabulary and structures in simple sentences and phrases are characteristic of student writing at this level. Errors in spelling and grammar are frequent and characteristic of language production at this stage.</p> <p>Standard: ELP3-5.1.10 The student will write to communicate ideas.</p> <ul style="list-style-type: none"> a) Draw a picture to plan for writing. b) Print legibly with appropriate spacing. c) Begin to make the transition to cursive. d) Draw pictures and use high-frequency and phonetically spelled words to write about experiences, stories, people, objects, or events. e) Write multiple sentences on one topic, using a model as a guide. f) Use transition words in sentences patterned after a model. g) Use available technology. | <p>Writing: Students in grades 3, 4, and 5, at proficiency level 2 can write simple notes, make brief journal entries, and write short reports using basic vocabulary and common language structures. They can express ideas in the present, future, and past tenses. Frequent errors are characteristic of this level especially when the students try to express thoughts that require more complex language structures.</p> <p>Standard: ELP3-5.2.10 The student will write to communicate ideas.</p> <ul style="list-style-type: none"> a) Generate ideas with the help of graphic organizers to create a plan for writing. b) Print legibly and begin to make the transition to cursive. c) Space words and sentences. d) Follow an outline provided by the teacher to write brief narrative paragraphs. e) Write a paragraph that supports a central idea with relevant, descriptive details. f) Use basic transition words to connect sentences. g) Begin to revise writing₂ with assistance₂ based on specific feedback. | <p>Writing: Students in grades 3, 4, and 5, at proficiency level 3 can write multi-paragraph compositions, journal entries, personal and business letters, and creative passages. They can present their thoughts in an organized manner that is easily understood by the reader. They show good control of English word structure and of the most frequently used grammatical structures, but errors are still present. They can express complex ideas and use a wide range of vocabulary, idioms, and structures, including the full range of verb tenses.</p> <p>Standard: ELP3-5.3.9 The student will write to communicate ideas.</p> <ul style="list-style-type: none"> a) Begin to create a plan for writing₂ with assistance. b) Write legibly in cursive. c) Write paragraphs, short narratives, simple explanations, and short reports with support. d) Write a series of related paragraphs on the same topic. e) Begin to use transition words to connect sentences. f) Revise and begin to edit writing based on feedback. | <p>Writing: Students in grades 3, 4, and 5, at proficiency level 4 are approaching fluency in writing in the content areas. They are able to use language structures and content vocabulary required for each academic subject, although they may make errors. They begin to use the subtleties of written language and can write for different audiences and purposes. The quality and content of their writing is approaching grade level.</p> <p>Standard: ELP3-5.4.8 The student will write to communicate ideas.</p> <ul style="list-style-type: none"> a) Use a planning strategy before writing. b) Write paragraphs, short narratives, simple explanations, and short reports with limited errors that do not interfere with meaning. c) Write several related paragraphs on the same topic, focusing on specific aspects of the topic. d) Use familiar transition words to connect sentences and paragraphs. e) Begin to edit and revise, writing₂ independently and with peers. |

| Grade 3-5 Limited English Proficiency Level 1 Writing | Grade 3-5 Limited English Proficiency Level 2 Writing | Grade 3-5 Limited English Proficiency Level 3 Writing | Grade 3-5 Limited English Proficiency Level 4 Writing |
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| <p>Standard: ELP3-5.1.11 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> a) Recognize basic sentence patterns. b) Use simple present and present progressive verb tenses. c) Identify adjectives. d) Begin each sentence with a capital letter and use ending punctuation in final copies. e) Capitalize names and the word “I.” f) Recognize regular singular and plural nouns and pronouns. g) Begin to use apostrophes by following a model. h) Use phonetic spelling. | <p>Standard: ELP3-5.2.11 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> a) Recognize and use basic sentence patterns. b) Use regular past and present verb tenses. c) Begin to use familiar adjectives. d) Begin to use articles such as “the,” “a,” and “an.” e) Use and punctuate declarative, interrogative, and exclamatory sentences. f) Capitalize familiar proper nouns and the word “I.” g) Use regular singular and plural nouns and pronouns. h) Begin to use apostrophes in common contractions and singular possessives. i) Use high-frequency sight words with minimal spelling errors. | <p>Standard: ELP3-5.3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> a) Use complete sentences. b) Use regular past, present, and future verb tenses. c) Use adjectives and begin to use familiar adverbs. d) Use articles such as “the,” “a,” and “an” with minimal errors. e) Capitalize proper nouns and the word “I.” f) Use regular and irregular singular and plural nouns and pronouns following a model. g) Use singular possessives. h) Begin to use apostrophes in contractions with pronouns. i) Use correct spelling for high-frequency sight words, including compound words and regular plurals. | <p>Standard: ELP3-5.4.9 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> a) Use complete sentences in final copies and begin varying sentence structure. b) Use regular and common irregular past, present, and future verb tenses. c) Incorporate adjectives and adverbs. d) Use conventions of capitalization with minimal errors. e) Use regular and irregular singular and plural nouns and pronouns. f) Use apostrophes in contractions and singular and plural possessives. g) Use correct spelling for majority of words. h) Begin to use commas in a simple series. |

| Grades 6-12-8 English Language Proficiency Level 1 Oral Language | Grades 6-12-8 English Language Proficiency Level 2 Oral Language | Grades 6-12-8 English Language Proficiency Level 3 Oral Language | Grades 6-12-8 English Language Proficiency Level 4 Oral Language |
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| <p>Below are general descriptions for each of the skill areas for students in grades 6 through 12 at proficiency level 1.</p> <p>Oral Language (Listening and Speaking): Students in grades 6 through 12 at proficiency level 1 can comprehend simple statements and questions. They understand the general idea of basic messages and conversations. Additionally, students at proficiency level 1 can comprehend language consisting of basic vocabulary and grammatical structures in face-to-face conversations, participate in brief conversations. Students at proficiency level 1 can initiate and respond to basic statements and engage in basic face-to-face conversations with more fluent speakers. Frequent errors are characteristic of language production at this stage.</p> | <p>Below are general descriptions for each of the skill areas for students in grades 6 through 12 at proficiency level 2.</p> <p>Oral Language (Listening/Speaking): Students in grades 6 through 12 at proficiency level 2 can comprehend short conversations on simple topics. They can understand frequently used verb tenses and word order patterns in simple sentences. They can demonstrate a detailed understanding of short conversations and messages, but only have a general understanding of longer conversations and messages. Students at proficiency level 2 can initiate and sustain a conversation, although they often speak with hesitation and rely on a known familiar vocabulary. They typically use the more common verb tense form can use (present, past, and future) verb tenses, but may make numerous with errors in tense formation and proper selection of verbs. They can express some details and nuances by using appropriate modifiers. They can use word order accurately in simple sentences, but may typically make errors when using attempting complex patterns. Extended communication is typically a series of short, familiar structures. They can use word order accurately in simple sentences, but may make errors that interfere with meaning.</p> | <p>Below are general descriptions for each of the skill areas for students in grades 6 through 12 at proficiency level 3.</p> <p>Oral Language (Listening and Speaking): Students in grades 6 through 12 at proficiency level 3 can understand most standard speech delivered in most social and academic settings, given some repetition and rewording. They can understand the main ideas and relevant details of extended discussions or presentations. They draw on a wide range of language forms, vocabulary, idioms, and structures. They can comprehend many subtle nuances, given repetitions and/or rephrasing. Students at proficiency level 3 are beginning to detect affective undertones, and they understand inferences in spoken language. They can communicate orally in most situations. They may have difficulty producing complex sentence structure, using verb tenses correctly, and discussing academic topics in depth without prior preparation. They can engage in extended conversations on a broad range of topics. They have mastered basic sentence structure and verb tenses and are beginning to use more complex structures in speaking and writing. They can participate in and contribute to group discussions and make oral presentations on familiar topics. Students at proficiency level 3 can draw on a wide</p> | <p>Below are general descriptions for each of the skill areas for students in grades 6 through 12 at proficiency level 4.</p> <p>Oral Language (Listening/Speaking): Students in grades 6 through 12 at proficiency level 4 can understand most standard speech in both academic and social settings. They can understand and identify the main ideas and relevant details of discussions or oral presentations on a wide range of topics, including unfamiliar ones. Proficiency level 4 students are able to understand the nuances in meaning represented by variations in stress, intonation, pace, and rhythm. They can engage in most communicative situations with minimal errors. They have a high degree of fluency and accuracy when speaking, although with some language forms they may make errors when using complex structures errors that do not interfere with meaning, and they lack the content area vocabulary possessed by their native English speaking peers. Some errors may interfere with meaning may persist.</p> |

| Grades 6-12-8 English Language Proficiency Level 1 Oral Language | Grades 6-12-8 English Language Proficiency Level 2 Oral Language | Grades 6-12-8 English Language Proficiency Level 3 Oral Language | Grades 6-12-8 English Language Proficiency Level 4 Oral Language |
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| | | <u>variety of language forms, vocabulary, and structures, and can comprehend some nuances.</u> Errors are characteristic especially when the students try to use more complex structures, <u>though errors seldom interfere with meaning.</u> | |
| <p>Standard: ELP6-128.1.1 The student will demonstrate growth in the use of oral language structure.</p> <ul style="list-style-type: none"> a) <u>Use vocabulary and language structures necessary to participate in everyday classroom routines.</u> b) Ask and respond to questions using phrases and/or simple sentences. c) Express ideas orally in complete sentences with errors that may interfere with meaning. d) <u>Listen to a variety of literary forms, including stories and poems.</u> e) <u>Begin to discriminate between spoken sentences, words, and syllables.</u> f) <u>Recognize vocabulary and structures necessary to participate in everyday classroom routines.</u> <p>Standard: ELP6-128.1.2 The student will use and expand vocabulary.</p> <ul style="list-style-type: none"> a) Use words to describe name people, places, things, and actions with some errors in <u>word order.</u> | <p>Standard: ELP6-128.2.1 The student will demonstrate growth in the use of oral language structure.</p> <ul style="list-style-type: none"> a) <u>Demonstrate understanding of class discussions on familiar topics.</u> b) Express ideas in increasingly complex sentences on a central topic <u>using a variety of structures.</u> c) <u>Ask and respond to how and why questions.</u> d) <u>Demonstrate understanding of and use of complex sentence structures.</u> e) <u>Listen to and respond to a variety of media, using phrases and short sentences with some errors that may interfere with meaning.</u> <p>Standard: ELP6-128.2.2 The student will use and expand vocabulary.</p> <ul style="list-style-type: none"> a) Talk about experiences using specific vocabulary and descriptive words. b) <u>Begin to use vocabulary</u> | <p>Standard: ELP6-128.3.1 The student will demonstrate growth in the use of oral language structure.</p> <ul style="list-style-type: none"> a) <u>Demonstrate understanding of complex conversations.</u> b) <u>Use complex sentence structure with minimal errors that do not interfere with meaning.</u> c) <u>Listen to and respond to a variety of media identifying key concepts and supporting details.</u> d) <u>Express ideas in a logical order or around a central topic.</u> e) <u>Speak at a natural rate using appropriate volume and pitch.</u> f) <u>Begin to choose vocabulary and tone appropriate to audience, topic, and purpose.</u> g) <u>Use oral language to inform and to gain information.</u> h) <u>Recognize non-verbal communication.</u> <p>Standard: ELP6-8.3.2 The student will use and expand vocabulary.</p> <ul style="list-style-type: none"> a) <u>Use content vocabulary to organize ideas appropriate for a given topic and purpose.</u> b) <u>Describe preferences and</u> | <p>Standard: ELP6-128.4.1 The student will demonstrate growth in the use of oral language structure.</p> <ul style="list-style-type: none"> a) Use grammatically correct language structures and specific vocabulary with minimal errors to <u>communicate ideas.</u> b) Use simple figurative language and common idiomatic expressions. c) <u>Begin to apply and interpret verbal and</u> Use non-verbal communication skills. d) <u>Demonstrate understanding and use increasingly complex sentence structure.</u> e) <u>Express ideas in logical order and around a central topic.</u> f) <u>Speak clearly, use appropriate volume and pitch, and rate, as well as appropriate non-verbal communication skills.</u> <p>Standard: ELP6-8.4.2 The student will use and expand vocabulary.</p> <ul style="list-style-type: none"> a) <u>Use academic vocabulary appropriate to audience, topic, and purpose.</u> |

| Grades 6-12-8 English Language Proficiency Level 1 Oral Language | Grades 6-12-8 English Language Proficiency Level 2 Oral Language | Grades 6-12-8 English Language Proficiency Level 3 Oral Language | Grades 6-12-8 English Language Proficiency Level 4 Oral Language |
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| <p>b) Recognize regular singular and plural nouns.</p> <p>c) Begin to recognize and use antonyms and synonyms.</p> <p>d) Follow one-step and two-step directions.</p> <p>e) Give one-step directions on familiar topics.</p> <p>Standard: ELP6-128.1.3 The student will build oral communication skills in social and academic settings.</p> <p>a) Communicate basic needs and wants.</p> <p>b) Recognize and <u>Begin to use appropriate voice level, phrasing, and intonation.</u></p> <p>c) <u>Participate in brief conversations in a variety of settings.</u></p> <p>d) Begin to participate in small group discussions about books and specific topics across content areas.</p> <p>e) Create simple oral stories to share with others and <u>content presentations.</u></p> <p>f) Retell basic information shared orally by others.</p> <p>g) Begin to listen for key details.</p> <p>h) Demonstrate basic comprehension of oral presentations by answering factual questions.</p> <p>i) Listen and speak in conversations with peers and adults.</p> <p>j) Follow and restate simple directions.</p> | <p>appropriate to audience, topic, and purpose.</p> <p>c) Ask for clarification of words and ideas.</p> <p>d) Follow multi-step directions.</p> <p>e) Give multi-step directions.</p> <p>f) Ask and respond to how and why questions.</p> <p>Standard: ELP6-128.2.3 The student will build oral communications skills in social and academic settings.</p> <p>a) Participate in <u>Initiate conversations in a variety of settings with peers and adults.</u></p> <p>b) Use appropriate voice level, phrasing, and intonation.</p> <p>c) <u>Create oral stories and content presentations to share with others.</u></p> <p>d) Retell what is heard with elaboration <u>some added details or examples.</u></p> <p>e) Ask for clarification.</p> <p>f) Listen to <u>presentation</u> and record some basic details.</p> <p>g) Use interviewing techniques to gain information.</p> <p>h) Share stories or information orally with an audience.</p> <p>i) <u>Recognize non-verbal communication.</u></p> <p>j) Restate and execute multi-step directions.</p> <p>k) Present ideas sequentially around a central topic.</p> <p>l) Ask and answer questions using words, phrases and simple sentences across content areas.</p> | <p>opinions with increasingly complex vocabulary and sentence structure.</p> <p>c) <u>Ask and answer questions using content vocabulary.</u></p> <p>Standard: ELP6-128.3.23 The student will build oral communication skills in social and academic settings.</p> <p>a) Participate in <u>and contribute to small group</u> discussions across content areas.</p> <p>b) Listen to oral presentations and ask relevant questions.</p> <p>c) Speak clearly with limited errors that may do not interfere with meaning using appropriate volume and rate.</p> <p>d) Respond to audience questions and comments.</p> <p>e) <u>Use non-verbal communication, including eye contact with listeners, gestures to dramatize verbal message, and posture appropriate for setting.</u></p> <p>f) Listen to and record basic information and concepts <u>respond to a variety of media and identify key concepts and supporting details.</u></p> <p>g) <u>Express ideas in a logical order around a central topic.</u></p> <p>h) Identify appropriate presentation skills.</p> <p>i) <u>Organize ideas appropriate for the topic and purpose with</u></p> | <p>Standard: ELP6-128.4.23 The student will build oral communication skills in social and academic settings.</p> <p>a) <u>Lead and contribute to extensive discussions in a variety of settings.</u> Participate and contribute to large group or class discussions.</p> <p>b) Begin to <u>Paraphrase what is heard in discussions.</u></p> <p>c) Summarize and record key information and concepts.</p> <p>d) Organize and present ideas appropriate for the topic and purpose.</p> <p>e) Use <u>oral-persuasive language to inform and persuade</u> present views.</p> <p>f) Begin to <u>Compare and contrast viewpoints.</u></p> <p>g) <u>Use effective non-verbal communication.</u></p> <p>h) Present oral reports using content-related information and vocabulary.</p> <p>i) Apply appropriate presentation skills with some consistency.</p> <p>j) <u>Speak clearly, use appropriate volume and pitch, and rate, as well as effective non-verbal</u></p> |

| Grades 6-12-8 English Language Proficiency Level 1 Oral Language | Grades 6-12-8 English Language Proficiency Level 2 Oral Language | Grades 6-12-8 English Language Proficiency Level 3 Oral Language | Grades 6-12-8 English Language Proficiency Level 4 Oral Language |
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| <p>LEP6-12.1.4. The student will hear, say, and manipulate phonemes. Separate one-syllable words into sounds.</p> <ul style="list-style-type: none"> a) Identify orally words that rhyme. b) Group words according to shared beginning or ending sounds. c) Blend sounds to make words or syllables. d) Divide words into syllables. | <ul style="list-style-type: none"> m) Describe preferences and opinions with increasingly complex vocabulary and sentence structure. | <ul style="list-style-type: none"> assistance. j) Retell what is heard with added details and opinions. k) Begin to use persuasive language to present views. l) Ask and answer questions to clarify. m) Begin to distinguish between fact and opinion. | <ul style="list-style-type: none"> communication. k) Respond to audience questions and comments. l) Begin to ask and answer explicit questions to elaborate and clarify. m) Ask and respond to questions across content areas. |

| Grades 6-128 English Language Proficiency Level 1 Reading | Grades 6-128 English Language Proficiency Level 2 Reading | Grades 6-128 English Language Proficiency Level 3 Reading | Grades 6-128 English Language Proficiency Level 4 Reading |
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| <p>Reading: Students in grades 6 through 128 at proficiency level 1 can understand basic material. They can understand the general message of basic reading passages that contain simple language structures and syntax. Students at proficiency level 1 rely on visual cues and prior knowledge or experience with the topic. Comprehension is limited to simple language containing high-frequency vocabulary and <u>predictable grammatical familiar sentence</u> patterns. Students at proficiency level 1 are beginning to use reading strategies to <u>guess the meaning of unfamiliar words through the use of visual cues, diagrams, cognates, and text content comprehend text.</u></p> <p>Standard: ELP6-128.1.45 The student will <u>use meaning clues and language structure apply word analysis skills, phonetic strategies, and knowledge of sentence structure</u> when reading.</p> <ol style="list-style-type: none"> Use <u>prior knowledge of consonants, consonant blends, and consonant digraphs to interpret words decode and spell words.</u> <u>Use word patterns to decode unfamiliar words.</u> <u>Begin to use root words, prefixes, and suffixes.</u> <u>Decode compound words and familiar multi-syllabic words.</u> Use knowledge of sentence | <p>Reading: Students in grades 6 through 128 at proficiency level 2 can understand basic narrative text and authentic materials. They can use contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures. They can comprehend <u>passages written in basic sentence patterns a variety of familiar sentence patterns</u>, but they frequently have to guess at the meanings of more complex materials. They <u>begin to</u> make informed guesses about meaning from context. They can <u>begin to</u> identify the main idea and supporting details of passages.</p> <p>Standard: ELP6-128.2.4 The student will <u>use meaning clues and language structure apply word analysis skills, phonetic strategies, and knowledge of sentence structure</u> when reading.</p> <ol style="list-style-type: none"> <u>Use knowledge of all vowel patterns.</u> Use knowledge of <u>root words, common prefixes, and suffixes to read text.</u> <u>Use knowledge of homophones, Identify antonyms, and synonyms.</u> <u>Decode regular multi-syllabic words.</u> <u>Continue to Use knowledge of sentence structure to comprehend text identify the</u> | <p>Reading: Students in grades 6 through 128 at proficiency level 3 can comprehend <u>the content of many texts</u> independently. They still require support in understanding texts in the academic content areas. They have a high degree of success with factual information in non-technical prose. They can read <u>many literature selections for pleasure. They can separate main ideas from supporting ones.</u>—They <u>can begin are beginning to</u> analyze <u>reading passages written at a level appropriate for the general public fiction, nonfiction, and poetry.</u> They can use the context of a passage and prior knowledge to increase their comprehension. They can detect the overall tone and intent of text.</p> <p>Standard: ELP6-128.3.34 The student will <u>use meaning clues and language structure apply word analysis skills and knowledge of language structure</u> when reading.</p> <ol style="list-style-type: none"> <u>Use roots words and affixes to expand vocabulary.</u> <u>Identify word origins, derivations, and inflections.</u> Use context <u>and sentence structure to clarify determine</u> meanings of unfamiliar words. <u>Differentiate among multiple meanings of words.</u> <u>Begin to recognize analogies and figurative language such as idioms, similes, metaphors,</u> | <p>Reading: Students in grades 6 through 128 at proficiency level 4 understand and obtain meaning from a wide range of texts. They use the same reading strategies as their native English-speaking peers to derive meaning from text. They are approaching grade-level mastery of the language structures and vocabulary necessary for understanding academic content and subject area texts.</p> <p>Standard: ELP6-128.4.34 The student will use meaning clues and <u>knowledge of language structure</u> when reading.</p> <ol style="list-style-type: none"> <u>Begin to Use context, sentence structure, and text structures to determine meanings of unfamiliar words and phrases.</u> <u>Use context to differentiate among multiple meanings of words.</u> <u>Begin to Recognize and begin to interpret analogies and language such as idioms, similes, metaphors, and personification.</u> <u>Begin to use knowledge of</u> |

| Grades 6-128 English Language Proficiency Level 1 Reading | Grades 6-128 English Language Proficiency Level 2 Reading | Grades 6-128 English Language Proficiency Level 3 Reading | Grades 6-128 English Language Proficiency Level 4 Reading |
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| <p>structure to identify the meaning of unfamiliar words.</p> <p>f) Match pictures with their written forms.</p> <p>g) Use titles and pictures to read unfamiliar words.</p> <p>h) Use knowledge of the story and topic to read unfamiliar words.</p> <p>Standard: ELP6-128.1.65 The student will incorporate <u>reading</u> strategies to <u>read and</u> comprehend text.</p> <p>a) <u>Preview the front and back cover and title page of a book to gain information and make predictions about content.</u></p> <p>b) <u>Apply knowledge of how English print is organized and read.</u></p> <p>c) <u>Preview and use text formats to distinguish text types such as narrative, poetry, drama.</u></p> <p>d) <u>Set a purpose for reading.</u></p> <p>e) <u>Use visual cues to make predictions.</u></p> <p>f) <u>Begin to self-correct.</u></p> <p>g) <u>Visualize while reading text.</u></p> <p>h) Respond to <u>Use who, when, and where questions to guide reading.</u></p> <p>i) <u>Use knowledge of the story and topic to read unfamiliar words.</u></p> | <p><u>meaning of unfamiliar words.</u></p> <p>f) Recognize that words can have multiple meanings.</p> <p>g) Set a purpose for reading with assistance.</p> <p>h) Use context to determine meanings of words and phrases.</p> <p>i) Use knowledge of common contractions and singular possessives.</p> <p>j) Use knowledge of simple abbreviations in personal titles, days of the week and months.</p> <p>Standard: ELP6-128.2.5 The student will incorporate <u>reading</u> strategies to <u>read and</u> comprehend text.</p> <p>a) <u>Use a purpose to guide reading.</u></p> <p>b) <u>Read and self-correct.</u></p> <p>c) <u>Make and confirm or revise predictions while reading.</u></p> <p>d) <u>Use dictionary, glossary, thesaurus, and other reference materials to identify unfamiliar words.</u></p> <p>e) <u>Answer who, what, when, where, why, and how questions while reading.</u></p> <p>f) <u>Complete graphic organizers to show an understanding of text.</u></p> <p>g) Retell, with added details, what is read with some added details.</p> <p>h) <u>Make connections between previous experiences and reading selections.</u></p> | <p><u>and personification.</u></p> <p>f) Use purpose to guide reading.</p> <p>g) Ask and answer questions about what is read.</p> <p>h) Use knowledge of root words, prefixes and suffixes.</p> <p>Standard: ELP6-128.3.45 The student will incorporate <u>reading</u> strategies to <u>read and</u> comprehend text.</p> <p>a) <u>Ask and answer who, what, when, where, why, and how questions while reading.</u></p> <p>b) <u>Take brief notes during reading to guide comprehension.</u></p> <p>c) <u>Make inferences based on explicit information.</u></p> <p>d) <u>Retell what is read with added details and opinions.</u></p> <p>e) Use purpose to guide reading.</p> <p>f) Begin to formulate questions that might be answered in the selection.</p> | <p>text structures to aid comprehension.</p> <p>Standard: ELP6-128.4.45 The student will incorporate <u>reading</u> strategies to <u>read and</u> comprehend text.</p> <p>a) Begin to draw on <u>Use prior knowledge and knowledge of text structure to understand selections.</u></p> <p>b) <u>Take notes or create a basic outline during reading.</u></p> <p>c) <u>Identify author's purpose.</u></p> <p>d) <u>Make inferences based on implied information.</u></p> <p>e) <u>Locate information to answer questions and support conclusions.</u></p> <p>f) Begin to p <u>Paraphrase what is read.</u></p> <p>g) Ask and answer questions about what is read.</p> |

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| <p>j) Begin to use graphic organizers to show an understanding of text.</p> <p>k) Track words from left to right and top to bottom on a page.</p> <p>Standard: ELP6-128.1.76 The student will read and demonstrate comprehension of a variety of fiction, narrative nonfiction, and poetry text <u>types.</u></p> <p>a) Identify characters, and setting, and important events in a story.</p> <p>b) <u>Identify main idea and topic.</u></p> <p>c) Recognize<u>Retell stories and events using beginning, middle, and end of selections.</u></p> <p>d) Answer simple, factual questions about what is read.</p> <p>e) <u>Locate information to answer questions about a given topic.</u></p> <p>f) Create a simple written response that shows comprehension of a selection.</p> <p>g) Recognize the format of poetry versus prose.</p> | <p>i) Use titles and headings to make predictions.</p> <p>Standard: ELP6-128.2.6 The student will read and demonstrate comprehension of a variety of fiction, narrative nonfiction and poetry text types.</p> <p>a) <u>Identify sensory words.</u></p> <p>b) <u>Begin to draw conclusions, using information from texts.</u></p> <p>c) Identify major points in text <u>the topic, main idea, and supporting details.</u></p> <p>d) Identify characters, setting and-plot and central conflict.</p> <p>e) Locate information to answer questions.</p> <p>f) Answer factual questions about what is read with some added details.</p> <p>g) Categorize information from nonfiction and informational text.</p> <p>h) Identify cause and effect relationships in text.</p> <p>i) <u>Compare and contrast settings, characters, and events.</u></p> <p>j) Identify main idea of a selection.</p> | <p>Standard: ELP6-128.3.56 The student will read and demonstrate comprehension of a variety of fiction, narrative nonfiction, and poetry text types.</p> <p>a) <u>Distinguish between fact and opinion.</u></p> <p>b) Identify the topic, or-main idea of text, and supporting details of increasingly complex text.</p> <p>c) <u>Identify conflict and point of view in fictional selections.</u></p> <p>d) Locate information to answer questions and/or support a conclusion.</p> <p>e) Create simple cause and effect statements about text following a model.</p> <p>f) Summarize major the main points in the text.</p> <p>g) Identify author's purpose.</p> <p>h) Identify and describe characters, setting, plot.</p> <p>i) Begin to compare and contrast characters, setting, and events in fictional selections.</p> | <p>Standard: ELP6-128.4.56 The student will read and demonstrate comprehension of a variety of fiction, narrative nonfiction, and poetry text types.</p> <p>a) <u>Identify the topic and main idea supporting details of increasingly complex text.</u></p> <p>b) <u>Identify character development and theme in fictional selections.</u></p> <p>c) <u>Create cause and effect statements about text.</u></p> <p>d) Begin to s<u>Summarize text.</u></p> <p>e) <u>Describe how word choice and image contribute to the meaning of text.</u></p> <p>f) Demonstrate comprehension of a variety of literary forms including poetry, drama, informational text, and narrative text.</p> <p>g) Begin to make connections between previous experiences or previously learned concepts and reading selections.</p> <p>h) Make and confirm predictions.</p> <p>i) Identify the main idea and supporting details of reading selections.</p> <p>j) Begin to compare and contrast characters, setting,</p> |

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| <p>Standard: <u>ELP6-8.1.7 The student will demonstrate comprehension of information from a variety of print sources.</u></p> <ul style="list-style-type: none"> a) <u>Use dictionary, glossary, and other reference materials.</u> b) <u>Collect information from online, print, and media resources.</u> c) <u>Use graphic organizers to organize information.</u> | <p>Standard: <u>ELP6-8.2.7 The student will demonstrate comprehension of information from a variety of print sources and begin to use resources to research a topic.</u></p> <ul style="list-style-type: none"> a) <u>Identify questions to be answered about a topic.</u> b) <u>Use dictionary, glossary, thesaurus, and other reference materials.</u> c) <u>Collect and evaluate information from online, print, and media resources.</u> d) <u>Use graphic organizers to evaluate and organize information.</u> | <p>Standard: <u>ELP6-8.3.7 The student will apply knowledge of appropriate reference materials.</u></p> <ul style="list-style-type: none"> a) <u>Construct questions that will aid in collecting information about a topic.</u> b) <u>Select informational sources appropriate for a given purpose.</u> c) <u>Use print and electronic sources to locate information in books and articles.</u> d) <u>Use graphic organizers to organize multiple sources of information.</u> | <p>and events in fictional selections.</p> <ul style="list-style-type: none"> k) Distinguish between fact and opinion. l) Recognize character development, setting, plot, structure, theme, conflict, and point of view in fictional selections. <p>Standard: <u>ELP6-8.4.7 The student will apply knowledge of appropriate reference materials.</u></p> <ul style="list-style-type: none"> a) <u>Use print and electronic sources to locate information in books and articles.</u> b) <u>Begin to analyze details for relevance to topic.</u> c) <u>Use graphic organizers to evaluate and organize multiple sources of information.</u> |

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| <p>Grades 6-128 English Language Proficiency Level 1 Writing</p> | <p>Grades 6-128 English Language Proficiency Level 2 Writing</p> | <p>Grades 6-128 English Language Proficiency Level 3 Writing</p> | <p>Grades 6-128 English Language Proficiency Level 4 Writing</p> |
| <p>Writing: Students in grades 6 through 128 at proficiency level 1 can express basic personal needs and compose short passages <u>and simple explanations</u> on familiar topics. Basic vocabulary and structures in simple sentences and phrases are characteristic of student writing at this level. <u>Frequent eErrors in spelling and grammar are frequent and</u>—that sometimes obscure meaning <u>are characteristic of language production at this stage. Students will use present, past, and future verb tenses with minimal errors.</u></p> | <p>Writing: Students in grades 6 through 128 at proficiency level 2 can write simple notes, short narratives and descriptions, make brief journal entries, and write short reports using basic vocabulary and common language structures. They can express ideas in the present, future, and past tenses. <u>Frequent errors are characteristic of this level especially that may interfere with meaning persist at this level</u> when the students try to express thoughts that require more complex language structures.</p> | <p>Writing: Students in grades 6 through 128 at proficiency level 3 can write multi-paragraph compositions, journal entries, personal and business letters, <u>short reports,</u> and creative passages. They can present their thoughts in an organized manner that is easily understood by the reader. <u>They show good control of English word structure and of the most frequently used grammatical structures, but errors are still present.</u>—They can express complex ideas and use a wide range of vocabulary , idioms, and structures, <u>including the full range of and</u> verb tenses. <u>Even though errors persist, they seldom interfere with meaning.</u></p> | <p>Writing: Students in grades 6 through 128 at proficiency level 4 are approaching fluency in writing in the content areas. They are able to use language structures and content vocabulary required for each academic subjects, although they may make errors. They begin to use the subtleties of written language understand and <u>apply the concept of voice,</u> and can write for different audiences and purposes. The quality and content of their writing is approaching grade level. <u>Errors are minimal and do not interfere with meaning</u></p> |
| <p>Standard: ELP6-128.1.8 The student will write to communicate ideas.</p> <ol style="list-style-type: none"> Begin to <u>brainstorm and</u> use graphic organizers to organize information. Use a variety of common descriptive words. <u>Write a paragraph on a topic using</u> Produce simple and compound sentences on a topic. <u>Write short narratives, letters, and simple explanations.</u> Use available technology. Combine simple sentences on a topic. Write uppercase and lowercase letters of the alphabet. Space words and sentences appropriately. | <p>Standard: ELP6-128.2.78 The student will write to communicate ideas.</p> <ol style="list-style-type: none"> <u>Develop a plan for writing.</u> Brainstorm and use graphic organizers to organize information. Use <u>descriptive vocabulary, including familiar</u> adjectives and adverbs for elaboration. Use complete and varied sentences. <u>Begin to Use</u> basic transition words to connect sentences. Write a series of simple <u>multiple</u> paragraphs around a central topic. <u>Write narratives, descriptions, and explanations.</u> Begin to edit and revise writing based on feedback for | <p>Standard: ELP6-128.3.68 The student will write to communicate ideas.</p> <ol style="list-style-type: none"> Use prewriting strategies to generate and organize ideas. <u>Begin to select vocabulary and information to enhance tone and voice.</u> <u>Demonstrate awareness of intended audience.</u> Use complete and varied sentences <u>types to improve paragraph formation including sentences with compound subjects and prepositional phrases.</u> Begin to uUse transition words to connect sentences. <u>Write around central idea using introduction, body, and conclusion.</u> | <p>Standard: ELP6-128.4.68 The student will write <u>in a variety of forms</u> to communicate ideas.</p> <ol style="list-style-type: none"> Write descriptive paragraphs, narratives, poems, and explanations for a variety of purposes and audiences across content areas with minimal errors that do not interfere with meaning. Generate, gather, plan, and organize ideas for writing. Begin to uUse voice, tone, and word choice <u>according to intended audience.</u> <u>Write for a variety of purposes and audiences.</u> Begin to wWrite using a variety of compound, and <u>complex sentences sentence types and</u> with appropriate |

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| | <p>clarity.</p> <p>i) Revise writing based on specific feedback.</p> | <p>g) <u>Write letters and short reports.</u></p> <p>h) Revise writing for clarity based on feedback.</p> <p>i) Write simple descriptions, narratives, explanations, and short reports around a central idea using an introduction, body and conclusion.</p> <p>j) Use descriptive vocabulary including adjectives and adverbs.</p> <p>k) Use adjective comparisons.</p> | <p>transition words <u>to enhance writing.</u></p> <p>e) Begin to wWrite in a variety of forms including to include narrative, expository, persuasive, and informational.</p> <p>f) Edit and rRevise writing <u>independently and with peers for clarity and effect.</u></p> <p>g) Develop a plan for writing by using a variety of planning strategies.</p> |
| <p>Standard: ELP6-128.1.9 The student will edit writing for correct grammar, capitalization, punctuation, spelling, and sentence structure.</p> <p>a) Begin each sentence with a capital letter and use ending punctuation in final copies. <u>Use rules of capitalization and ending punctuation.</u></p> <p>b) Begin to uUse apostrophes in contractions and singular possessives.</p> <p>c) Use correct spelling for high-frequency sight words, including compound words and regular plurals.</p> <p>d) Recognize <u>Begin to use</u> regular singular and plural nouns and pronouns.</p> <p>e) Use simple present and present progressive present, past, and future verb tenses <u>with minimal errors.</u></p> <p>f) Capitalize names and the word "I".</p> | <p>Standard: ELP6-128.2.89 The student will edit writing for correct grammar, capitalization, punctuation, spelling, and sentence structure.</p> <p>a) Use commas in a simple series, dates, and addresses.</p> <p>b) Use apostrophes in contractions and singular possessives <u>nouns.</u></p> <p>c) Use correct spelling for high-frequency frequently used words.</p> <p>d) Use <u>pronouns and</u> regular singular and plural nouns and pronouns.</p> <p>e) Use subject-verb agreement with minimal errors.</p> <p>f) Use past, present, and future tenses.</p> <p>g) <u>Begin to use adjective comparisons.</u></p> <p>h) Begin to follow standard rules of capitalization.</p> <p>i) Use appropriate pronouns.</p> | <p>Standard: ELP6-128.3.79 The student will edit writing for correct grammar, capitalization, punctuation, spelling, and sentence structure.</p> <p>a) Begin to follow standard rules for comma use use commas to <u>combine sentences.</u></p> <p>b) Use apostrophes in contractions and singular and plural possessives.</p> <p>c) Begin to UUse correct spelling <u>for frequently used words of content vocabulary.</u></p> <p>d) Use noun, pronoun, and antecedent agreement regular and irregular singular and plural nouns.</p> <p>e) <u>Begin to use subject-verb agreement with intervening phrases and clauses.</u></p> <p>f) Use a variety of past, present, and future verb tenses.</p> <p>g) Begin to use comparative and superlative forms of adverbs and adjectives.</p> | <p>Standard: ELP6-128.4.79 The student will edit writing for correct grammar, capitalization, punctuation, spelling, and sentence structure.</p> <p>a) Use commas, quotation marks and hyphens for <u>intervening phrases and clauses.</u></p> <p>b) Use correct spelling <u>of content vocabulary for frequently used words, including common homophones.</u></p> <p>c) Use regular and irregular singular and plural nouns and pronouns noun and pronoun agreement and pronoun antecedent agreement.</p> <p>d) <u>Use subject-verb agreement with intervening phrases and clauses.</u></p> <p>e) Use regular and common irregular past, present and future appropriate verb tenses <u>across paragraphs.</u></p> <p>f) Use adjective and adverb</p> |

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| <ul style="list-style-type: none"> g) Recognize and use basic sentence patterns accurately. h) Use adjective comparisons following a model. i) Use articles such as “the”, “a”, and “an”. | | <ul style="list-style-type: none"> h) Use correct punctuation and capitalization with limited errors. | <ul style="list-style-type: none"> g) Accurately use conventions of capitalization. |

| Grades 6-12 English Language Proficiency Level 1 Oral Language | Grades 6-12 English Language Proficiency Level 2 Oral Language | Grades 6-12 English Language Proficiency Level 3 Oral Language | Grades 6-12 English Language Proficiency Level 4 Oral Language |
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| <p>Below are general descriptions for each of the skill areas for students in grades 6 through 12 at proficiency level 1.</p> <p>Oral Language (Listening and Speaking): Students in grades 6 through 12 at proficiency level 1 can comprehend simple statements and questions. They understand the general idea of basic messages and conversations. Additionally, students at proficiency level 1 can comprehend language consisting of basic vocabulary and grammatical structures in face-to-face <u>participate in brief</u> conversations. Frequent errors are characteristic of language production as this stage.</p> | <p>Below are general descriptions for each of the skill areas for students in grades 6 through 12 at proficiency level 2.</p> <p>Oral Language (Listening/Speaking): Students in grades 6 through 12 at proficiency level 2 can comprehend short conversations on simple topics. They can understand frequently used verb tenses and word order patterns in simple sentences. They can demonstrate a detailed understanding of short conversations and messages, but only have a general understanding of longer conversations and messages. Students at proficiency level 2 They can initiate and sustain a conversation, although they often speak with hesitation and rely on a <u>known-familiar</u> vocabulary. They typically <u>can use the more common verb tense form</u> (present, past, and future) <u>verb tenses</u>, but <u>may make numerous with errors in tense formation and proper selection of verbs.</u> They can express some details and nuances by using appropriate <u>modifiers</u>. They can use word order accurately in simple sentences, but <u>may typically</u> make errors when using <u>attempting</u> complex patterns. Extended communication is typically a series of short, familiar structures. They can use word order accurately in simple sentences, but may make errors that interfere with meaning.</p> | <p>Below are general descriptions for each of the skill areas for students in grades 6 through 12 at proficiency level 3.</p> <p>Oral Language (Listening and Speaking): Students in grades 6 through 12 at proficiency level 3 can understand <u>most</u> standard speech delivered in <u>most social and academic</u> settings, <u>given some repetition and rewording</u>. They can <u>understand the main ideas and relevant details of extended discussions or presentations.</u> They can engage in extended conversations on a broad range of topics. <u>They can participate in and contribute to group discussions and make oral presentations on familiar topics.</u> <u>They</u> Students at <u>proficiency level 3 can</u> draw on a wide range of language forms, vocabulary, <u>idioms, and structures,</u> and <u>They</u> can comprehend <u>many subtle some</u> nuances, <u>given repetition and/or rephrasing</u>. Students at proficiency level 3 are beginning to detect affective undertones, and they understand inferences in spoken language. They can communicate orally in most situations. They may have difficulty producing complex sentences structure, using verb tenses correctly, and discussing academic topics in depth without prior preparation. They have mastered basic sentence structure and verb tenses and are beginning to use more complex</p> | <p>Below are general descriptions for each of the skill areas for students in grades 6 through 12 at proficiency level 4.</p> <p>Oral Language (Listening/Speaking): Students in grades 6 through 12 at proficiency level 4 can understand most standard speech in both academic and social settings. They can understand and identify the main ideas and relevant details of discussions or <u>oral</u> presentations on a wide range of topics, including unfamiliar ones. Proficiency level 4 students are able to understand the nuances in meaning represented by variations in stress, intonation, pace, and rhythm. They can engage in most communicative situations with minimal errors. They have a high degree of fluency and accuracy when speaking, although <u>with some language forms they may make when using complex structures</u> errors that do not interfere with meaning, and they lack the content area vocabulary possessed by their native English speaking peers <u>may persist</u>. Some errors may interfere with meaning.</p> |

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| | | structures in speaking and writing. Errors are characteristic especially when the students try to use more complex structures, <u>though errors seldom interfere with meaning.</u> | |
| <p>Standard: ELP6-12.1.1 The student will demonstrate growth in the use of oral language structure.</p> <ul style="list-style-type: none"> a) Recognize Use vocabulary and <u>language</u> structures necessary to participate in everyday classroom routines. b) Ask and respond to questions using phrases and/or simple sentences. c) Express ideas orally in complete sentences with errors that may interfere with meaning. d) Listen to a variety of literary forms, including stories and poems. e) Begin to discriminate between spoken sentences, words, and syllables. | <p>Standard: ELP6-12.2.1 The student will demonstrate growth in the use of oral language structure.</p> <ul style="list-style-type: none"> a) Demonstrate understanding of and use of complex sentences structures class discussions on familiar topics. b) Express ideas in increasingly complex sentences on a central topic <u>using a variety of structures.</u> c) <u>Ask and respond to how and why questions.</u> d) Listen to and respond to a variety of media, using phrases and short sentences with some errors that may interfere with meaning. | <p>Standard: ELP6-12.3.1 The student will demonstrate growth in the use of oral language structure.</p> <ul style="list-style-type: none"> a) <u>Demonstrate understanding of complex conversations.</u> b) <u>Use complex sentence structure with minimal errors that do not interfere with meaning.</u> c) Listen to and respond to a variety of media identifying key concepts and supporting details. d) Express ideas in a logical order or around a central topic. e) Speak at a natural rate using appropriate volume and pitch. f) Begin to choose vocabulary and tone appropriate to audience, topic, and purpose. g) Use oral language to inform and to gain information. h) Recognize non-verbal communication. | <p>Standard: ELP6-12.4.1 The student will demonstrate growth in the use of oral language structure.</p> <ul style="list-style-type: none"> a) Use grammatically correct language <u>structures</u> and specific vocabulary with minimal errors to communicate ideas. b) Use simple figurative language and common idiomatic expressions. c) Speak clearly, uUse appropriate volume and pitch, and rate, as well as appropriate non-verbal communication skills. d) Demonstrate understanding and use increasingly complex sentence structure. e) Express ideas in logical order and around a central topic. f) Begin to apply and interpret verbal and non-verbal communication. |

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| <p>Standard: ELP69-12.1.2 The student will use and expand vocabulary.</p> <ul style="list-style-type: none"> a) Use words to describe name people, places, things, and actions with some errors in in <u>word order</u>. b) Recognize regular singular and plural nouns. c) Begin to recognize and use antonyms and synonyms. d) Follow one-step and two-step directions. e) Give one-step directions on <u>familiar topics</u>. f) <u>Respond to simple questions across the content areas</u>. <p>Standard: ELP69-12.1.3 The student will build oral communication skills in social and academic settings.</p> <ul style="list-style-type: none"> a) Listen and speak in conversations with peers and adults. b) Communicate basic needs and wants. c) Recognize and bBegin to use appropriate voice level, phrasing, and intonation. d) Begin to participate in small group discussions about books and specific topics across content areas. e) Create simple oral stories to share with others and content presentations. f) Retell basic information shared orally by others. g) Begin to listen for key details. h) Demonstrate basic | <p>Standard: ELP69-12.2.2 The student will use and expand vocabulary.</p> <ul style="list-style-type: none"> a) Talk about experiences using specific vocabulary and descriptive words. b) <u>Begin to use vocabulary appropriate to audience, topic, and purpose</u>. c) Ask for clarification of words and ideas. d) Follow multi-step directions. e) Give multi-step directions. f) Ask and respond to how and why questions. <p>Standard: ELP69-12.2.3 The student will build oral communication skills in social and academic settings.</p> <ul style="list-style-type: none"> a) Participate in conversations with peers and adults. b) Use appropriate voice level, phrasing, and intonation. c) <u>Create oral stories and content presentations to share with others</u>. d) Retell what is heard with some added details or examples <u>elaboration</u>. e) Ask for clarification. f) Listen to <u>presentations</u> and record some basic details. g) Use interviewing techniques to gain information. h) Share stories or information orally with an audience. i) <u>Recognize non-verbal communication</u>. | <p>Standard: ELP9-12.3.2 The student will use and expand vocabulary.</p> <ul style="list-style-type: none"> a) <u>Use content vocabulary to organize ideas appropriate for a given topic and purpose</u>. b) <u>Describe preferences and opinions with increasingly complex vocabulary and sentence structure</u>. c) <u>Make short informative and persuasive presentations using content vocabulary</u>. <p>Standard: ELP69-12.3.23 The student will build oral communication skills in social and academic settings.</p> <ul style="list-style-type: none"> a) Participate in small group discussions <u>across content areas</u>. b) Listen to oral presentations and ask relevant questions. c) Speak clearly with limited errors that may do not interfere with meaning using appropriate volume and rate. d) Respond to audience questions and comments. e) <u>Use non-verbal communication, including eye contact with listeners, gestures to dramatize verbal message, and posture appropriate for setting</u>. f) <u>Listen to and respond to a variety of media and identify</u> | <p>Standard: ELP9-12.4.2 The student will use and expand vocabulary.</p> <ul style="list-style-type: none"> a) <u>Present oral reports using content-related information and vocabulary</u>. b) <u>Make informative and persuasive presentations using content vocabulary</u>. <p>Standard: ELP69-12.4.23 The student will build oral communication skills in social and academic settings.</p> <ul style="list-style-type: none"> a) Participate and contribute to large group or class discussions, <u>using oral language to inform and persuade</u>. b) Begin to pParaphrase what is heard <u>in discussions</u>. c) Summarize and record key information and concepts. d) Organize and present ideas appropriate for the topic and purpose. e) Begin to cCompare and contrast viewpoints. f) Speak clearly, <u>and use appropriate volume, and pitch, and rate, as well as and effective non-verbal communication skills</u>. |

| Grades 6-12 English Language Proficiency Level 1 Oral Language | Grades 6-12 English Language Proficiency Level 2 Oral Language | Grades 6-12 English Language Proficiency Level 3 Oral Language | Grades 6-12 English Language Proficiency Level 4 Oral Language |
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| <p>comprehension of oral presentations by answering factual questions.</p> <p>i) Follow and restate simple directions.</p> <p>LEP6-12.1.4 The student will hear, say, and manipulate phonemes. Separate one-syllable words into sounds.</p> <p>a) Identify orally words that rhyme.</p> <p>b) Group words according to shared beginning or ending sounds.</p> <p>c) Blend sounds to make words or syllables.</p> <p>d) Divide words into syllable.</p> | <p>j) Restate and execute multi-step directions.</p> <p>k) Present ideas sequentially around a central topic.</p> <p>l) Ask and answer questions using words phrases, and simple sentences across content areas.</p> <p>m) Describe preferences and opinions with increasingly complex vocabulary and sentence structure.</p> | <p><u>key concepts and supporting details.</u></p> <p>g) <u>Express ideas in a logical order around a central topic.</u></p> <p>h) Identify appropriate presentation skills.</p> <p>i) Organize ideas appropriate for the topic and purpose with assistance.</p> <p>j) Retell what is heard with added details and opinions.</p> <p>k) Listen to and record basic information and concepts.</p> <p>l) Begin to use persuasive language to present views.</p> <p>m) Ask and answer question to clarify.</p> <p>n) Begin to distinguish between fact and opinion.</p> | <p>g) Present oral reports using content related information and vocabulary.</p> <p>h) Apply appropriate presentation skills with some consistency.</p> <p>i) Respond to audience questions and comments.</p> <p>j) Use oral language to inform and persuade.</p> <p>k) Begin to ask and answer explicit questions to elaborate and clarify.</p> <p>l) Ask and respond to questions across content areas.</p> |

| Grades 69-12 English Language Proficiency Level 1 Reading | Grades 69-12 English Language Proficiency Level 2 Reading | Grades 69-12 English Language Proficiency Level 3 Reading | Grades 69-12 English Language Proficiency Level 4 Reading |
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| <p>Reading: Students in grades 69 through 12 at proficiency level 1 can understand basic material. They can understand the general message of basic reading passages that contain simple language structures and syntax. Students at proficiency level 1 rely on visual cues and prior knowledge or experience with the topic. Comprehension is limited to simple language containing high-frequency vocabulary and <u>predictable grammatical patterns-familiar sentence patterns</u>. Students at proficiency level 1 are beginning to use reading strategies <u>to guess the meaning of unfamiliar words through the use of visual cues, diagrams, cognates, and text content</u> to comprehend text.</p> <p>Standard: ELP69-12.1.54 The student will <u>use meaning clues and language structure apply word analysis skills, phonetic strategies, and knowledge of sentence structure</u> when reading.</p> <ol style="list-style-type: none"> Use prior knowledge to <u>interpret words of consonants, consonant blends, and consonant digraphs to decode and spell words.</u> Use <u>word patterns to decode unfamiliar words.</u> <u>Begin to use root words, prefixes, and suffixes.</u> <u>Decode compound words and familiar multi-syllabic words.</u> | <p>Reading: Students in grades 69 through 12 at proficiency level 2 can understand basic narrative text and authentic materials. They can use contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures. <u>They begin to use reading strategies independently.</u> They can comprehend passages written in basic <u>a variety of familiar</u> sentence patterns, but they frequently have to guess at the meanings of more complex materials. They begin to make informed guesses about meaning from context. They can begin to identify the main idea and supporting details of passages, <u>and are beginning to analyze fiction, nonfiction, and poetry.</u></p> <p>Standard: ELP69-12.2.4 The student will <u>apply word analysis skills, phonetic strategies, and knowledge of sentence structure</u> when reading.</p> <ol style="list-style-type: none"> <u>Use knowledge of all vowel patterns.</u> Use knowledge of common <u>root words, prefixes, and suffixes to read text.</u> Identify <u>Use knowledge of homophones, antonyms, and synonyms.</u> <u>Decode regular multi-syllabic words.</u> <u>Continue to Use knowledge of sentence structure to comprehend text-identify the</u> | <p>Reading: Students in grades 69 through 12 at proficiency level 3 can comprehend the content of many texts independently. They still require support in understanding texts in the academic content areas. They have a high degree of success with factual information in non-technical prose. They can read many literature selections for pleasure. They can separate main ideas from supporting ones. They can <u>begin to analyze reading passages written at a level appropriate for the general public fiction, nonfiction, and poetry with some support.</u> They can use the context of a passage and prior knowledge to increase their comprehension. They can detect the overall tone and intent of text.</p> <p>Standard: ELP69-12.3.34 The student will <u>use meaning clues and language structure apply word analysis skills and knowledge of language structure</u> when reading.</p> <ol style="list-style-type: none"> <u>Use roots and affixes to expand vocabulary.</u> <u>Identify word origins, derivations, and inflections.</u> Use context and sentence structure to clarify <u>determine meanings of unfamiliar words.</u> <u>Differentiate among multiple meanings of words.</u> <u>Begin to recognize analogies and figurative language such</u> | <p>Reading: Students in grades 69 through 12 at proficiency level 4 understand and obtain meaning from a wide range of texts. They use the same reading strategies as their native English-speaking peers to derive meaning from text. They are approaching grade-level mastery of the language structures and vocabulary necessary for understanding academic content and subject area texts. <u>Students at proficiency level 4 can use a variety of strategies to analyze fiction, nonfiction, poetry, and drama. They can synthesize information from sources and apply it in written or oral presentations.</u></p> <p>Standard: ELP69-12.4.34 The student will <u>use meaning clues and language structure when reading apply knowledge of word origins, derivations, inflections, analogies, and figurative language to extend vocabulary development.</u></p> <ol style="list-style-type: none"> <u>Use simile, metaphor, personification, hyperbole, and analogy.</u> <u>Identify connotations.</u> Begin to use context, sentence and text structures to determine meaning of unfamiliar words and phrases. Begin to recognize analogies and language such as idioms, |

| Grades 69-12 English Language Proficiency Level 1 Reading | Grades 69-12 English Language Proficiency Level 2 Reading | Grades 69-12 English Language Proficiency Level 3 Reading | Grades 69-12 English Language Proficiency Level 4 Reading |
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| <p>e) Use knowledge of sentence structure to identify the meaning of unfamiliar words.</p> <p>f) Match pictures with their written form.</p> <p>g) Use titles and pictures to read unfamiliar words.</p> <p>h) Use knowledge of the story and topic to read unfamiliar words.</p> <p>Standard: ELP69-12.1.65 The student will incorporate <u>reading strategies to read and</u> comprehend text.</p> <p>a) Preview the front and back cover and title page of a book to gain information and make predictions <u>about content.</u></p> <p>b) <u>Apply knowledge of how English print is organized and read.</u></p> <p>c) <u>Preview and use text formats to distinguish text types such as narrative, poetry, drama.</u></p> <p>d) <u>Set a purpose for reading.</u></p> <p>e) Use visual cues to make predictions.</p> <p>f) Begin to self-correct.</p> <p>g) <u>Use knowledge of sentence structure to comprehend text.</u></p> <p>h) Respond to <u>Use who, when, and where questions to guide reading.</u></p> | <p><u>meaning of unfamiliar words.</u></p> <p>f) <u>Recognize that words can have multiple meanings.</u></p> <p>g) <u>Begin to recognize similes and personification.</u></p> <p>h) Set a purpose for reading with assistance.</p> <p>i) Use context to determine meanings of words and phrases.</p> <p>j) Use knowledge of common contractions and singular possessives.</p> <p>k) Use knowledge of simple abbreviations in personal titles, days of the week and months.</p> <p>Standard: ELP69-12.2.5 The student will incorporate <u>reading strategies to read and</u> comprehend text.</p> <p>a) <u>Use a purpose to guide reading.</u></p> <p>b) <u>Read and self-correct.</u></p> <p>c) <u>Make and confirm or revise predictions while reading.</u></p> <p>d) <u>Use dictionary, glossary, thesaurus, and other reference materials to identify unfamiliar words.</u></p> <p>e) Answer who, what, when, where, why, and how questions <u>while reading.</u></p> <p>f) Complete graphic organizers to show an understanding of text.</p> <p>g) <u>Retell, with added details, what is read with some added details.</u></p> <p>h) <u>Make connections between</u></p> | <p><u>as idioms and metaphors.</u></p> <p>f) Use purpose to guide reading.</p> <p>g) Ask and answer questions about what is read.</p> <p>h) Use knowledge of root words, prefixes and suffixes.</p> <p>LEP6-12.3.4 The student will incorporate <u>reading strategies to</u> comprehend text.</p> <p>a) Use purpose to guide reading.</p> <p>b) Ask and answer who, what, when, why, and how questions.</p> <p>e) Take brief notes during reading to guide comprehension.</p> <p>d) Begin to formulate questions that might be answered in the selection.</p> <p>e) Retell what is read with added details and opinions.</p> | <p><u>similes, metaphors, and personification.</u></p> <p>e) Begin to use knowledge of text structures to aid comprehension.</p> <p>Standard: ELP69-12.4.45 The student will incorporate <u>reading strategies to comprehend text read, comprehend, and critique literary works.</u></p> <p>a) <u>Compare and contrast author's styles.</u></p> <p>b) <u>Explain the relationship between the author's style and literary effect.</u></p> <p>c) <u>Describe text organization and structure.</u></p> <p>d) <u>Identify universal themes prevalent in the literature of different cultures.</u></p> <p>e) <u>Identify the characteristics that distinguish literary forms.</u></p> <p>f) Begin to draw on prior knowledge and knowledge of text structure to understand selections.</p> <p>g) <u>Identify author's purpose.</u></p> |

| Grades 69-12 English Language Proficiency Level 1 Reading | Grades 69-12 English Language Proficiency Level 2 Reading | Grades 69-12 English Language Proficiency Level 3 Reading | Grades 69-12 English Language Proficiency Level 4 Reading |
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| <p>i) <u>Use knowledge of the story and topic to read unfamiliar words.</u></p> <p>j) Begin to use graphic organizers to show an understanding of text.</p> <p>k) Track words from left to right and top to bottom on a page.</p> <p>Standard: ELP69-12.1.76 The student will read and demonstrate comprehension of a variety of fiction, narrative nonfiction, and poetry <u>text types.</u></p> <p>a) Identify characters, and <u>setting, and important events in a story.</u></p> <p>b) <u>Identify topic and main idea.</u></p> <p>c) Recognize <u>Retell stories and events using beginning, middle, and end of selections.</u></p> <p>d) Answer simple, factual <u>questions about what is read.</u></p> <p>e) <u>Locate information to answer questions about a given topic.</u></p> <p>f) Create simple written response that shows comprehension of a selection.</p> <p>g) Recognize the format of poetry versus prose.</p> | <p>previous experiences and reading selections.</p> <p>i) Use titles and headings to make predictions.</p> <p>Standard: ELP69-12.2.6 The student will read and demonstrate comprehension of a variety of fiction, narrative nonfiction, and poetry <u>text types.</u></p> <p>a) <u>Identify sensory words.</u></p> <p>b) <u>Draw conclusions, using information from texts.</u></p> <p>c) Identify main idea of a selection and supporting details, and summarize major points in a text.</p> <p>d) Identify <u>Compare and contrast setting, characters, and plot events.</u></p> <p>e) <u>Explain forms, including short stories, novels, plays, folk literature, poetry, biographies, and essays.</u></p> <p>f) <u>Explain the development of plot and how conflicts are resolved.</u></p> <p>g) Identify <u>Distinguish between cause and effect relationships in text, and fact and opinion.</u></p> <p>h) <u>Read and follow instructions to complete an assigned project or task.</u></p> <p>i) Answer factual questions about what is read with some</p> | <p>Standard: ELP69-12.3.5 The student, <u>with support,</u> will read, and demonstrate comprehension of, <u>and analyze</u> a variety of fiction, narrative nonfiction, and poetry <u>text types.</u></p> <p>a) Identify author's purpose <u>styles.</u></p> <p>b) Identify and describe <u>explain relationships between and among elements of literature: characters, setting, plot, conflict, theme, and point of view.</u></p> <p>c) <u>Take brief notes during reading to guide comprehension.</u></p> <p>d) Locate <u>and use</u> information to answer questions and/or <u>support opinions, predictions, and a-conclusions.</u></p> <p>e) Create simple <u>Describe</u> cause and effect statements about text following a model <u>relationships and their impact on plot.</u></p> <p>f) <u>Make inferences and draw conclusions based on implicit and explicit information.</u></p> <p>g) Summarize <u>and paraphrase the major/main</u> points in a</p> | <p>h) Ask and answer questions about what is read.</p> <p>i) Take notes or create a basic outline during reading.</p> <p>j) Locate information to answer questions and support conclusions.</p> <p>k) Begin to paraphrase what is read.</p> <p>Standard: ELP69-12.4.56 The student will read and demonstrate <u>comprehension</u> of a variety of fiction, narrative nonfiction, and poetry <u>analyze poetry.</u></p> <p>a) <u>Compare and contrast the use of rhyme, rhythm, and sound to convey message in poetry.</u></p> <p>b) <u>Compare and contrast the ways in which poets use techniques to evoke emotion in the reader.</u></p> <p>c) <u>Interpret and paraphrase the meaning of selected poems.</u></p> <p>d) Demonstrate comprehension of a variety of literary forms including poetry, drama, informational text, and narrative text.</p> <p>e) Begin to make connections between previous experiences or previously learned concepts and reading selections.</p> <p>f) Make and confirm predictions.</p> <p>g) Identify the main idea and supporting details of reading selections.</p> <p>h) Begin to summarize text.</p> |

| Grades 69-12 English Language Proficiency Level 1 Reading | Grades 69-12 English Language Proficiency Level 2 Reading | Grades 69-12 English Language Proficiency Level 3 Reading | Grades 69-12 English Language Proficiency Level 4 Reading |
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| <p><u>Standard:</u> ELP9-12.1.7 The student will demonstrate comprehension of information from a variety of print sources.</p> <ul style="list-style-type: none"> a) <u>Use dictionary, glossary, and other reference materials.</u> b) <u>Collect information from online, print, and media resources.</u> c) <u>Use graphic organizers to organize information.</u> | <p><u>Standard:</u> ELP9-12.2.7 The student will demonstrate comprehension of information from a variety of print sources and begin to use resources to research a topic.</p> <ul style="list-style-type: none"> a) <u>Construct questions to be answered about a topic.</u> b) <u>Use dictionary, glossary, thesaurus, and other reference materials.</u> c) <u>Collect and evaluate information from online, print, and media resources.</u> d) <u>Use graphic organizers to evaluate and organize collected information.</u> | <p><u>Standard:</u> ELP9-12.3.6 The student will read, comprehend, and analyze a variety of informational sources.</p> <ul style="list-style-type: none"> a) <u>Draw on background knowledge and knowledge of text structure to understand selections.</u> b) <u>Analyze the author’s credentials, viewpoint, and impact.</u> c) <u>Evaluate clarity and accuracy of information.</u> d) <u>Identify questions not answered by a selected text.</u> | <ul style="list-style-type: none"> i) Begin to compare and contrast characters, setting, and events in fictional selections. j) Distinguish between fact and opinion. k) Recognize character development, setting, plot structure, theme, conflict, and point of view in fictional selections. <p><u>Standard:</u> ELP9-12.4.7 The student will read and critique dramatic selections.</p> <ul style="list-style-type: none"> a) <u>Explain the use of asides, soliloquies, and monologues in the development of a single character.</u> b) <u>Compare and contrast character development in a play to characterization in other literary forms.</u> <p><u>Standard:</u> ELP9-12.4.8 The student will read and interpret informational materials.</p> <ul style="list-style-type: none"> a) <u>Analyze and apply the information contained in warranties, contracts, and other information sources to complete specific tasks.</u> b) <u>Skim manuals or informational sources to locate information.</u> c) <u>Compare and contrast product information contained in advertisements with the information found in instruction manuals and</u> |

| Grades 69-12 English Language Proficiency Level 1 Reading | Grades 69-12 English Language Proficiency Level 2 Reading | Grades 69-12 English Language Proficiency Level 3 Reading | Grades 69-12 English Language Proficiency Level 4 Reading |
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| | | | <u>warranties.</u> d) <u>Read and follow directions to complete applications and other forms.</u> |

| Grades 6-12 English Language Proficiency Level 1 Writing | Grades 6-12 English Language Proficiency Level 2 Writing | Grades 6-12 English Language Proficiency Level 3 Writing | Grades 6-12 English Language Proficiency Level 4 Writing |
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| <p>Writing: Students in grades 6 through 12 at proficiency level 1 can express basic personal needs and compose short passages on familiar topics. Basic vocabulary and structures in simple sentences and phrases are characteristic of student writing at this level. <u>Frequent errors in spelling and grammar that sometimes obscure meaning are frequent and characteristic of language production at this stage. Students will use present, past, and future verb tenses with minimal errors.</u></p> <p>Standard: ELP69-12.1.8 The student will write to communicate ideas.</p> <ol style="list-style-type: none"> Begin to <u>brainstorm and use graphic organizers to organize information.</u> Use a variety of common descriptive words. <u>Write a paragraph on a topic using simple and compound sentences.</u> <u>Write short narratives, letters, and simple explanations.</u> Use available technology. Produce simple and compound sentences on a topic. Combine simple sentences on a topic. <u>Write uppercase and lowercase letters of the</u> | <p>Writing: Students in grades 6 through 12 at proficiency level 2 can write simple notes, make brief journal entries, short narratives and descriptions, and write short reports using basic vocabulary and common language structures. They can express ideas in the present, future, and past tenses. <u>Frequent errors are characteristic of this level especially that may interfere with meaning persist at this level</u> when the students try to express thoughts that require more complex language structures.</p> <p>Standard: ELP69-12.2.78 The student will write to communicate ideas.</p> <ol style="list-style-type: none"> <u>Generate, gather, plan, and organize ideas for writing.</u> <u>Demonstrate awareness of intended audience.</u> Use <u>descriptive vocabulary, including familiar adjectives and adverbs for elaboration.</u> Use complete and varied sentences. Use basic transition words to connect sentences. <u>Write multiple paragraphs around a central topic.</u> <u>Begin to R</u>revise writing based on specific feedback. <u>Write a series of simple paragraphs around a central</u> | <p>Writing: Students in grades 6 through 12 at proficiency level 3 can write multi-paragraph compositions, journal entries, personal and business letters, <u>short reports,</u> and creative passages. They can present their thoughts in an organized manner that is easily understood by the reader. <u>They show good control of English word structure and of the most frequently used grammatical structures, but errors are still present.</u> They can express complex ideas and use a wide range of vocabulary, idioms, and structures, including the full range of and verb tenses. <u>Even though errors persist, they seldom interfere with meaning.</u></p> <p>Standard: ELP69-12.3.67 The student will write to communicate ideas.</p> <ol style="list-style-type: none"> Use prewriting strategies to generate and organize ideas. <u>Begin to select vocabulary and information to enhance the central idea, tone, and voice.</u> <u>Write using a variety of compound and complex sentences with appropriate transition words.</u> Use complete and varied sentences including sentences with compound subjects and prepositional phrases. Write simple descriptions, narratives, explanations, and short reports around a central | <p>Writing: Students in grades 6 through 12 at proficiency level 4 are approaching fluency in writing in the content areas. They are able to use language structures and content vocabulary required for each academic subjects, although they may make errors. They <u>begin to use the subtleties of written language understand and apply the concept of voice,</u> and can write for different audiences and purposes. The quality and content of their writing is approaching grade level. <u>Errors are minimal and do not interfere with meaning.</u></p> <p>Standard: ELP69-12.4.69 The student will write <u>in a variety of forms</u> to communicate ideas.</p> <ol style="list-style-type: none"> Begin to wWrite in a variety of forms including narrative, expository, persuasive, and informational <u>across content areas.</u> Begin to uUse voice, tone, and word choice <u>according to intended audience.</u> Use writing to <u>interpret, analyze, and evaluate ideas.</u> Edit and rRevise writing <u>independently and with peers for clarity and effect.</u> Write descriptive paragraphs, narratives, poems, and explanations for a variety of purposes and audiences |

| Grades 6-12 English Language Proficiency Level 1 Writing | Grades 6-12 English Language Proficiency Level 2 Writing | Grades 6-12 English Language Proficiency Level 3 Writing | Grades 6-12 English Language Proficiency Level 4 Writing |
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| <p>alphabet.</p> <p>i) Space words and sentences appropriately.</p> | <p>topic.</p> <p>i) Brainstorm and use graphic organizers to organize information.</p> <p>j) Begin to edit and revise writing based on feedback.</p> | <p>idea using an introduction, body, and conclusion.</p> <p>f) Use descriptive vocabulary including adjectives and adverbs.</p> <p>g) Begin to use transition words to connect sentences.</p> <p>h) Use adjective comparisons.</p> <p>i) Revise writing for clarity based on feedback.</p> | <p>across content areas with minimal errors that do not interfere with meaning.</p> <p>f) Develop a plan for writing by using a variety of planning strategies.</p> <p>g) Begin to write using a variety of compound, and complex sentences with appropriate transition words.</p> |
| <p>Standard: ELP69-12.1.9 The student will edit writing for correct grammar, capitalization, punctuation, spelling, and sentence structure.</p> <p>a) Begin each sentence with a capital letter. <u>Use rules of capitalization and use ending punctuation in final copies.</u></p> <p>b) Begin to use <u>Use apostrophes in contractions and singular possessives.</u></p> <p>c) <u>Use correct spelling for high-frequency sight words, including compound words and regular plurals.</u></p> <p>d) Recognize <u>Use regular singular and plural nouns and pronouns.</u></p> <p>e) <u>Use simple present and present progressive, present, past, and future verb tenses with minimal errors.</u></p> <p>f) <u>Use adjective comparisons following a model.</u></p> <p>g) <u>Capitalize names and the word "I".</u></p> <p>h) Recognize and use basic sentence patterns accurately.</p> <p>i) <u>Use articles such as "the",</u></p> | <p>Standard: ELP69-12.2.89 The student will edit writing for correct grammar, capitalization, punctuation, spelling, and sentence structure.</p> <p>a) <u>Use commas in a simple series, dates and addresses.</u></p> <p>b) <u>Use apostrophes in contractions and singular possessive nouns.</u></p> <p>c) <u>Use correct spelling for high-frequency frequently used words.</u></p> <p>d) <u>Use pronouns and regular singular and plural nouns and pronouns.</u></p> <p>e) <u>Use subject-verb agreement with minimal errors.</u></p> <p>f) <u>Use past, present, and future tenses.</u></p> <p>g) <u>Use adjective comparisons.</u></p> <p>h) Begin to follow standard rules of capitalization.</p> <p>i) <u>Use appropriate pronouns.</u></p> | <p>Standard: ELP69-12.3.78 The student will edit writing for correct grammar, capitalization, punctuation, spelling, and sentence structure.</p> <p>a) <u>Use correct punctuation and capitalization with limited errors.</u></p> <p>b) <u>Use correct spelling for frequently used familiar words, including academic vocabulary.</u></p> <p>c) <u>Use noun, and pronoun and antecedent agreement and pronoun antecedent agreement.</u></p> <p>d) <u>Use present, past, and future a variety of verb tenses.</u></p> <p>e) Begin to use comparative and superlative forms of adverbs and adjectives. <u>Use adjective and adverb comparisons.</u></p> <p>f) <u>Use appositives, main clauses, and subordinate clauses.</u></p> <p>g) <u>Use a style manual, such as that of the Modern Language Association (MLA) or American Psychological Association (APA) to apply</u></p> | <p>Standard: ELP69-12.4.710 The student will edit writing for correct grammar, capitalization, punctuation, spelling, and sentence structure.</p> <p>a) <u>Use correct spelling for frequently used words, including common homophones academic vocabulary.</u></p> <p>b) <u>Use regular and irregular singular and plural nouns and pronouns appropriately.</u></p> <p>c) <u>Use regular and common irregular past, present, and future verb tenses appropriately.</u></p> <p>d) <u>Use a style manual, such as that of the Modern Language Association (MLA) or American Psychological Association (APA) for producing research projects.</u></p> <p>e) Accurately use conventions of capitalization.</p> <p>f) Use adjective and adverb comparison.</p> <p>g) <u>Use commas, quotation marks, and hyphens.</u></p> |

| Grades 6-12 English Language Proficiency Level 1 Writing | Grades 6-12 English Language Proficiency Level 2 Writing | Grades 6-12 English Language Proficiency Level 3 Writing | Grades 6-12 English Language Proficiency Level 4 Writing |
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| <p>“a”, and “an”.</p> | | <p><u>rules for punctuation and formatting of direct quotations.</u></p> <p>h) Begin to follow standard rules for comma use.</p> <p>i) Use apostrophes in contractions and singular and plural possessives.</p> | |

Board of Education Agenda Item

Item: H.

Date: July 25, 2007

Topic: First Review of the 2007 Annual Report on Public Charter Schools in the Commonwealth of Virginia

Presenter: Ms. Diane Jay, Associate Director, Office of Program Administration and Accountability

Telephone Number: (804) 225-2905

E-Mail Address: Diane.Jay@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 22.1-212.11 of the *Code of Virginia*, as amended, requires local school boards to report the number of public charter school applications that were approved and denied to the Virginia Board of Education on an annual basis. Section 22.1-212.15 requires local school boards to submit annual evaluations of any public charter school to the state Board of Education. The legislation stipulates that the Board report its findings annually to the Governor and the General Assembly. The Department of Education collected information on the number of charter school applications approved and denied by local school boards through a Superintendent's Memorandum dated April 27, 2007. Additional information was collected through an annual evaluation report submitted for 2006-2007 by each of the public charter schools operating in the state.

Summary of Major Elements: The attached annual report contains the results of those data collections from the public charter schools in Virginia. Since the initial state legislation for charter schools was passed in 1998, eight charter schools in eight school divisions have been approved. Three of these schools continued to operate during the 2006-2007 school year. Information collected from school division superintendents revealed that two charter school applications were denied by local school

boards during 2006-2007. An annual report that summarizes the results of the public charter schools is attached.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the 2007 Annual Report on Charter Schools in Virginia pursuant to §22.1-212.15, *Code of Virginia*.

Impact on Resources: None

Timetable for Further Review/Action: Following approval, the report will be forwarded to the Governor and the General Assembly as required by §22.1-212.15, *Code of Virginia*.



PUBLIC CHARTER SCHOOLS IN THE COMMONWEALTH OF VIRGINIA

PRESENTED TO

**GOVERNOR TIMOTHY M. Kaine
AND THE
VIRGINIA GENERAL ASSEMBLY**

July 25, 2007

PREFACE

Section 22.1-212.11 of the *Code of Virginia*, as amended, requires local school boards to report annually to the Virginia Board of Education the status of public charter schools. Based on these compliance and performance criteria and other evaluation considerations, the objectives of the evaluation are as follows:

- Evaluate charter schools' progress in achieving the goals.
- Evaluate the performance of charter school students compared to the performance of other public school populations.
- Evaluate the impact of charter schools' activities in terms of contributions to the community and education system, in general.

The staff member assigned to the preparation of the report was Diane L. Jay, associate director, Office of Program Administration and Accountability, Division of Instruction, Virginia Department of Education, P. O. Box 2120, Richmond, Virginia 23218-2120. Questions concerning the report should be directed to Ms. Jay at (804) 225-2905 or by e-mail at Diane.Jay@doe.virginia.com.

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EXECUTIVE SUMMARY

The evaluation of the public charter schools of Virginia examines the three public charter schools in operation in the state during the 2006-2007 school year. All three schools are designed to provide alternative and experiential learning opportunities for students who are at-risk. However, differences among these schools include: the histories of the schools, characteristics of the communities served, characteristics of the students enrolled, size of the student bodies, grade levels served, resources available, and educational approaches and priorities.

Key Observations and Findings

National

- Laws. Forty states and the District of Columbia have charter school laws in place.
- Schools. In 2006-2007, of the more than 94,000 public schools nationally, 3,940 were charter schools. This represents an increase of 11 percent from 2005-2006.
- Grades. Fifty-two (52) percent of the charters are at the elementary level, 21 percent are at the middle and high school level, and 27 percent are a combination.
- Students. A total of 1.16 million students are enrolled in charter schools. This represents an increase of 7.4 percent from 2005-2006.
 - The charter schools serve a student body that is on average 53 percent minority and 54 percent low-income.
 - In 2006, more than four in ten charter schools served a student body comprised of 60 percent or more “at risk” and minority students.
 - The average enrollment per school is 295 students.¹

Virginia

- Schools. Three charters operated in Virginia in 2006-2007. The total enrollment for the three charter schools was 237 students as of June 2007. Two proposed charter schools were denied by their respective school boards in Richmond City and Loudoun County during the 2006-2007 school year. The charter for Murray High School in the Albemarle County Public Schools expired at the end of June and will not be renewed. The school will continue to operate as a nontraditional magnet and specialty high school but not as a public charter school. For 2007-2008, two charter schools will operate in Virginia, in York County and Hampton City.

¹ “Charter Schools Fast Facts.” 10 May 2007. Center for Education Reform. Washington, D.C. 17 May 2007.

<http://www.edreform.com/csoy/>

<http://www.edreform.com/index.cfm?fuseAction=section&pSectionID=59>. Path: Site Index.

- Staff. The three schools reported a total of approximately 36.5 staff members including principals, teachers, paraprofessionals, and guidance counselors. The average student-to-teacher ratio was 9 students per teacher.
- Progress in Achieving Goals. Progress as reported in terms of improved academic achievement, average daily attendance, and decreased dropout rates varies from year to year and among the schools. Two schools, Murray High School and York River Academy achieved Adequate Yearly Progress (AYP) performance targets under the *No Child Left Behind Act of 2001* for the 2006-2007 school year based on data from spring 2006. For 2004-2005, 2005-2006, and 2006-2007, Murray High School and York River Academy were also fully accredited. Although Hampton Harbour Academy did not make the AYP or Accreditation performance targets for the 2006-2007 school year, the Virginia Board of Education granted Hampton Harbour Academy a status of “Accreditation Withheld/Improving School Nearing Accreditation” for 2006-2007 because of its significant academic progress. The final accreditation and AYP results for 2007-2008, based on 2006-2007 assessments, will be available after the Standards of Learning (SOL) data have been released.
- Average Daily Attendance and Dropout Rates. The overall average daily attendance rate in the charter schools has improved slightly during the last several years and is presently at 91.3 percent. The state rate is 95.2 percent. While dropout rates in the public charter schools have historically been higher than comparable rates for the divisions in which they are chartered, dropout rates over the last several years for these schools have improved. Official dropout rates for 2006-2007 will be available from the Virginia Department of Education after October 1, 2007.
- Comparison of Student Performance. The performance of pupils in charter schools as compared to students in other schools is reported in Adequate Yearly Progress (AYP) and Standards of Learning (SOL) assessment results. Assessment results indicate that in some cases, student performance in the charter schools exceeds that of the more traditional school; in other cases it does not. This is to be expected in schools that address the needs of at-risk students whose poor academic achievement may have contributed to their attendance at the charter school. Some schools also self-reported that survey responses by students and parents suggest that these students are generally performing better than if they had remained in a traditional school.
- Impact on the Community. All of the schools report programs to achieve parental and community involvement. The perceptions of the schools, community awards, other forms of recognition, and parental surveys suggest success in these efforts. Survey results suggest that the small size, individualized instruction, and innovative approaches to education found in these schools have had a positive impact on the communities they serve.

The *Code of Virginia* and Charter Schools

The 2006-2007 Virginia General Assembly passed House Bill 2311, Public Charter School Fund, during the 2006-2007 session. This act amended the *Code of Virginia* by adding a section numbered 22.1-212.5:1, relating to the establishment of a public charter school fund.

The purpose of this fund is to establish a mechanism whereby gifts, grants, bequests, or donations from public or private sources can be paid into the state treasury and credited to the fund for establishing or supporting public charter schools in the Commonwealth that stimulate the development of alternative public education programs. Criteria for making distributions from the fund are being established by the Virginia Board of Education.

Growth of Charter Schools in Virginia

In July 2005, the United States Education Department (USED) awarded three federal charter school grants for proposed public charter schools in Albemarle, Richmond, and Norfolk. The charter school applications in Norfolk and Albemarle are under review by the respective local school boards. The Richmond City charter school application was denied by the Richmond City School Board in April 2007. The Richmond Public School Charter School Application Review Team recommended denial to the local board citing “the proposal lacks specificity regarding how it is qualitatively different than instruction efforts currently being provided to Richmond Public School students.” The Loudoun County School Board also denied a charter school application for a science academy in August 2006. The Loudoun County charter school applicant did not receive a federal charter school grant. Among the reasons cited for denial included lack of evidence that the charter school would offer an enhanced course of study; curriculum was not well-aligned with the Standards of Learning; program was not superior to the programs offered by the Loudoun County Public Schools in any of the content areas; and financial projections were understated.

In Superintendent’s Memorandum, Number 16, Administrative, dated April 27, 2007, “Charter School Report for 2006-2007,” superintendents were asked to respond to the following charter school question: “Please list barriers you perceive in establishing charter schools in Virginia.” Forty six (46) percent of the respondents listed no barriers, 16 percent cited lack of funding resources, and 15 percent responded there was no interest in forming charter schools. Other barriers cited included: satisfaction with the public school system, lack of local facilities, and lack of political will for establishing charter schools. Six (6) percent submitted no response or responded they had not studied the issue sufficiently to identify barriers.

CHAPTER ONE

Purpose

This report provides the results of an evaluation of the public charter schools in Virginia. The evaluation examines the three public charter schools in operation during the 2006-2007 school year. All of these schools serve at-risk students.

Objectives and Scope of Evaluation

The goals of the three charter schools included in this evaluation are similar in that they are all designed to provide alternative and experiential learning opportunities for students who are at-risk. While the general goal is similar, there are also differences among these schools such as:

- histories of the schools;
- characteristics of the communities served;
- characteristics of the students enrolled;
- size of the student bodies;
- grade levels served;
- resources available; and
- educational approaches and priorities.

Summary Report

The summary report focuses on evaluation considerations applicable for all charter schools in the Commonwealth. Section 22.1-212.11 of the *Code of Virginia*, as amended, requires local school boards to report annually to the Virginia Board of Education the status of public charter schools. Various sections of this Code delineate compliance and performance criteria. In that context, the objectives of this evaluation are as follows:

1. Evaluate charter schools' progress in achieving their goals.
2. Evaluate the performance of charter school students compared to the performance of other public school populations.
3. Evaluate the impact of charter schools' activities in terms of their contributions to the community and education system, in general.

School-Specific Attachments

Differences in the characteristics of the three schools and in the data provided by each restrict the ability to provide comparable reporting of charter school performance at the summary report level. These differences also make it difficult to capture many of the unique characteristics and accomplishments of the individual schools. An attachment is provided for each charter school that includes selected school-specific information for many of the same evaluation areas considered in the summary report.

Sources

The information, observations, and findings in both the summary report and the attachments are primarily based on the following sources:

- Information collected by the Virginia Department of Education (VDOE) through an annual report. These reports were submitted to the VDOE in June 2007 for the 2006-2007 school year by the school divisions that had public charter schools operating during that period.
- Additional data available to the VDOE that were used to augment the school division reports.
- Information collected by the VDOE on the number of charter school applications approved and denied by local school boards through Superintendent's Memorandum, Number 16, Administrative, dated April 27, 2007.
- Relevant information previously published by the VDOE.

Structure of the Remaining Chapters of the Summary Report

The summary report provides a collective evaluation of the three public charter schools in Virginia. The following sections of this summary report address:

- Chapter Two -- background information related to the *Code of Virginia* as it applies to charter schools as well as summary data related to the charter schools and student populations, waivers, staff, and initiatives to foster parental and community involvement;
- Chapter Three – evaluation of charter school student performance; and
- Chapter Four – the overall impact of charter schools in terms of:
 - effectiveness in meeting the needs of the students served;
 - progress in achieving the schools' goals;
 - benefits to the charter school students;
 - factors influencing the status of the schools; and
 - testimonials.

CHAPTER TWO

Background and Summary Information

This section provides general information addressed in the *Code of Virginia* as it applies to charter schools as well as general information profiling Virginia's charter schools.

A. The *Code of Virginia* as Applied to Charter Schools

As delineated in the *Code of Virginia* (§ 22.1-212.5), public charter schools in Virginia are nonsectarian, nonreligious, or non-home-based alternative schools located within a public school division intended to:

- stimulate the development of innovative educational programs;
- provide opportunities for innovative instruction and assessment;
- provide parents and students with more options within their school divisions;
- provide teachers with a vehicle for establishing schools with alternative innovative instruction and school scheduling, management, and structure;
- encourage the use of performance-based educational programs;
- establish and maintain high standards for both teachers and administrators; and
- develop models for replication in other public schools.

The 2006-2007 Virginia General Assembly passed House Bill 2311, Public Charter School Fund, during the 2006-2007 session. This act amended the *Code of Virginia* by adding a section numbered 22.1-212.5:1, relating to the establishment of a public charter school fund. The purpose of this fund is to establish a mechanism whereby gifts, grants, bequests, or donations from public or private sources can be paid into the state treasury and credited to the fund for establishing or supporting public charter schools in the Commonwealth that stimulate the development of alternative public education programs. Criteria for making distributions from the fund are being established by the Virginia Board of Education.

B. Waivers

Based on information collected in the annual evaluation in June 2007, one school, Hampton Harbour Academy, requested and received approval by the Board of Education for certain waivers for the 2006-2007 school year. The waivers were in the areas of: 1) course offerings and electives; 2) foreign language offerings; and 3) number of clock hours offered per year of instruction in science and history and social sciences.

C. Schools and Student Populations

Since the initial state legislation for charter schools was passed in 1998, eight charter schools in eight school divisions have been approved by local school boards. Three of these schools continued to operate through the 2006-2007 school year. A Virginia public charter may be approved or renewed for a period not to exceed five school years, but the school can be granted multiple renewals that permit operation for more than a total of five years. Table 1 provides summary information about these schools.

In July 2005, the United States Education Department (USED) awarded three federal charter school grants for proposed public charter schools in Albemarle, Richmond, and

Norfolk. The charter school applications in Norfolk and Albemarle are under review. The charter school application in Richmond was denied by the Richmond City School Board in April 2007. The Richmond Public School Charter School Application Review Team recommended denial to the local board citing “the proposal lacks specificity regarding how it is qualitatively different than instruction efforts currently being provided to Richmond Public School students.” The Loudoun County School Board also denied a charter school application for a science academy in August 2006. The Loudoun County charter school applicant did not receive a federal charter school grant. Among the reasons cited for denial included lack of evidence that the charter school would offer an enhanced course of study; curriculum was not well-aligned with the Standards of Learning; program was not superior to the programs offered by the Loudoun County Public Schools in any of the content areas; and financial projections were understated.

Table 1.
Virginia Public Charter Schools -- 2006-2007

| Division | School | Year Opened | Grades Served | Enrollment (reported by the school in June 2007) |
|---------------------------------|-------------------------|-------------|---------------|---|
| Albemarle County Public Schools | Murray High School | 2001 | 9-12 | 109 |
| Hampton City Public Schools | Hampton Harbour Academy | 2001 | 6-8 | 88 |
| York County Public Schools | York River Academy | 2002 | 9-10 | 40 |

D. Student Populations

Virginia’s public charter schools serve a variety of grade levels and are relatively small. The schools report a total of 237 students enrolled as of June 2007. Virginia’s public charter school student population grew steadily from the opening of the first school in 1999 through the 2003-2004 school year. The student population declined in 2004-2005 and further declined during 2005-2006 with the decrease in the number of schools. The 2005-2006 and 2006-2007 charter school populations remained constant as did the number of schools. Table 2 profiles the statewide public charter school population over the last eight years.

Table 2.
Trend in Student Populations in Virginia Public Charter Schools

| School Year | 1999-2000 | 2000-2001 | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 |
|----------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Number of Public Charter Schools | 1 | 1 | 6 | 8 | 7 | 5 | 3 | 3 |
| Total Student Population [1] | 41 | 40 | 440 | 685 | 745 | 555 | 231 | 237 |

Note [1]: Student population is based on charter school self-reported data.

CHAPTER THREE

Evaluation of Charter School Student Performance

Virginia's public charter schools focus on increasing educational opportunities and providing alternative educational programs for students who are potentially at some risk of academic failure. However, their population is not a representative subset of the traditional school student population. Assessing student performance using the Standards of Learning (SOL) test scores is valid and provides some insight toward performance gains, but for the charter school population, other metrics require consideration.

Many of the students, particularly older students enrolled in the two high school programs, were in danger of dropping out of school prior to attending the charter schools. Poor attendance, past academic failure, and other risk factors create challenges for the schools in raising the academic achievement level of these students, graduating them, and preparing them to be productive members of society. Despite the challenges, progress has been demonstrated and reported in improved academic achievement, improved average daily attendance, and a decrease in dropout rates. However, the quantitative results in the form of SOL achievement data vary from year to year and among schools.

A. Student Selection Criteria

Because the three schools evaluated have different educational models and objectives, they have different student populations. However, many of the criteria used to select students are similar. These criteria include selecting students who:

- have been unsuccessful in a traditional school setting and would benefit academically from a smaller, nontraditional school environment;
- are at risk for leaving school or graduating below potential;
- are over age for the grade level for a variety of reasons (e.g., dropped out, failed grade(s), medical reasons); and/or
- have chronic problems of attendance and/or discipline.

These criteria are unique to these schools and warrant consideration when evaluating the student performance. Other selection criteria such as student career interests and student willingness to commit to school policies and objectives vary. The local selection process also differs among schools.

B. Comparing Charter School and Traditional School Student Performance

Since the objective of Virginia's charter schools is to provide an alternative educational approach and environment to improve educational results for students who experienced failure or poor performance in the traditional schools, the issue of comparative performance is one of determining whether each individual student would perform, or has performed, better in a traditional or charter school. The performance of pupils in charter schools as compared to students in other schools is reported in Adequate Yearly Progress (AYP) and Standards of Learning (SOL) assessment results.

C. Student Achievement 2006-2007

Measuring student achievement for the charter school student population also presents challenges. The charter school student population is small and lacks continuity from year-to-year. Given the at-risk profile of these students, modest testing results may reflect significant improvement and may represent only a small portion of the actual educational benefit realized.

- 1. Standards of Learning and Other Quantitative Testing.** Standards of Learning (SOL) assessment results will not be available for the 2006-2007 school year until fall 2007. A history of SOL test scores is provided in the attachment for each school. In general, SOL test results reflect variability by year, grade level, and test. Additionally, they have varied from school to school, ranging from comparable or better than the scores in the school division in which the school is chartered to lower than overall school division scores. For 2004-2005, 2005-2006, and 2006-2007 Murray High School and York River Academy were fully accredited. Murray High School and York River Academy met their Adequate Yearly Progress (AYP) objectives for the 2006-2007 school year based on assessment data from 2005-2006. Hampton Harbour Academy did not make its AYP objectives for the 2006-2007 school year based on assessment data from 2005-2006. Historically, Murray High School and York River Academy have produced SOL test scores that were comparable or better than the average overall scores from their divisions. Hampton Harbour Academy made significant academic progress between 2005-2006 and 2006-2007, and the Virginia Board of Education granted the school a status of “Accreditation Withheld/Improving School Nearing Accreditation” for 2006-2007. In summary, available SOL test data suggest improved student academic performance at the schools.
- 2. Qualitative Measures of Achievement.** Several schools conduct surveys that address student attitudes about the school experience, the desire to attend school, and the learning climate. These surveys also try to measure increases in the students’ personal ethics, collaboration, and cooperation. Some schools survey parents regarding the perceptions of their children’s attitudes and observable changes. Schools report that this qualitative and other anecdotal feedback suggest additional evidence of student improvement in the charter school setting.
- 3. Other Measures of Achievement.** Many of the at-risk students attending charter schools have a history of difficulties in discipline, attitude, and peer relationships; poor study habits; and communications issues. These characteristics lead to, or are correlated with, low attendance levels and higher dropout rates.

D. Average Daily Attendance (ADA) Rate

Chronic attendance problems are one of the selection criteria for entry into charter schools. Consequently, public charter schools in Virginia generally have student populations that have lower ADA rates than the traditional public student population.

Charter school and comparable division ADA rate data since 2001 are presented in Table 3. Average daily attendance rates for the 1999-2000 and 2000-2001 school years were reported for only one charter school and are not included. Complete ADA histories for the three evaluated schools and their divisions are provided in the school’s attachment.

The overall average daily attendance rate in the charter schools has improved modestly since 2001-2002. The division rates have remained constant at near the average state rate of 95.2 percent.

Table 3.
Average Daily Attendance – Charter Schools and Their Divisions

| Average Daily Attendance [1] | 2001-2002 [2] | 2002-2003 [3] | 2003-2004 [3] | 2004-2005 [2] | 2005-2006 [4] | 2006-2007 [4] |
|------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Charter Schools | 86.87% | 86.15% | 88.71% | 87.78% | 90.6% | 91.3% |
| Divisions | 95.10% | 95.18% | 95.19% | 95.36% | 95.7% | 95.5% |

Note [1]: Based on data provided by the VDOE.

Note [2]: Includes five charter schools and the divisions in which they were chartered.

Note [3]: Includes seven charter schools and the divisions in which they were chartered.

Note [4]: Includes three charter schools and the divisions in which they were chartered.

E. Dropout Rate

Another criterion used to select students for charter school placement is “their risk of leaving school.” Charter schools in Virginia generally have student populations that would predictably have higher dropout rates than the overall student population. Overall charter school and comparable division dropout rate data for the previous four years are presented in Table 4. Official dropout rates for 2006-2007 will not be available until after October 1, 2007. Dropout rates for 1999-2000 and 2000-2001 were reported for only one charter school and were not included. Complete dropout histories for the three evaluated schools and their divisions are provided in the school’s attachment.

Dropout rate data vary from school-to-school and over time for each charter school. As indicated by the data in Table 4, dropout rates in Virginia public charter schools have historically been higher than comparable rates for the divisions in which they are chartered. For 2005-2006, the charter schools dropout rates were above the state dropout rate of 1.88 percent.

Table 4.
Dropout Rates – Charter Schools and Their School Divisions

| Dropout Rates [1] | 2001-2002 [2] | 2002-2003 [3] | 2003-2004 [3] | 2004-2005 [4] | 2005-2006 [4] | 2006-2007 [5] |
|----------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| Charter Schools [1] | 18.0% | 12.9% | 6.7% | 1.6% | 3.6% | TBD |
| School Divisions [1] | 2.6% | 1.7% | 1.5% | 0.8% | 1.7% | TBD |

Note [1]: Based on data provided by the VDOE.

Note [2]: Includes five charter schools and the school divisions in which they were chartered.

Note [3]: Includes seven charter schools and the school divisions in which they were chartered.

Note [4]: Includes three charter schools and the school divisions in which they were chartered.

Note [5]: Official dropout rates for 2006-2007 for the three charter schools will not be available until fall 2007.

CHAPTER FOUR

Overall Assessment

The charter schools state they have all made progress towards the goals and objectives as stated in their charters. They believe that they have contributed positively toward the educational experience and lives of their students and the communities they serve. For most of these schools, available quantitative data support these perceptions, and qualitative data reinforce them.

A. Effectiveness in Meeting the Needs of the Populations Served

The schools identify their effectiveness as a school by the degree the school meets the “special needs” of its students. In general, they believe that the student populations served require an individualized, nurturing, and safe educational environment to be successful in school and increase their opportunity for success beyond school. Success cited by the schools includes return rates, graduation rates, parental support and feedback, community support, and school division support. The three schools also demonstrated academic improvement and improved performance on SOL tests as a measure of success.

B. Progress in Achieving Goals

The three public charter schools evaluated in this report expressed their progress differently, but stated their goals as:

- achieving state accreditation and meeting AYP targets;
- assuring graduation, completion, promotion, and other certifications;
- facilitating student access to postsecondary education and training opportunities;
- helping students transition into postsecondary educational, workforce, or military opportunities; and
- increasing parental and community involvement.

All of these schools report progress toward meeting some of these goals. However, goals varied from school-to-school and progress was mixed. Two schools achieved their AYP goals and were fully accredited for the 2006-2007 school year. One school that had not been accredited previously received a status of “Accreditation Withheld/Improving School Nearing Accreditation” for 2006-2007 because of its significant academic progress.

C. Benefits Provided to Students

All three schools report that a primary benefit they provide their students is an educational environment: (1) in which the students can be comfortable and competitive; (2) more suited to providing post-graduation opportunities for these specific students; and (3) more supportive of the special individual needs of these students.

D. Factors Influencing the Status of Charter Schools in Virginia

Schools provided a variety of responses regarding the factors that have contributed to their present status. Reported perceptions included support (i.e., school system, community, and parental support), funding, facilities, student selection, emphasis on technology, small, structured environments, and excellent staff.

E. Testimonials

Schools have provided statements from parents and students during the course of the year on the success of their charter school. Comments are provided below:

Parent/Guardian Statements

“I want to convey my appreciation for everything that you and the rest of the staff have done for [my child] this year. You have no idea just how different it is for us to be ending the school year not having to wonder if [my child] will fail. This has been such a positive experience for all of us.”

“I don’t know what to do in the mornings now. I don’t have to fight with my son to go to school; he loves school for the first time since the first grade.”

“Let us know what we can do to help make sure [the school] expands; it is the best hope for our son to finish high school.”

“When [name] entered [school], his grades changed dramatically. The teachers and principal have worked with my grandson and I to help him understand the value of an education. They understand that the children with learning disabilities, and living in a troubled environment need special help. I would like to thank [school] for helping my grandson and me for the 2006-2007 school year.”

“I called you earlier in the school year because I wanted to thank you and your staff for what you did for my son. [Name] is a very bright individual and your staff knew exactly how to show him what he was capable of and in doing so, prepared him for high school....He is doing very well and I feel that I have you, and your patient and understanding staff to thank for that. You have a good thing going at [school]. Don't ever stop!”

Student Statements

“More individual attention, better grades, good relationships with other students, and computer technology is top of the line. I want to stay here.”

“The first quarter here I had the best report card since the third grade.”

“[The school] has been a very big help to me. [The school] taught me how to study. The program at the school skipped me up to get ready for high school. Finally, the teachers are marvelous.”

“I feel that you have been there for us. I appreciate all the things that you do. If it weren’t for you, I would not be here. I thank you for hiring these wonderful teachers. With these teachers and their help, we will pass the SOL. Other people, me included, truly love the way you motivate us to do good things. Now I see why you stay on us. I see now why you always motivate us to do our work and get in uniform.”

“I really appreciate the hard work and dedication that you and your people are doing to help us to make it to high school. I feel like I can achieve any goal that I set my mind to since I came to [the school]. This school has shown me discipline, and most importantly respect towards others.”

“I would not be the person I am today if I had not gone to [school]. I have not only learned to love each and every living thing but I have learned to love myself.”

“The experience at [school] let me start believing in myself once again. I was so scared that it might not last, like the past two years of going to other schools. If it weren’t for the non-credit process, the teachers, and the administration [school], I wouldn’t have made it because any normal system would have advised me to get my GED due to the lack of attendance and assignments I would produce....Due to patience and perseverance, some of my burdens disappeared and hope in the world has been restored.”

“I have learned a lot in classes, but that isn’t the most significant thing. When I first arrived at [school] I really hated school and didn’t enjoy anything having to do with it. Now I enjoy school for the most part, and I want to learn more. I used to really hate writing, but now it is no longer so bad. I also now read much more because I want to continue learning after I graduate and for the rest of my life. I have also become a much happier and confident person.”

ATTACHMENTS

Charter Schools Evaluation – 2006-2007

The three charter schools in Virginia included in this evaluation are different. These differences make generalizations about charter school performance and impact difficult.

The following sections provide an attachment for each individual school that is included in the summary report. Each attachment includes the following school-specific information:

- General school information;
- Student performance Standards of Learning (SOL) test results;
- Attendance data;
- Dropout data;
- Professional development information; and
- Staffing data and information.

The data shown in these attachments are a combination of school self-reported information and information derived from Virginia Department of Education data sources.

Attachment A1

Albemarle County Schools, Murray High School

| | |
|--|------|
| Year opened as a charter school: | 2001 |
| Grades served in 2006-2007: | 9-12 |
| Enrollment 2006-2007: | 109 |
| School designed to serve students considered to be at-risk: | Yes |
| Intends to operate as a charter school during the 2007-2008 school year: | No* |

Student Achievement. Murray High School SOL test results have generally improved over its years as a charter school as shown in the table A1.1. The 2006-2007 SOL test results will not be available until fall 2007.

Table A1.1.
SOL Pass Rates for Murray High School

| SOL End-of-Course Test Results [1] | School Percent Passing | School Percent Passing | School Percent Passing | School Percent Passing | <i>Division Percent Passing</i> | <i>School Percent Passing</i> | School Percent Passing |
|------------------------------------|------------------------|------------------------|------------------------|------------------------|---------------------------------|-------------------------------|------------------------|
| | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2005-2006 | 2006-2007 |
| English Reading | 71 | 100 | 96 | 82 | 89 | 92 | [2] |
| English Writing | 67 | 93 | 92 | 94 | 91 | 95 | [2] |
| Algebra I | 100 | 75 | 75 | 100 | 94 | 93 | [2] |
| Algebra II | 71 | N/A | 73 | 50 | 84 | 88 | [2] |
| Geometry | 90 | 83 | 90 | 88 | 89 | 94 | [2] |
| World Geography | 63 | 60 | 100 | 100 | 82 | 82 | [2] |
| World History I | N/A | 100 | N/A | N/A | 91 | 82 | [2] |
| World History II | 75 | 89 | 100 | 81 | 92 | 94 | [2] |
| U. S. History | 57 | 68 | 93 | 86 | 94 | 100 | [2] |
| Earth Science | 70 | N/A | 93 | 100 | 88 | 83 | [2] |
| Biology | 100 | 75 | 100 | 50 | 89 | 92 | [2] |

Note [1]: SOL test results for 2001-2006 were provided by VDOE in terms of percent passing.

Note [2]: SOL test results for 2006-2007 will not be available until fall 2007.

*The school will continue to operate as a nontraditional magnet and specialty high school but not as a public charter school in 2007-2008.

Average Daily Attendance (ADA). Table A1.2. provides a summary of average daily attendance rates for Murray High School and the school division in which it is chartered. Average daily attendance has improved slightly since becoming a charter school in 2001 and approaches overall attendance rates for the division.

Table A1.2.
Average Daily Attendance for Murray High School

| Average Daily Attendance | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 |
|---------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Murray High School | 90.5% | 93.3% | 94.4% | 91.6% | 93.4% | 94.5% |
| Albemarle County Public Schools | 95.9% | 95.8% | 96.0% | 96.1% | 96.0% | 96.1% |

Dropout Rates. The following table summarizes dropout rates for Murray High School and the school division in which it is chartered. Dropout rates have been low and have historically been comparable to the division results. The 2006-2007 rate results will not be officially available until fall 2007, although Murray High School reported no dropouts during the 2006-2007 school year.

Table A1.3.
Dropout Rates for Murray High School

| Dropout Rates [1] | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 |
|---------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Murray High School | 0% | 1.9% | 2.3% | 2.2% | 1.9% | [2] |
| Albemarle County Public Schools | 0.8% | 0.6% | 1.4% | 1.4% | 1.6% | [2] |

Note [1]: Dropout results for 2001-2006 were provided by VDOE.

Note [2]: Dropout results for the 2006-2007 school year will not be available until after October 1, 2007.

Professional Development. In response to survey questions concerning professional development offered at school, the school's response was:

| | |
|--|-------------|
| Professional development customized for charter school personnel only: | No |
| Professional development hours provided: | Over 100 |
| Number of professional development activities provided: | 11 or more |
| Amount of communication with other charter schools within Virginia: | Very little |
| Amount of communication with other charter schools outside Virginia: | Very little |
| Opportunity to attend national meeting(s) regarding charter schools: | No |

Staff. The 2006-2007 staffing data indicate one Murray High School teacher per 10 students enrolled. The school reported that all teachers were licensed and endorsed. Staffing data for Murray High School are summarized in Table A1.4.

Table A1.4.
Staffing for Murray High School for 2006-2007

| Category | Total Number of Staff (FTE) | Positions Filled by Licensed and Endorsed Individuals (FTE) | Percent Filled by Licensed and Endorsed Individuals |
|---------------------|-----------------------------|---|---|
| Principal/Director | 1.0 | 1.0 | 100 |
| Teachers | 10.83 | 9.83 | 90 |
| Paraprofessionals | 0.66 | N/A | N/A |
| Guidance Counselors | 1.0 | 1.0 | 100 |

Attachment A2

Hampton City Schools, Hampton Harbour Academy

| | |
|--|------|
| Year opened as a charter school: | 2001 |
| Grades served in 2006-2007: | 6-8 |
| Enrollment 2006-2007: | 88 |
| School designed to serve students considered to be at-risk: | Yes |
| Intends to operate as a charter school during the 2007-2008 school year: | Yes |

Student Achievement. Hampton Harbour Academy student Standards of Learning (SOL) test scores reflect substantial variability by year, grade level, and test. The school's results improved markedly in English and mathematics in 2005-2006. The 2006-2007 SOL results will not be available until fall 2007.

Table A2.1.
SOL Pass Rates for Hampton Harbour Academy

| SOL End-of-Course Test Results [1] | School Percent Passing | School Percent Passing | School Percent Passing | School Percent Passing | <i>Division Percent Passing</i> | <i>School Percent Passing</i> | School Percent Passing |
|------------------------------------|------------------------|------------------------|------------------------|------------------------|---------------------------------|-------------------------------|------------------------|
| | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 | <i>2005-2006</i> | <i>2005-2006</i> | 2006-2007 |
| Grade 8 | | | | | | | |
| English: Writing | 23 | 23 | 48 | 27 | 91 | 90 | [2] |
| English: Reading | 28 | 26 | 32 | 49 | 76 | 73 | [2] |
| Mathematics | 8 | 16 | 45 | 35 | 74 | 75 | [2] |
| History/Social Science | 22 | 38 | 76 | N/A | 67 | N/A | [3] |
| Civics | N/A | N/A | N/A | 68 | 86 | N/A | [2] |
| U.S. History 1 | N/A | N/A | N/A | 51 | 49 | N/A | [2] |
| Science | 41 | 44 | 77 | 59 | 82 | 46 | [2] |

Note [1]: SOL test results for 2001-2006 were provided by VDOE in terms of percent passing.

Note [2]: SOL test results for 2006-2007 will not be available until fall 2007.

Note [3]: SOL test results for History/Social Science were broken into two end-of-course tests in 2004-2005: Civics and U.S. History.

Average Daily Attendance (ADA). Table A2.2. provides a summary of average daily attendance rates for Hampton Harbour Academy and the division in which it is chartered. The school's ADA has remained constant for the past few years. The ADA remains below overall attendance rates for the school division.

Table A2.2.
Average Daily Attendance for Hampton Harbour Academy

| Average Daily | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Hampton Harbour Academy | 85.2% | 83.1% | 85.0% | 82.1% | 84.1% | 85.2% |
| Hampton City Public Schools | 94.8% | 94.5% | 94.8% | 95.2% | 95.0% | 94.9% |

Dropout Rates. The following table summarizes dropout rates for Hampton Harbour Academy and the school division in which it is chartered. When the school served secondary students from 2001-2004, the dropout rate was higher than the division dropout rate. Beginning in 2004, the school served middle schools students. No dropouts were reported for the 2004-2005 school year. For the 2005-2006 school year, the dropout rate exceeded that of the division. The 2006-2007 dropout rate results will not be officially available until fall 2007.

Table A2.3.
Dropout Rates for Hampton Harbour Academy

| Dropout Rates [1] | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Hampton Harbour Academy | 34.3% | 9.2% | 9.7% | 0.00% | 10.0% | [2] |
| Hampton City Public Schools | 2.7% | 2.1% | 2.2% | 0.5% | 2.5% | [2] |

Note [1]: Dropout results for 2001-2006 were provided by VDOE.

Note [2]: Dropout results for the 2006-2007 school year will not be available until fall 2007.

Professional Development. In response to survey questions concerning professional development offered at school, the school's response was:

| | |
|--|-------------|
| Professional development customized for charter school personnel only: | Yes |
| Professional development hours provided: | 33 |
| Number of professional development activities provided: | 11 or more |
| Amount of communication with other charter schools within Virginia: | Very little |
| Amount of communication with other charter schools outside Virginia: | Very little |
| Opportunity to attend national meeting(s) regarding charter schools: | No |

Staff. For the 2005-2006 school year, Hampton Harbour Academy reports one teacher per eight students enrolled. Staffing data for Hampton Harbour Academy are summarized in Table A2.4.

Table A2.4.

Staffing for Hampton Harbour Academy for 2006-2007

| Category | Total Number of Staff (FTE) | Positions Filled by Licensed and Endorsed Individuals (FTE) | Percent Filled by Licensed and Endorsed Individuals |
|---------------------|-----------------------------|---|---|
| Principal/Director | 1.0 | 1.0 | 100 |
| Teachers | 11.0 | 10.0 | 91 |
| Paraprofessionals | 3.0 | 3.0 | 100 |
| Guidance Counselors | 1.0 | 1.0 | 100 |

Attachment A3

York County Schools, York River Academy

Year opened as a charter school: 2002
 Grades served in 2006-2007: 9-10*
 Enrollment 2006-2007: 40
 School designed to serve students considered to be at-risk: Yes
 Intends to operate as a charter school during the 2007-2008 school year: Yes

Student Achievement. As depicted in Table A3.1., the York River Academy Standards of Learning (SOL) test results reflect variability by year and by End-of-Course subjects. The 2006-2007 SOL results will not be available until fall 2007.

Table A3.1.
SOL Pass Rates for York River Academy

| SOL End-of-Course Test Results [1] | School Percent Passing | School Percent Passing | School Percent Passing | <i>Division Percent Passing</i> | <i>School Percent Passing</i> | School Percent Passing |
|------------------------------------|------------------------|------------------------|------------------------|---------------------------------|-------------------------------|------------------------|
| | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2005-2006 | 2006-2007 |
| English Reading | 100 | N/A | N/A | N/A | N/A | [2] |
| English Writing | 0 | N/A | N/A | N/A | N/A | [2] |
| Algebra I | 40 | 89 | 81 | 92 | 81 | [2] |
| Algebra II | N/A | N/A | N/A | 89 | 50 | [2] |
| Geometry | N/A | N/A | 33 | 95 | 100 | [2] |
| World Geography | 90 | 85 | 64 | 80 | 71 | [2] |
| World History I | N/A | 100 | 81 | 89 | 86 | [2] |
| World History II | N/A | N/A | 100 | 93 | N/A | [2] |
| U. S. History | N/A | N/A | 40 | 94 | N/A | [2] |
| Earth Science | 100 | 71 | 64 | 87 | 90 | [2] |
| Biology | N/A | N/A | N/A | 93 | N/A | [2] |
| Chemistry | N/A | N/A | N/A | 93 | N/A | [2] |

Note [1]: SOL test results for 2002-2006 were provided by VDOE in terms of percent passing.

Note [2]: SOL test results for 2006-2007 will not be available until fall 2007.

*The York County School Board voted unanimously to amend the charter to allow for an 11th grade in 2007-2008.

Average Daily Attendance (ADA). Table A3.2. provides a summary of average daily attendance rates for York River Academy and the school division in which it is chartered. Average daily attendance rates for the school have been comparable to the school division ADA rates.

Table A3.2.
Average Daily Attendance for York River Academy

| Average Daily Attendance | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 |
|----------------------------|-----------|-----------|-----------|-----------|-----------|
| York River Academy | 98.8% | 95.1% | 95.2% | 96.7% | 95.6% |
| York County Public Schools | 96.7% | 96.3% | 96.3% | 96.6% | 96.0% |

Dropout Rates. The following table summarizes dropout rates for York River Academy and the school division in which it is chartered. Historically, from 2002-2005, dropout rates for the school have been higher than division rates but comparable to state results. For 2005-2006, there were no dropouts at the school. The 2006-2007 dropout rate results will not be officially available until fall 2007.

Table A3.3.
Dropout Rates for York River Academy

| Dropout Rates [1] | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 |
|----------------------------|-----------|-----------|-----------|-----------|-----------|
| York River Academy | 0% | 2.1% | 2.6% | 0% | [2] |
| York County Public Schools | 0.9% | 0.2% | 0.5% | .4% | [2] |

Note [1]: Dropout results for 2002-2006 were provided by VDOE.

Note [2]: Dropout results for the 2006-2007 school year will not be available until fall 2007.

Professional Development. In response to survey questions concerning professional development offered at school, the school's response was:

| | |
|--|-------------|
| Professional development customized for charter school personnel only: | Yes |
| Professional development hours provided: | Over 60 |
| Types of professional development activities provided: | 11 or more |
| Amount of communication with other charter schools within Virginia: | Very little |
| Amount of communication with other charter schools outside Virginia: | Very little |
| Opportunity to attend national meeting(s) regarding charter schools: | No |

Staff. For the 2006-2007 school year, York River Academy reports more than one teacher per eight students enrolled. The school reported that all teachers were licensed and endorsed. Staffing data for the school are summarized in Table A3.4.

Table A3.4.
Staffing for York River Academy for 2006-2007

| Category | Total Number of Staff (FTE) | Positions Filled by Licensed and Endorsed Individuals (FTE) | Percent filled by Licensed and Endorsed Individuals |
|---------------------|-----------------------------|---|---|
| Principal/Director | 1.0 | 1.0 | 100 |
| Teachers | 5.0 | 5.0 | 100 |
| Paraprofessionals | 0.0 | N/A | N/A |
| Guidance Counselors | 1.0 | 1.0 | 100 |

Board of Education Agenda Item

Item: _____ I. _____

Date: July 25, 2007

Topic: Final Review of Proposed Guidelines Establishing an Incentive Program to Encourage and Recognize School Accountability Performance and Competence to Excellence (8VAC 20-131-325)

Presenter: Dr. Patricia I. Wright, Chief Deputy Superintendent of Public Instruction

Telephone Number: 804-225-2979

E-Mail Address: Patricia.Wright@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 June 28, 2007 action First Review

Background Information:

The significant gains in student achievement that have been made by Virginia public schools since the Standards of Learning accountability program was established in 1995 are a tribute to the vision, creativity, and hard work of teachers and school leaders throughout the Commonwealth. Building on the successes of the Standards of Learning, we aspire to achieve a world-class system of education that promotes an attitude of competence to excellence. Schools and school divisions must be held accountable for ensuring that all students acquire the knowledge, skills, and habits to excel in postsecondary education and careers in a 21st century global society and to become healthy and productive citizens. Similarly, schools and school divisions should be recognized and rewarded for making measurable progress in this journey towards excellence.

The Commonwealth's vision of educational excellence must combine competency requirements in reading, mathematics, science, and history and social science with an incentive-based program that recognizes and rewards higher levels of achievement and progress on multiple indicators of school and student performance.

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8VAC 20-131-325) authorize the Board to establish guidelines for recognizing and rewarding school accountability performance.

Summary of Major Elements:

The Board of Education's *Virginia Index of Performance (VIP)* incentive program is proposed to recognize and reward fully accredited schools and school divisions that make significant progress toward achieving specific measurable goals and objectives established by the Board of Education and supported by the Governor.

Student achievement is a fundamental component in determining the accreditation status of Virginia's public schools. Student performance is measured by achievement on the Standards of Learning (SOL) tests or additional assessments approved by the Board of Education. A school achieves fully accredited status primarily by meeting pass rates established for all students. This model of standards-based accountability has served Virginia well for over a decade. To be competitive in a global economy, however, we must build on our successes and strive for higher levels of achievement for all of our children. Fully accredited schools and school divisions should be recognized and rewarded as they make significant progress towards this goal.

The *Virginia Index of Performance (VIP)* is intended to measure the extent to which students are progressing towards advanced proficiency levels in reading, mathematics, science, and history and social science and on other indicators of school and student performance. To reach excellence goals greater attention must be placed on the achievement level of each student; we should not be satisfied with "proficient."

The advanced proficiency achievement level on Standards of Learning assessments is a measure of academic excellence. In the proposed index, individual student scores are weighted according to the achievement levels of basic, proficient, and advanced with the advanced level having the highest weight.

A VIP achievement measure (0 to 100 points) may be calculated at the school and division levels for combined performance across the four discipline areas in which SOL tests are administered. VIP achievement points are awarded based on the total number of students performing at each proficiency level. An index of performance is determined by multiplying the number of student scores at each level by the points awarded, adding the total points earned, and dividing by the total number of student scores.

Bonus or additional points may be earned when a school or division meets or exceeds other performance objectives established for the program, such as reading on grade level by third grade, Algebra I enrollment by grade 8, college-level course enrollments, graduation rate, diploma types, career and technical credentials, and healthy students. A tiered incentive and rewards system will be created to recognize levels of performance (points earned) on the Virginia Index of Performance.

The attached document, *Proposed Board of Education Guidelines: An Incentive Program to Encourage and Recognize School Accountability Performance and Competence to Excellence* (8VAC 20-131-325) describes the proposed program and its implementation. A new award—the Governor's VIP Award for Excellence in Education—has been added that rewards schools and divisions for attainment of key excellence targets established by the Governor. Minor technical edits have been made to the indicators for clarity and consistency.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education approve the proposed guidelines establishing an incentive program to encourage and recognize school accountability performance and competence to excellence (8VAC 20-131-325).

Impact on Resources:

Rewards may include banners, plaques, and monetary awards. The education community and the private sector may be invited to sponsor various incentives, including monetary awards.

Timetable for Further Review/Action:

Upon adoption of the guidelines, the Department of Education will disseminate them to school divisions for implementation in late fall 2007.

Proposed

Virginia Board of Education Guidelines

***An Incentive Program to Encourage and
Recognize School Accountability
Performance and Competence to
Excellence***

(8VAC 20-131-325)

Schools and school divisions must be held accountable for ensuring that all students acquire the knowledge, skills, and habits to excel in postsecondary education and careers in a 21st century global society and to become healthy and productive citizens. Similarly, schools and school divisions should be recognized and rewarded for making measurable progress in this journey towards excellence.

July 25, 2007

An Incentive Program that Encourages and Recognizes School Accountability Performance and Competence to Excellence

Overview

The significant gains in student achievement that have been made by Virginia public schools since the Standards of Learning accountability program was established in 1995 are a tribute to the vision, creativity, and hard work of teachers and school leaders throughout the Commonwealth.

Building on the successes of the Standards of Learning, we aspire to achieve a world-class system of education that promotes an attitude of competence to excellence. We must challenge all of our students to reach higher levels of achievement over the next decade.

Schools and school divisions must be held accountable for ensuring that all students acquire the knowledge, skills, and habits to excel in postsecondary education and careers in a 21st century global society and to become healthy and productive citizens. Similarly, schools and school divisions should be recognized and rewarded for making measurable progress in this journey towards excellence.

The Commonwealth's vision of educational excellence must combine competency requirements in academics with an incentive-based program that recognizes and rewards higher levels of achievement and progress on multiple indicators of school and student performance. A rewards system should acknowledge significant progress on multiple measures, such as quality preschool programs, reading on grade level and literacy for all, graduation rates, advanced-level student performance, career and technical certifications, college-level course enrollment, and accelerated learning opportunities.

We must also recognize schools and school divisions that promote the health and wellness of its students by encouraging good nutrition and increased physical activity.

The Board of Education's *Virginia Index of Performance (VIP)* incentive program is designed to recognize and reward schools and school divisions that make significant progress toward achieving specific measurable goals and objectives established by the Board of Education and supported by the Governor.

Goals for VIP Incentive Program

The following goals are established for the *Virginia Index of Performance (VIP)* incentive program.

- Every child enters kindergarten ready to learn
- Every child reads on grade level by third grade and maintains reading proficiency throughout the elementary, middle, and high school grades
- Middle school students prepare for success in high school by enhancing their literacy skills and successfully completing more rigorous high school mathematics courses, including Algebra I
- High school students earn a high school diploma, especially advanced studies diplomas, within four years
- All high school graduates are prepared for postsecondary education and work
- Every child acquires healthy lifestyle habits that promote physical fitness and good nutrition

Performance Objectives and Measures for VIP Incentive Program

The following chart identifies performance objectives and measures that support the goals identified above and will serve as a basis for the VIP program.

| <i>Performance Objective</i> | <i>Performance Measure</i> |
|---|--|
| <i>1. Increase the percentage of third graders reading on grade level</i> | <i>Percentage of students passing the Grade 3 state reading assessment increases annually (95% state goal)</i> |
| <i>2. Increase the percentage of students enrolled in Algebra I by grade 8</i> | <i>Percentage of students enrolled in Algebra I by grade 8 increases annually (45% state goal)</i> |
| <i>3. Increase the percentage of high school students taking Advanced Placement, International Baccalaureate, and dual enrollment courses</i> | <i>Percentage of high school students enrolled in one or more AP, IB, or dual enrollment courses increases annually (25% state goal)</i> |
| <i>4. Increase the number of career and technical industry certifications, state licenses, or successful national occupational assessment</i> | <i>Number of career and technical industry certifications, state licenses, or successful national occupational assessment credentials earned by high school students increases</i> |

| <i>Performance Objective</i> | <i>Performance Measure</i> |
|--|---|
| <i>credentials earned by high school students</i> | <i>annually or relative to enrollment (15,000 state goal)</i> |
| <i>5. Increase the percentage of high school graduates earning an Advanced Studies Diploma</i> | <i>Percentage of high school graduates earning an Advanced Studies diploma out of the total number of diplomas awarded increases annually (57% state goal)</i> |
| <i>6. Increase the percentage of students who receive a high school diploma recognized by the Board of Education</i> | <i>Percentage of high school students earning a diploma recognized by the Board as compared to ninth-grade enrollment four years earlier increases annually (Target TBD in 2008 using new formula—state interim target 80%)</i> |
| <i>7. Increase the percentage of schools that are fully accredited and making Adequate Yearly Progress</i> | <i>Percentage of fully accredited schools in each division and the percentage of schools in each division making Adequate Yearly Progress increases annually (100% state goal)</i> |
| <i>8. Increase the percent of at-risk four-year-olds who are being served by the Virginia Preschool Initiative (VPI)</i> | <i>Percent of eligible school divisions that participate in the Virginia Preschool Initiative for at-risk four-year-olds increases annually (100% state goal)</i> |
| <i>9. Increase the percentage of students achieving at higher levels of proficiency on state assessments</i> | <i>Percentage of students in each subgroup achieving Advanced Proficient on state assessments increases annually</i> |
| <i>10. Increase the percentage of students maintaining literacy proficiency throughout their adolescent years</i> | <i>Percentages of students passing the Grade 5 state reading assessment and Grade 8 state reading and writing assessments increase annually (95% state goal)</i> |
| <i>11. Increase the percentage of schools offering foreign language instruction in the elementary grades</i> | <i>Percentage of elementary schools offering foreign language instruction increases annually</i> |
| <i>12. Increase participation in the Governor’s Nutrition and Physical Activity Scorecard Awards Program</i> | <i>Number of schools that are registered users of the Scorecard and number of schools that earn Governor’s awards increases annually</i> |

Implementing the *Virginia Index of Performance (VIP)* Incentive Program

Design and Purpose:

The Virginia Index of Performance (VIP) incentive program is designed to recognize and reward fully accredited schools and school divisions that make significant progress toward achieving advanced proficiency levels in reading, mathematics, science, and history and social science and on other indicators of school and student performance that are aligned with the Commonwealth's goals for public education.

Description of Index:

The Virginia Index of Performance (VIP) is intended to measure the extent to which students are progressing towards advanced proficiency levels on state academic assessments and on other indicators of school and student performance as determined by the Board of Education.

The advanced proficiency achievement level on Standards of Learning assessments is a measure of academic excellence. In the proposed index, individual student scores are weighted according to the achievement levels of basic, proficient, and advanced with the advanced level having the highest weight. A VIP achievement measure (0 to 100 points) may be calculated at the school and division levels for combined performance across the four discipline areas in which SOL tests are administered.

VIP achievement points are awarded based on the total number of students performing at each proficiency level. A weighted index of performance is determined by multiplying the number of student scores at each level by the points awarded, adding the total points earned, and dividing by the total number of student scores.

Bonus or additional points may be earned when a school or division meets or exceeds other performance objectives established for the program, such as reading on grade level by third grade, Algebra I enrollment by grade 8, college-level course enrollments, graduation rate, diploma types, career and technical credentials, and healthy students.

Virginia Index of Performance (VIP) Point System:

| <i>SOL/State Assessment Scaled Score</i> | <i>SOL/State Assessment Proficiency Level</i> | <i>Points Awarded Each Score</i> |
|--|---|----------------------------------|
| 500-600 | Advanced | 100 |
| 400-499 | Proficient | 75 |
| Up to 399 (varies by test) | Fail/Basic (Reading and Math 3-8) | 25 |
| Below 400 (except Basic) | Fail | 0 |

| <i>Other Performance Measures</i> | | |
|------------------------------------|---|-----------------------|
| <i>School/Division Eligibility</i> | <i>Performance Measure</i> | <i>Points Awarded</i> |
| Elementary School Division | <i>Percentage of students passing the Grade 3 state reading assessment increases annually (95% state goal)</i> | 3 points |
| Middle School Division | <i>Percentage of students enrolled in Algebra I by grade 8 increases annually (45% state goal)</i> | 2 points |
| High School Division | <i>Percentage of high school students enrolled in one or more AP, IB, or dual enrollment courses increases annually (25% state goal)</i> | 1 point |
| High School Division | <i>Number of career and technical industry certifications, state licenses, or successful national occupational assessment credentials earned by high school students increases annually or relative to enrollment (15,000 state goal)</i> | 1 point |
| High School Division | <i>Percentage of high school graduates earning an Advanced Studies diploma out of the total number of diplomas awarded increases annually (57% state goal)</i> | 1 point |
| High School Division | <i>Percentage of high school students earning a diploma recognized by the Board as compared to ninth-grade enrollment four years earlier increases annually (Target TBD in 2008 using new formula—state interim target 80%)</i> | 1 point |
| Division | <i>Percentage of fully accredited schools in each division and the percentage of schools in each division making Adequate Yearly</i> | 1 point |

| <i>Other Performance Measures</i> | | |
|--|---|------------------------------|
| <i>School/Division Eligibility</i> | <i>Performance Measure</i> | <i>Points Awarded</i> |
| | <i>Progress increases annually (100% state goal)</i> | |
| Division | <i>Eligible school division participates in the Virginia Preschool Initiative for at-risk four-year-olds (100% state goal)</i> | 1 point |
| All Schools Division | <i>Percentage of students in each subgroup achieving Advanced Proficient on state assessments increases annually</i> | 1 point |
| Elementary and Middle Schools Division | <i>Percentages of students passing the Grade 5 state reading assessment and Grade 8 state reading and writing assessments increase annually (95% state goal)</i> | 1 point |
| Elementary School Division | <i>Percentage of elementary schools offering foreign language instruction increases annually</i> | 1 point |
| Division | <i>Number of schools in the division that are registered users of the Governor's Nutrition and Physical Activity Scorecard includes all schools or increases annually</i> | 1 point |
| All Schools | <i>Or School earns Governor's Nutrition and Physical Activity award</i> | |

Procedure for Determining VIP Score Points (All subjects combined):

| <i>No. of Student Scores</i> | <i>SOL Proficiency Level</i> | <i>Points Awarded Each SOL Score</i> | <i>Total Points Awarded (100 maximum)</i> |
|---|------------------------------|--------------------------------------|---|
| | Advanced | 100 | |
| | Proficient | 75 | |
| | Basic | 25 | |
| | Fail | 0 | |
| (a) Total Achievement Points Awarded | | | |
| (b) Total No. of Student Scores | | | |
| (c) VIP Achievement Index Points = Total Achievement Points (a) divided by Total No. Scores (b) | | | |
| (d) Additional Index Points (up to 5 points maximum from other performance measures) | | | |
| (e) VIP Score Points = Achievement Index Points (c) + Additional Measures Index Points (d) | | | |

VIP Score Point Calculations Illustrated:

Example I:

| <i>No. of Student Scores</i> | <i>SOL Proficiency Level</i> | <i>Points Awarded Each Score</i> | <i>Total Points Awarded (100 maximum)</i> |
|---|------------------------------|----------------------------------|---|
| 15 | Advanced | 100 | 1500 |
| 60 | Proficient | 75 | 4500 |
| 20 | Basic | 25 | 500 |
| 5 | Fail | 0 | 0 |
| (a) Total Achievement Points Awarded | | | 6500 |
| (b) Total No. of Student Scores | | | 100 |
| (c) VIP Achievement Index Points = Total Achievement Points (a) divided by Total No. Scores (b) | | | 65.0 |
| (d) Additional Index Points (up to 5 points maximum from other performance measures) | | | ? |
| (e) VIP Score Points = Achievement Index Points (c) + Additional Index Points (d) | | | ? |

Example II:

| <i>No. of Student Scores</i> | <i>Proficiency Level</i> | <i>Points Awarded Each Score</i> | <i>Total Points Awarded (100 maximum)</i> |
|---|--------------------------|----------------------------------|---|
| 30 | Advanced | 100 | 3000 |
| 55 | Proficient | 75 | 4125 |
| 10 | Basic | 25 | 250 |
| 5 | Fail | 0 | 0 |
| (a) Total Achievement Points Awarded | | | 7375 |
| (b) Total No. of Student Scores | | | 100 |
| (c) VIP Achievement Index Points = Total Achievement Points (a) divided by Total No. Scores (b) | | | 73.75 |
| (d) Additional Index Points (up to 5 points maximum from other performance measures) | | | ? |
| (e) VIP Score Points = Achievement Index Points (c) + Additional Index Points (d) | | | ? |

Example III:

| <i>No. of Student Scores</i> | <i>Proficiency Level</i> | <i>Points Awarded Each Score</i> | <i>Total Points Awarded (100 maximum)</i> |
|---|--------------------------|----------------------------------|---|
| 50 | Advanced | 100 | 5000 |
| 40 | Proficient | 75 | 3000 |
| 5 | Basic | 25 | 125 |
| 5 | Fail | 0 | 0 |
| (a) Total Achievement Points Awarded | | | 8125 |
| (b) Total No. of Student Scores | | | 100 |
| (c) VIP Achievement Index Points = Total Achievement Points (a) divided by Total No. Scores (b) | | | 81.25 |
| (d) Additional Index Points (up to 5 points maximum from other performance measures) | | | ? |
| (e) VIP Score Points = Achievement Index Points (c) + Additional Index Points (d) | | | ? |

Awards Recognition and Incentives

A VIP Awards program will be established to recognize individual schools and school divisions annually based on Virginia Index of Performance (VIP) scores. Awards will be made in the fall based on performance in the previous year. The Governor will partner with the Board of Education and the Department of Education in promoting the Virginia Index of Performance (VIP) incentive program.

A tiered incentive and rewards system will be created to recognize levels of performance on the Virginia Index of Performance. Rewards may include banners, plaques, and monetary awards. The education community and the private sector will be invited to sponsor various incentives, including monetary awards.

Levels of Recognition

A *Governor's VIP Award for Educational Excellence* will recognize a school division or school that has been fully accredited and has made adequate yearly progress for two consecutive years, earns a VIP score of 80 points or higher, and meets or exceeds all applicable VIP excellence targets established by the Governor.

- Percentage of students passing the Grade 3 state reading assessment meets or exceeds 95 percent (state goal)
Note: If an elementary school does not have a third grade, achievement on the next highest grade level state reading assessment (Grades 4 or 5) will apply.
- Percentage of students enrolled in Algebra I by grade 8 meets or exceeds 45 percent (state goal)
- Percentage of high school students enrolled in one or more AP, IB, or dual enrollment courses meets or exceeds 25 percent (state goal)
- Number of career and technical industry certifications, state licenses, or successful national occupational assessment credentials earned by high school students increases annually or relative to enrollment (15,000 state goal)

- Percentage of high school graduates earning an Advanced Studies diploma out of the total number of diplomas awarded meets or exceeds 57 percent (state goal)

Additional VIP Excellence Target for School Division Recognition

- Eligible school division participates in the Virginia Preschool Initiative for at-risk four-year-olds (100 percent state goal)

A *VIP Excellence Award* will recognize a school division or a school that has been fully accredited and has made adequate yearly progress for two consecutive years and earns a VIP score of 80 points or higher.

A *VIP Competence to Excellence Award* will recognize a school division or a school that has been fully accredited and has made adequate yearly progress for two consecutive years and earns a VIP score between 75 and 80 points.

A *VIP Rising Star Award* will recognize a school division or a school that has been fully accredited and has made adequate yearly progress for two consecutive years and improves their VIP scores significantly from the previous year. The *VIP Rising Star Award* may not be earned in conjunction with the *VIP Excellence Award* or the *VIP Competence to Excellence Award*. Improvement gains must be such that the school or division is on a path towards a VIP of 100 by 2014 consistent with federal adequate yearly progress goals. An acceptable growth target will be calculated for each school and division after a VIP baseline is established.

Board of Education Agenda Item

Item: _____ J. _____

Date: July 25, 2007

Topic: First Review of Nominations to Fill Vacancies on Board of Education Advisory Committees: Advisory Committee on Adult Education and Literacy, State Special Education Advisory Committee, Virginia Advisory Committee for Career and Technical Education, Virginia Advisory Committee for the Education of the Gifted, and the Advisory Board for Teacher Education and Licensure

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

Telephone: 804/ 225-2924

E-mail: Margaret.Roberts@doe.virginia.gov

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 Bylaws

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: Article Nine, Section 2 of the Board of Education's bylaws states the following:

Advisory Committees. Advisory committees may be created by the Board for special purposes to include, but not be limited to, federal and state-mandated committees. An advisory committee shall be composed of persons who represent the views and interests of the general public and who are known to be qualified to perform their duties. Personnel of the Department of Education may be appointed to the committee, as members or as consultants. All appointments to an advisory committee shall be made by the Board upon the recommendations of the Superintendent of Public Instruction. . . .

The Board of Education's bylaws also specify the term of service in Article Sixteen, Section 4, as follows:

Section 4. Term of Service. Appointments to an advisory committee shall be for a term of three years. Members of an advisory committee may be appointed to a second consecutive three-year term, but shall not be eligible to serve for more than six consecutive years . . .

The Board of Education has six advisory committees, five of which have vacancies for the three-year term of July 2007 to June 2010. (The nomination process for the Student Advisory Committee is handled through a special procedure that will be conducted in the early fall. Therefore, nominations to the Student Advisory Committee are not being accepted at this time.)

A membership list for each advisory committee is attached. Vacancies for 2007-2010 are highlighted on each committee's membership list. Please note that two of the five advisory committees require specific categories for membership. The categories are set by the *Code of Virginia* or by state or federal regulation.

The advisory committees and the current vacancies for 2007-2010 are as follows:

Advisory Board for Teacher Education and Licensure

Six vacancies. Nominees are being sought in the following categories (Note: one of the teacher appointments must be a teacher of special education):

- Member-at-large: Current incumbent is eligible for reappointment to a second term
- Classroom Teacher (Elementary) – 2 vacancies: Term expired (not eligible for reappointment) and resignation
- Classroom Teacher (Secondary)- Resigned (term was to expire 6/30/08)
- Division Superintendent- Resigned (term was to expire 6/30/08)
- Nonpublic School Teacher (Secondary)- Term expired (not eligible for reappointment)

State Special Education Advisory Committee

Eight vacancies. Nominees are being sought in the following categories:

- Parent of a child with a disability, Region 3
- Parent of a child with a disability, Region 4
- Parent of a child with a disability, Region 5
- Parent of a child with a disability, Region 7- Current incumbent eligible to be reappointed to second term
- Transition-Vocational Education
- Local director of special education
- Person with a disability
- Division superintendent

Advisory Committee on Adult Education and Literacy
Three vacancies.

Career and Technical Education Advisory Committee
Four vacancies. For three of the four vacancies, the current incumbent is eligible to be reappointed to a second term.

Virginia Advisory Committee for the Education of the Gifted
Seven vacancies.

Summary of Major Elements: Superintendent's Memo Number 113, dated June 1, 2007, announced that the Board of Education is seeking nominees to fill the current advisory committee vacancies. The call for nominations was also sent to public school principals, statewide education organizations, interest groups, advocates, and individuals that had expressed interest. The deadline for submission was July 9, 2007.

Following the close of the nomination period, the nominations were reviewed. Those recommended for appointment were selected based upon qualifications and on the required categories for membership (if applicable). Every attempt was made to balance the membership by geographic region as well as gender and ethnicity.

The nominees recommended for appointment to the 2007-2010 term are as follows:

Advisory Board for Teacher Education and Licensure

- Member-at-Large: Gloria Talbott, Charlotte County Public Schools, Reappointment
- Classroom Teacher (Elementary): Melissa K. King, Alexandria City Schools
- Classroom Teacher (Elementary): Angela S. Turley, Lee County Public Schools
- Classroom Teacher (Secondary, Special Education): Valeria C. Porter, Fairfax County Public Schools
- Division Superintendent: Dr. Philip L. Worrell, Superintendent, Greensville County Schools
- Nonpublic School Teacher (Secondary): Diane Bialkowski, Walsingham Academy (Catholic Diocese)

State Special Education Advisory Committee

- Region 4 Parent: Suzanne Wolfe, Director of Programs and Operations, PEATC, Vienna
- Region 5 Parent: Mona Holmes, Fork Union
- Region 7 Parent: Suzanne Conroy: Reappointment
- Transition: Judy Averill, Lead Transition Coordinator, Chesterfield County Public Schools
- LEA Director: Robert Whytal, Director of Special Education, Fauquier County Public Schools
- Person with a disability: Christina Draper, Advocate for persons with disabilities, Fieldale
- Local Superintendent: Dr. Robert T. Chappell, Division Superintendent, Rappahannock County Public Schools
- (Vacancy remains for Region 3 Parent: will continue call for nominations)

Advisory Committee on Adult Education and Literacy

- Deborah Hunley-Stukes, Adult Education Program Manager, Chesapeake City Public Schools
- Carol Coffey, Regional Assessment Specialist, Charlottesville City Public Schools
- Deborah D. Hinton, Adult Education Program Manager, Chesterfield County Public Schools

Career and Technical Education Advisory Committee

- Mike Mills (current vice-chair), Corporate Distribution Manager, American Woodmark Corporation, Winchester: Reappointment
- Toney Rigali, Lead Organizer, Virginia Pipe Trades Association; Representative on Perkins State Planning Committee: Reappointment
- Judy Sorrell, Director, Shenandoah Valley Regional Special Education, Fishersville: Reappointment
- Sandy Hespe, Instructional Specialist, York County Public Schools

Virginia Advisory Committee for the Education of the Gifted

- Melissa Larsen, Region 4, Parent, Stafford County
- Mary Jane Mutispaugh, Region 6, Gifted Education Coordinator, Alleghany County Public Schools
- Beverly Catlin, Region 5, Chair of the Virginia Administrative Consortium for Gifted Education, Charlottesville
- Lennie F. Routten, Region 2, Business and Industry, Hampton
- Gerry B. Tylavsky, Region 2, Instructional Specialist and IB Coordinator, York County Public Schools
- Diane Naff, Region , Elementary Teacher, Montgomery County Public Schools
- (One vacancy remains; will continue call for nominations)

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education waive first review and adopt the list of nominees recommended for appointment to Board of Education advisory committees for the July 2007- June 2010 term.

Impact on Resources: The operating expenses and other costs associated with the meetings and functions of the Board of Education's advisory committees are provided through the Department of Education's operating funds. Where applicable, federal funds are provided to support the expenses and the work of an advisory committee.

Timetable for Further Review/Action: Department of Education staff will notify the nominees appointed to the Board of Education advisory committees so that the committee meetings may be set as soon as possible.

ADVISORY BOARD ON TEACHER EDUCATION AND LICENSURE

Vacancies for 2007-2010 term are highlighted

| Name | Address | Affiliation/ Expertise | Term |
|---|--|--|--|
| Gloria J. Talbott | Randolph-Henry High School Charlotte Court House | At-Large member | Term 1: 7/1/04 to 6/30/07:Eligible to be reappointed for a 2 nd term on ABTEL |
| Rene Massey Ashjian | SalesBoost Glen Allen VA | Business community | Term: 2 7/1/03 to 6/30/09 |
| Linda W. Kelly, Chair | Wise County | Classroom Teacher (Career and Technical Education) | Term: 2 7/1/03 to 6/30/09 |
| Dawn Rees- Blakeman | Westside Elementary School Roanoke City | Classroom Teacher (Elementary) | Term: 1 7/1/06 to 6/30/09 |
| Cheryl Lightfoot | Louisa County | Classroom Teacher (Elementary) | Term: 2 7/1/01 to 6/30/07 |
| Lisa Bowman | Franklin County | Classroom Teacher (Elementary) | Term: 1 7/01/05 to 6/30/08 Resigned 5/2007 |
| Susan K. Shoap | Swift Creek Middle School Chesterfield County | Classroom Teacher (Middle) | Term: 1 7/1/06 to 6/30/09 |
| Jeffrey A. Arco | Hanover County | Classroom Teacher (Middle) | Term: 1 7/1/05 to 6/30/08 |
| Mary Kolman | Bath County | Classroom Teacher (Middle) | Term: 1 7/1/05 to 6/30/08 |
| Cynthia D. Baird | Prince William County | Classroom Teacher (Secondary) | Term: 2 7/1/03 to 06/30/09 |
| Robin D. Smith | Stafford County | Classroom Teacher (Secondary) | Term: 1 7/01/05 to 6/30/08 Resignation |
| Dr. Gwen E. Edwards | Nottoway County | Division Superintendent | Term: 1 7/1/06 to 6/30/09 Resignation |
| Dr. Carole C. Grove | Mary Baldwin College | Higher Education (Independent) | Term: 1 7/1/06 to 6/30/09 |
| Dr. William H. Graves, III | Dean, Darden College of Education, Old Dominion University | Higher Education (Public) | Term: 2 7/1/03 to 6/30/09 |
| Margaret Shibley Gray | Saint Gertrude High School Richmond | Nonpublic School (Secondary) | Term: 2 7/1/01 to 6/30/07 |
| Rená White | Richmond VA | Parent/Teacher Association | Term: 2 7/1/02 to 6/30/08 |
| Dr. Betty E. Hobbs | Arlington Public Schools | Personnel Administration | Term: 1 7/1/05 to 6/30/08 |
| Ann Y. Williams | Hopewell City School Board | School Board Member | Term: 1 7/1/06 to 6/30/09 |
| Dr. Nancy M. Davenport, Vice- Chair | Kingston Elementary School Virginia Beach City Public Schools | School Principal | Term: 2 7/1/02 to 6/30/08 |

STATE SPECIAL EDUCATION ADVISORY COMMITTEE

Vacancies for 2007-2010 term are highlighted

| Name | Address | Affiliation/ Expertise | Term |
|---------------------------------|---|---|--|
| Stacie Ellis, Secretary | Spotsylvania | Parent, Region 3 | Sept. 2003-Sept. 2007 |
| Suzanne Conroy | Marion | Parent, Region 7 | Nov. 2004-Nov. 2007 Eligible to be reappointed to 2 nd term |
| Emily Dreyfus | Just Children, Legal Aid Justice Center, Charlottesville | Parent, Region 5 | Oct. 2004-Oct. 2007 |
| Michael Wong | Harrisonburg | Transition-Vocational Education | Oct. 2004-Oct. 2007 |
| Robert Richardson | Hanover County Public Schools | Local Director of Special Education | Oct. 2004- Oct. 2007 |
| Cindy Mills | The Barry Robinson Center Norfolk | Private Schools | January 2004- January 2008 |
| Michael Behrmann, Vice Chair | Kellar Professor, Special Education George Mason University Fairfax | Institution of Higher Education | March 2005-March 2008 |
| Peter Squire | Alexandria | Person with a Disability | June 2005-June 2008 |
| Mary Ann Discenza | Part C Coordinator, Child/Family Services, MHMRSAS Richmond | State Agency | Nov. 2005-Nov. 2008 |
| Sharon Duncan | Blacksburg | Parent, Region 6 | Nov. 2005- Nov. 2008 |
| Tamara Temoney | Virginia Dept. of Social Services Richmond | Foster Care System | Nov. 2005- Nov. 2008 |
| Jacqueline Nelson | Asst. Supt., Accountability VA Dept. of Correctional Education | Corrections | Nov. 2005-Nov. 2008 |
| David Martin | Division Superintendent Fauquier County Public Schools | Local Education Official & Implement Education for Homeless | Nov. 2005- Nov. 2008 Resignation |
| Anne Fischer, Chair | Suffolk | Parent, Region 2 | Sept. 2006- Sept. 2009 |
| Melodie Henderson | Richmond | Teacher | Sept. 2006- Sept. 2009 |
| Carletta Pittman Wilson | Richmond | Parent, Region 1 | Sept. 2006- Sept. 2009 |
| Carol Hamilton | Rice | Parent, Region 8 | Sept. 2006-Sept. 2009 |
| VACANT | | Person with a Disability (No geographical requirement) | |
| VACANT | | Parent, Region 4 | |

Adult Education and Literacy Advisory Committee

Vacancies for 2007-2010 term are highlighted

| Name | Address | Affiliation/Expertise | Term |
|--|--|--|-----------------------|
| Dr. Yvonne Brandon | Richmond, VA | Richmond City Public Schools Associate Superintendent for Instruction and Accountability | July 2006 – June 2008 |
| Mr. Steve F. Clementi | Richmond, VA | Verizon Virginia, Inc. Director of Public Affairs | July 2005 – June 2008 |
| Dr. Cynthia Cooper | Y.H. Thomas Learning Center Hampton, VA | Hampton City Public Schools Director, Alternative and Adult Education | July 2006 – June 2009 |
| Ms. Barbara E. Gibson | Richmond, VA | The Literacy Institute at Virginia Commonwealth University Associate Director | July 2006 – June 2009 |
| The Honorable Emmett W. Hanger Jr. | Staunton, VA | Senate of Virginia Member | July 2004 – June 2007 |
| Mr. Scott Leath | Richmond, VA | Richmond Newspapers, Inc. Senior Vice President and Business Manager | July 2004 – June 2007 |
| Dr. Bonita M. Moore | Office of Adult & Community Education Springfield, VA | Fairfax County Public Schools Director, Adult and Community Education | July 2006 – June 2009 |
| Ms. Betty A. Mullins | Cedar Bluff, VA | Tazewell County Public Schools Classroom Teacher | July 2006 – June 2009 |
| The Honorable Kenneth R. Plum | Reston, VA | House of Delegates of Virginia Member | July 2005– June 2008 |
| Dr. David Red | Falls Church, VA | Fairfax County Public Schools Adult ESOL Coordinator | July 2006 – June 2009 |
| Ms. Susan Utt | Winchester, VA | Northern Shenandoah Valley Adult Education | July 2004 – June 2007 |
| Ms. Jacqueline A. Venable | Halifax, VA | Halifax County Public Schools Director of Adult Education | July 2006 – June 2009 |

Virginia Advisory Committee for Career and Technical Education

Vacancies for 2007-2010 term are highlighted

| Name | Address | Affiliation/Expertise | Term |
|--------------------------|------------------------------------|--|--|
| Dr. Daisy Stewart, Chair | Blacksburg- Southwest | Program Leader, Career & Technical Education, College of Liberal Arts & Human Services, VPI | July 2005 –June 2008 |
| Mike Mills, Vice-Chair | Winchester Northwest- Upper Valley | Corporate distribution Manager, American Woodmark Corporation | July 04 –June 2007 Eligible for reappointment to 2 nd term |
| Craig Balzar | Roanoke- Southwest | Principal, Balzer and Assoc. | July 2004 –July 2008 |
| John C. Barnes, III | Westmoreland- Northern Neck | Vice-President, Potomac, Pallet Division, Supply Corporation | October 2006–June 2009* |
| Theresa Bryant | Norfolk- Tidewater | Business/Post-Secondary Vice-President, Workforce Development, Tidewater Community College | July 2006-June 2009 |
| Tracee B. Carmean | Newport News- Tidewater | Vice-President, riverside Health System, School of Health Careers | October 2006–June 2009* |
| Johnny Cates | Richmond- Central | Executive Director, AYES Program, VA Auto Dealers Association | July 2006 –June 2009 |
| Franklin Harris | Crewe- Southside | Manager of Public and Member Relations, Southside Electric Cooperative | July 2006 –June 2009 |
| Parker Johnson | Accomack- Eastern Shore | Accomack County School Board member | July 2005 –June 2008 |
| Dr. Brenda D. Long | Blacksburg- Southwest | Virginia Assoc. Of CTE | July 2005 –June 2008 |
| Toney Rigali | Richmond- Central | Lead Organizer, Virginia Pipe Trades Association; Representative on Perkins State Planning Committee | July 2004 –June 2007 Eligible for reappointment to 2 nd term |
| Judy Sorrell | Fishersville- Central Valley | Director, Shenandoah Valley Regional Special Education | July 2004 –June 2007 Eligible for reappointment to 2 nd term |
| Ray Tate | Richmond- Central | President & CEO, Old Dominion Glass Co. | July 2005 –June 2008 |
| VACANT | | | |

*Board terms were staggered at the initial formation of the Advisory Council.

Virginia Advisory Committee for the Education of the Gifted
Vacancies for 2007-2010 term are highlighted

| Name | Address | Affiliation/ Expertise | Term |
|------------------------------|--|--|-------------------------------------|
| Green-Flint, Jennifer (Mrs.) | Director, Shenandoah Conservatory Arts Academy Winchester, VA | Chairperson | July 2004-June 2007 |
| Richmond, Kitty (Dr.) | Williamsburg | Vice-Chair | July 2005- June2008 |
| Swope, Lisa (Ms.) | Dublin | Secretary | July 2005- June 2008 |
| Adams, Nancy (Ms.) | Newport News | Parent Organizations | July 2005- June2008 |
| Bremner, Kathryn (Ms.) | Mechanicsville | Virginia Middle School Association | July 2004- June 2007 |
| Brighton, Catherine (Dr.) | University of Virginia Charlottesville | Virginia Association for the Gifted | July 2004- June2007 |
| Brown, Dorren (Ms.) | Principal, Johnson Elementary School, Charlottesville | Administration of School-based Services for Students | July 2005- June 2008 Resignation |
| Brown, Elissa (Dr.) | Center for Gifted Education The College of William and Mary | At-Large Member | July 2004-June 2007 |
| Carey, Virginia (Dr.) | Williamsburg-James City County Public Schools Lafayette High School | Virginia Counselors Association | July 2004-June 2007 |
| Fithian, Ellen (Dr.) | Poquoson | Parent Organizations | July 2006- June 2009 |
| Foddrell, Sandra (Mrs.) | Warrenton | Local gifted education programs | July 2005- June 2008 |
| Greathouse, Judi (Dr.) | Frederick County Public Schools | Gifted Education Coordinator | July 2006- June 2009 |
| Hall, Laura (Mrs.) | Marion | Virginia School Board Association | July 2006- June 2009 |
| Oliver, Tamara (Ms.) | Blacksburg | Virginia Education Association | July 2006-June 2009 |
| Pace, Brian (Mr.) | Piedmont Governor's School Ridgeway | Academic-Year Governor's Schools | July 2006-June 2009 |
| Roalf, Sheila (Mrs.) | Gifted Education Coordinator Prince George County Public Schools | Administration of Local Gifted Education Programs | July 2005- June 2008 |
| Roberts-Gabay, Downey (Mrs.) | Richmond | School Counselors | July 2006- June 2009 |
| Snyder, C. Earl (Mr.) | Northrup Grumman Newport News | Virginia Business & Industry | July 2004- June 2007 |
| Sterbutzel, Diane (Mrs.) | Mannassas City Public Schools | Teacher of the Gifted | 2006-2009 |
| Turley, Margaret (Mrs.) | Bedford County Public Schools | Gifted Education Coordinators | 2006-2009 |
| Ward, Pamela (Dr.) | Arlington | Public Higher Education | 2006-2009 |
| Williams, Judy (Mrs.) | Henrico County Public Schools | Virginia Association for the Gifted | 2006-2009 |

The Specifications Committee, composed of representatives of all regions of the state, developed the proposed specifications with the goal of improving safety. Knowing that it is difficult to design statewide specifications that encompass the specific needs of each school division bus fleet in the state, the committee considered the geographic differences of Virginia regions, the newer technology available for new school buses, the past track record of current specification configurations, specifically the overall cost of maintenance, and any components with a record of failure that caused safety to be compromised. The committee also made comparisons with other states and adjusted the current specifications to improve Virginia's minimum specifications and align Virginia's specifications with best practices in other states.

Additions to the specifications are indicated in bold lettering and deletions are indicated by strikethroughs. The specifications will be posted on the department's Web site for 30 days to provide school divisions and other interested parties with the opportunity to review them and offer comments. The comments will be compiled and presented to the Board at its meeting on September 26, 2007. It is anticipated that the final specifications will be presented to the Board at its September 26, 2007, meeting with a request for final approval.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept the proposed school bus specifications for first review.

Impact on Resources:

There is no impact on DOE resources to initiate these specifications.

Timetable for Further Review/Action:

The specifications will be posted on the Department's Web site for 30 days to provide school divisions and other interested parties with the opportunity to review them and offer comments. The comments will be compiled and presented to the Board at its meeting on September 26, 2007. It is anticipated that the final specifications will be presented to the Board at its September 26, 2007, meeting with a request for final approval.

**Summary of Proposed Changes to School Bus Specifications
Recommended by the DOE Specifications Committee - July 2007**

| Specifications Item Number or Section | Recommended Change | Rationale for Change | Page Reference |
|---------------------------------------|--|--|------------------------|
| 2.A. Alternator | Increase required alternator amperage from 130 to 160 for Type B buses and above. | Supports increased electrical loads of larger buses and additional electrical devices. | Pages 1 and 57-73 |
| 11.A. Electronic Engine Speed Limiter | Require the electronic engine speed limiter be set to a maximum speed of 60 miles per hour. | 60 miles per hour is the maximum speed for school buses permitted under § 46.2-871, <i>Code of Virginia</i> . | Pages 5, 55, and 57-73 |
| 12.C. Engine - Cruise Control | Permit cruise control device as optional equipment to be used on activity trips only. | Facilitates safe, constant speeds on longer activity trips. | Page 5 |
| 13.G. Exhaust System | Require bus exhaust to exit to the opposite side of buses with special service entrances. | Helps keep bus exhaust away from passenger entrances. | Page 6 |
| 43.D. Doors - Security Locking System | Require that entrance door locking systems not cause snagging of passengers or their items during loading/unloading. | Some entrance door locking systems are capable of snagging book bags or clothing of passengers entering/exiting. | Page 21 |
| 50.A. Identification of School Buses | Clarifies specifications for required and optional school bus lettering, signage, and decals. | School bus lettering, signage, and decals have not been consistent across the state in some cases. The proposed changes will enhance standardization. Some divisions use route numbers so students can identify the correct bus to ride; specifications are added so this signage is consistent statewide. Added specifications on placement of flag decals and bus safety hotline signs which are allowed by law. | Pages 26-28 |

**Summary of Proposed Changes to School Bus Specifications
Recommended by the DOE Specifications Committee - July 2007**

| Specifications Item Number or Section | Recommended Change | Rationale for Change | Page Reference |
|--|--|--|-----------------------|
| 55. Lights and Signals | Require all bus traffic warning lights to automatically deactivate when doors close (item 55A.9.a.). Add fog lights as optional equipment. | Traffic warning lights automatically deactivating when doors close will relieve driver from manually deactivating lights and eliminate potential "moving stops" by shutting off warning lights before bus begins moving. Fog lights are needed in mountainous areas and other parts of the state for visibility. | Pages 31-32 |
| 80. Activity Buses | Add provisions for activity buses contained in Regulations to the Specifications. | This information is included in Regulations, but not in Specifications. The Committee agreed this information should be included in Specifications as well for visibility. | Page 43 |
| School Bus Definitions | Add definitions/pictures of school bus types referenced in the Specifications. | Helps clarify school bus types referenced in the Specifications. | Page 50 |
| Diagrams | Add diagrams illustrating the placing of minimum lettering and lighting requirements on buses; refers reader back to section that pertains to the specific item. | Helps clarify the minimum lettering and lighting requirements for buses contained in the narrative of the Specifications. | Pages 51-52 |
| Type A Buses | Add specifications for Type A buses. | Type A buses are currently not included in the Specifications. These buses are frequently used to transport special needs students. | Pages 55-56 |

Attachment B – Recommended Changes to School Bus Specifications

**SPECIFICATIONS
THE BUS CHASSIS**

1. Air Cleaner.

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

2. Alternator.

- A. All buses shall be equipped with a heavy duty truck or bus type alternator meeting Society of Automotive Engineers (SAE) J-180; having a minimum output rating of 130 amperes **for Type A buses, and 160 amperes for Type B and above,** alternator shall be capable of producing a minimum of 50% of its maximum rated output at the engine manufacturer's recommended idle speed.
- B. Buses equipped with electrically powered wheelchair lift, air conditioning or other accessories may be equipped with a device that monitors the electrical system voltage and advances the engine idle speed when the voltage drops to, or below, a pre-set level.
- C. Belt drive shall be capable of handling the rated capacity of the alternator with no detrimental effect on other driven components. Direct-drive alternator is permissible in lieu of belt drive.

3. Axles.

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

4. Battery.

- A. The storage batteries shall have minimum cold cranking capacity rating (cold cranking amps) equal to the cranking current required for 30 seconds at 0 degrees Fahrenheit and a minimum reserve capacity rating of 120 minutes at 24 amps. Higher capacities may be required, depending upon optional equipment and local environmental conditions.

- B. Batteries shall be mounted in a slide out tray on the left side of the body in a compartment designed for storage batteries.
- C. Exception: Type A units – Batteries may be located in standard manufacturer's position.
- D. Buses may be equipped with a battery shut-off switch. The switch is to be placed in a location not readily accessible to the driver or passengers.

5. Brakes

- A. Four-wheel brakes, adequate at all times to control bus when fully loaded, shall be provided in accordance with Federal Motor Vehicle Safety Standards.
- B. The chassis brake system shall conform to the provisions of Federal Motor Vehicle Safety Standards (FMVSS) numbers 105, 106, and 121 as applicable.
- C. Chassis shall be equipped with auxiliary brakes capable of holding vehicle on any grade on which it is operated under any conditions of loading on a surface free from snow or ice. Operating controls of such auxiliary brakes shall be independent of operating controls of service brakes.
- D. Buses having full compressed air systems shall be equipped with a minimum 13.2 cfm engine oil-fed air compressor.
 - 1. Air supply for air compressor shall be taken from the clean side of engine air cleaner system.
 - 2. A desiccant type air dryer with automatic purge and drain cycle and a heating element shall be installed on all air brake buses.
 - 3. Air brake systems shall include system for anti-compounding of the service and parking brakes.
- E. Buses using hydraulic brakes shall have power assist brakes. Hydraulic line pressure shall not exceed recommendation of chassis or brake manufacturer.

6. Bumper, Front.

- A. Front bumper shall be heavy-duty, channel steel at least eight inches in height with 3/16- inch thickness, painted black, and shall be furnished by chassis manufacturer as part of chassis.

B. Front bumper shall extend to outer edges of fenders at bumper top line (to assure maximum fender protection) and be of sufficient strength to permit pushing, lifting or towing without permanent distortion to bumper, chassis, or body.

C. **Exceptions:**

1. **Type A vehicles having a Gross Vehicle Weight Rating (GVWR) of 14,500 pounds or less – bumper shall be manufacturer’s standard painted black.**
2. **Type D vehicles – same as above, except that the front bumper shall be furnished by body manufacturer.**
3. **Activity vehicles – may be painted a different color other than black. (See Item 80.)**

~~D. Exception: Type A vehicles having a GVWR of 14,500 pounds or less – bumper shall be manufacturer’s standard painted black.~~

~~E. Exception: Type D vehicles – same as above, except that front bumper shall be furnished by body manufacturer.~~

7. **Clutch.**

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

8. **Color.**

- A. Chassis, including wheels, front bumper, rails and lettering shall be black. Backs of mirrors should be non-gloss black. The balance of the bus should be yellow.
- B. Hood, cowl, and fenders shall be National School Bus Yellow (NSBY).
- C. All paint shall meet the lead-free standards.
- D. **Exception: Activity vehicles shall not be painted NSBY. (See Item 80.)**

9. **Drive Shaft.**

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

10. **Electrical System.**

- A. Battery. See Item 4.
- B. Alternator. See Item 2.
- C. Lights and signals. See Item 20.
- D. Wiring. See Item 79.
- E. Power terminal. Chassis manufacturer shall provide an electric power source terminal for bus body power connection. Wiring from the power source in wiring terminal shall have a current carrying capacity of 125 amperes continuous (minimum 4 gauge wire). If the bus is to be equipped with Air Conditioning or Wheelchair Lift, current carrying capacity shall be increased to 150 amperes continuous.

This conductor shall be routed to cover the least distance practicable between points of termination. It should be of continuous size protected by fusible links, fuses, circuit breakers, or a reset-able electronic circuit protection device, no more than 24 inches from the battery. The terminal shall be of the single post-type, minimum of one-fourth inch (1/4") stud and located in an accessible location for service, subject to approval of the Department of Education.

- F. Light terminal. The chassis manufacturer shall provide a wire terminal adjacent to on in the under dash area of the left side panel accessible to the body company for connection of rear brake lights, tail lights, turn signal lights, and back-up lights. A terminal strip consisting of individual terminals with each terminal properly identified shall be provided to meet this requirement.
- G. Fuse. All fuses shall be located in fuse block and properly identified for the circuit protected.
- H. Each chassis circuit shall be color-coded and a diagram of the circuits shall be included with the chassis.
- I. Wiring harness. All conductors from the alternator to the battery shall be continuous in length. The conductors shall be sized to provide at least a 25% greater current carrying capacity than the design output of the alternator (minimum 4 gauge wire). The conductor between the alternator and the battery shall be routed in a manner that will provide the least distance between points of termination. A separate ground conductor from alternator to engine shall be provided (minimum four-gauge).
- J. Buses using multiplexed electrical systems may meet the intent of these specifications without the use of specified equipment, subject to the approval of the Department of Education.

11. Electronic Engine Speed Limiter

- A. An electronic engine speed limiter shall be provided and set to limit engine speed not to exceed the maximum revolutions per minute as recommended by the engine manufacturer. For Type B, C, and D buses, and where feasible on Type A buses, bus road speed shall not exceed a maximum of 60 miles per hour.**

12. Engine.

- A. The engine shall be of the internal-combustion, four-stroke cycle type.
- B. All gas-powered buses shall have an automatic fire extinguisher system in the engine compartment.
- ~~C. An electronic engine speed limiter shall be provided and set to limit engine speed, not to exceed the maximum revolutions per minute, as recommended by the engine manufacturer.~~
- C. Optional Equipment: Cruise control is optional equipment and shall only be used on activity trips and be operated in accordance with regulation speeds.**

13. Exhaust System.

- A. Exhaust pipe, muffler, and tail pipe shall be outside bus body attached to chassis.
- B. Tail pipe shall be constructed of seamless or electrically welded tubing of 16-gauge steel or equivalent.
- C. Size of tail pipe shall not be reduced after it leaves muffler.
- D. Exhaust system shall be properly insulated from fuel tank and tank connections by securely attached metal shield at any point where it is 12 inches or less from tank or tank connections.
- E. Muffler shall be constructed of corrosion-resistant material.
- F. Types A and B chassis may be furnished with the manufacturer's standard tailpipe configuration.
- G. Exhaust shall exit to the rear and opposite side of vehicles with special service entrances. The exhaust on Type A shall exit behind the rear wheel and to the opposite side of the special service entrance.**

14. Fenders, Front.

- A. Total spread of outer edges of front fenders, measured at fender line, shall exceed total spread of front tires when front wheels are in straight-ahead position.
- B. Front fenders shall be properly braced and free from any body attachment.

15. Frame.

- A. Frame lengths shall be established in accordance with the design criteria for the complete vehicle.
- B. Making holes in top or bottom flanges or side units of the frame and welding to the frame shall not be permitted except as provided or accepted by the chassis manufacturer.
- C. Frames shall not be modified for the purpose of extending the wheel base.
- D. Any secondary manufacturer that modifies the original chassis frame shall provide a warranty at least equal to the warranty offered by the original equipment manufacturer (OEM), and shall certify that the modification and other parts or equipment affected by the modification shall be free from defects in material and workmanship under normal use and service intended by the OEM.

16. Fuel Tank.

- A. Fuel tank shall be rated for the appropriate passenger capacity of the vehicle, per manufacture and FMVSS, but shall not be less than 30 gallons. The tank shall be filled and vented to the outside of the body and the fuel filler should be placed on the right side in a location where accidental fuel spillage will not drop or drain on any part of the exhaust system.
- B. Fuel lines shall be mounted to the chassis frame in such a manner that the frame provides the maximum possible protection from damage.
- C. Fuel tank may be mounted between the frame rails or outboard on the right side of the vehicle.
- D. The actual draw capacity of each fuel tank shall be a minimum of 83 percent of the tank capacity.
- E. Exception: Type A Vehicles – fuel tank shall be manufacturer’s standard, mounted, filled, and vented outside of body. Special needs buses will allow for left side fuel filler.

17. Heating System, provision for.

- A. The chassis engine shall have plugged openings for the purpose of supplying hot water for the bus heating system. The opening shall be suitable for attaching ¾ inch pipe thread/hose connector. The engine shall be capable of supplying water having a temperature of at least 170 °F at a flow rate of 50 pounds per minute at the return end of 30 feet of one-inch inside diameter automotive hot water heater hose. (SBMI Standards No. 001-Standard Code for Testing and Rating Automotive Bus Hot Water Heating and Ventilating Equipment.)
- B. Exception: Type A buses shall be manufacturer's standard.

18. Horn.

- A. The bus shall be equipped with a horn(s) of standard make with the horn(s) capable of producing a complex sound in bands of audio frequencies between 250 and 2,000 cycles per second, and tested in accordance with SAE J377, *Horn – Forward Warning – Electric – Performance, Test, and Application*.

19. Instrument and Instrument Panel.

- A. Chassis shall be equipped with following instruments and gauges:
 - 1. Speedometer which will show speed;
 - 2. Odometer which will show accrued mileage, including tenths of miles, tenths of miles can be accrued with trip odometer; Odometer is to be able to be read without using a key;
 - 3. Ammeter or voltmeter with graduated scale;
 - 4. Oil pressure gauge;
 - 5. Water temperature gauge;
 - 6. Fuel gauge;
 - 7. Upper-beam headlamp indicator; and
 - 8. Tachometer.
- B. All instruments or gauges shall be mounted on instrument panel in such manner that each is clearly visible to driver in normal seated position. Lights in lieu of gauges are not acceptable.
- C. Exception: Type A vehicles – the ammeter, or voltmeter and its wiring are to be compatible with generating capacity. Tachometer is not required.

- D. Multi-function gauges must have prior approval **of the Department of Education.**

20. Lights and Signals.

- A. Each chassis shall be equipped with not less than two headlights – beam controlled, and stop and tail lights, and two front turn signal lamps mounted on front fenders. **Front turn signal lamps on Type D bodies shall be the same as the rear turn signals unless the turn signals are incorporated as a part of the headlight assemblies or otherwise incorporated into the front end design as approved by the Department of Education.**
- B. Lights shall be protected by fuse or circuit breakers.
- C. Self-canceling directional signal switch shall be installed by the chassis manufacturer. The directional signals shall activate only when ignition is in “on” position.
- D. Daytime Running Lights (DRL) are required.
- E. Brake air pressure gauge (air brakes), brake indicator lamp (vacuum/hydraulic brakes), or brake indicator lamp (hydraulic/hydraulic) are required.
- F. Turn signal indicator is required.
- G. Glow-plug indicator lamp is required, where appropriate.
- H. Instruments and controls must be illuminated as required by FMVSS No. 101, *Controls and Displays*.

21. Oil Filter.

- A. An oil filter with a replaceable element shall be provided and connected by flexible oil lines if it is not a built-in or an engine-mounted design. The oil filter shall have a capacity in accordance with the engine manufacturer’s recommendation.

22. Openings.

- A. All openings in floorboard or firewall between chassis and passenger-carrying compartment, such as for gearshift lever and auxiliary brake lever, shall be sealed.

23. Passenger Load.

- A. Gross vehicle weight (GVW) (i.e., wet weight, plus body weight, plus driver's weight of 150 pounds, plus weight of maximum seated pupil load based on not less than 120 pounds per pupil) shall not exceed maximum gross vehicle weight rating as established by manufacturer.
- B. Actual GVW shall not exceed the chassis manufacturer's GVWR for the chassis, nor shall the actual weight carried on any axle exceed the chassis manufacturer's Gross Axle Weight Rating (GAWR).
- C. The manufacturer's GVWR for a particular school bus shall be furnished by manufacturers in duplicate (unless more copies are requested) to the state agency having student transportation jurisdiction. The state agency shall, in turn, transmit such ratings to other state agencies responsible for development or enforcement of state standards for school buses.

24. Retarder System (Optional).

- A. A retarder system, if used, shall limit the speed of a fully loaded school bus to 19.0 mph on a 7 percent grade for 3.6 miles.

25. Shock Absorbers.

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

26. Springs.

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

27. Steering Gear.

- A. Steering gear shall be approved by chassis manufacturer and designed to assure safe and accurate performance when vehicle is operated with maximum load and maximum speed.
- B. No changes shall be made in steering apparatus that are not approved by chassis manufacturer.
- C. There shall be clearance of at least two inches between steering wheel and cowl instrument panel, windshield, or any other surface.
- D. Power steering is required and shall be of the integral type with integral valves.
- E. The steering system shall be designed to provide a means for lubrication of all wear-points that are not permanently lubricated.

28. Tires and Rims.

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

29. Towing Attachment Points

- A. Rear towing devices (i.e. tow hooks, tow eyes, or other designated towing attachment points) shall be furnished to assist in the retrieval of buses that are stuck and/or for towing buses when a wrecker with a “wheel lift” or an “axle lift” is not available or cannot be applied to the towed vehicle.
- B. Towing devices shall be attached to the chassis frame either by the chassis manufacturer or in accordance with the chassis manufacturer’s specifications.
- C. Each rear towing device shall have a strength rating of 13,500 pounds with the force applied in the rearward direction, parallel to the ground, and parallel to the longitudinal axis of the chassis frame rail.
- D. The towing devices shall be mounted such that they do not project rearward of the rear bumper.

30. Transmission.

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

31. Turning Radius.

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

32. Weight Distribution.

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

33. Wheels.

- A. Disc wheels are required.

THE BUS BODY

34. Aisle.

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

35. Back-up Alarm.

- A. An automatic audible alarm shall be installed behind the rear axle and shall comply with the published Backup Alarm Standards (SAE J994b), providing a minimum of 112 dBA, or shall have a variable volume feature that allows the alarm to vary from 87 dBA to 112 dBA sound level, staying at least 5 dBA above the ambient noise level.

36. Body Sizes.

- A. Sizes are based on knee-room clearance between rows of forward-facing seats, overall width, center aisle width, and average rump width.

37. Bumper, Rear.

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

38. Color.

- A. School bus body including hood, cowl, external speakers and fenders shall be painted uniform color – National School Bus Yellow (NSBY). **Prior to the application of the finish coats to the bus body, hood and cowl, external speakers and fenders, all surfaces shall be cleaned of grease, foreign matter, excessive body caulking, sealing material and treated as per paint manufacturer’s recommendation for proper adhesion and painted NSBY.**
- B. Grill shall be ~~national school bus yellow~~ NSBY, silver, or gray, if painted; otherwise it shall be chrome or anodized aluminum.
- C. Rear bumper, body trim, and rub rails shall be painted black. Must meet color requirements specific to bus. (See “Bus Chassis” Item 8 for specific specifications.)
- D. The roof of the bus may be painted white extending down to the drip rails on the sides of the body except that front and rear roof caps shall remain ~~national school bus yellow~~ NSBY.
- E. All paint shall meet the lead-free standards.
- F. **Paint shall be applied for a total dry thickness of at least 1.8 mils over all painted surfaces.**

Exception: Activity vehicle – Activity vehicle shall not be painted NSBY. Bumpers, body trim and rub rails may be painted a different color other than black. (See Item 80.)

- G. Retro-reflective tape. Material shall be Type V or better, as determined by the American Society of Testing Materials (ASTM: D4956-90). “Standard specifications for reflective sheeting for traffic control.”
1. The rear of the bus body shall be marked with strips of retro-reflective NSBY material to outline the perimeter of the ~~black~~ **back** of the bus using material which conforms with the requirements of FMVSS No. 131, *School Bus Pedestrian Safety Devices, Table 1*. The perimeter marking of rear emergency exits per FMVSS No. 217, *Bus Emergency Exits and Window Retention and Release*, and/or the use of retro reflective “SCHOOL BUS” signs partially accomplishes the objective of this requirement. To complete the perimeter marking of the back of the bus, strips of at least 1 ¾ inch retro-reflective NSBY material shall be applied horizontally above the rear windows and above the rear bumper, extending from the rear emergency exit perimeter, marking outward to the left and right rear corners of the bus. Vertical strips shall be applied at the corners connecting these horizontal strips.
 2. “SCHOOL BUS” signs shall be marked with retro reflective NSBY material comprising background for lettering of the front and/or rear “SCHOOL BUS” signs.
 3. Sides of the bus body shall be marked with at least 1 ¾ inch retro reflective NSBY material, extending the length of the bus body and located (vertically) between the floor line and the beltline.
 4. ~~If used, signs placed on the rear of the bus relating to school bus flashing signal lamps or railroad stop procedures may be retro reflective material, as specified.~~

OPTION: Rear bumpers on school or activity buses may be marked with a maximum three-inch wide continuous black strip of reflective material which continues around corners to the ends of the bumpers.

39. Communication System – Optional Equipment.

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

2. Mounting shall be permanent. Temporary mountings will not be acceptable.
 3. Wiring shall be protected by a proper fuse or circuit breaker and permanently connected to an accessory circuit shut off by ignition switch. Plug-in type connections are not acceptable.
 4. Antenna shall be permanently mounted so as not to interfere with driver's vision of roadway. Antenna lead-in cable shall be permanently secured with the proper clamps, grommets, and sealant. Antenna cable may not pass through window opening.
- B. Public address system. For use by driver, the system contains an inside speaker and/or an external speaker that is of special use when driver needs to caution pupils about surrounding dangers at school bus stops. Inside speakers shall be recessed type.
- C. AM/FM radios, cassette players **or CD players**. If AM/FM radios, cassette players, **or CD players** are installed, they shall be properly mounted by the body manufacturer or local shop personnel. All wiring shall be properly connected and concealed and any speakers shall be of recessed type.

No internal speakers, other than the driver's communication systems, may be installed within 4 feet of the driver's seat back in its rearmost upright position.

- D. Camera. Both equipment and installation shall be subject to the Department of Education fleet assessment.
1. Equipment shall not extend more than six inches from the front header panel into the driver's compartment.
 2. Camera boxes shall be mounted securely to the header without use of brackets or other supports.
 3. Mounted equipment shall be located on the left side of the front header and shall not interfere with passenger ingress and egress.

40. Construction, Type B, C, and D Vehicles.

- A. Construction of body shall meet all requirements of FMVSS 220 (roll-over), 49 CFR § 571.220, FMVSS 221 (Joint Strength), 49 CFR § 571.221, and all other applicable federal standards.
- B. Construction shall be of prime commercial quality steel or other material with strength at least equivalent to all-steel as certified by bus body manufacturer. All such construction materials shall be fire resistant.

- C. Construction shall provide reasonable dust proof and watertight unit.
- D. Bus body (including roof bows, body posts, strainers, stringers, floor, inner and outer linings, rub rails and other reinforcements) shall be of sufficient strength to support entire weight of fully loaded vehicle on its top or side if overturned. Bus body as unit shall be designed and built to provide impact and penetration resistance.
- E. Side posts and roof bows. There shall be a body side post and roof bow fore and aft of each window opening. This may be a continuous bow or two separate pieces effectively joined.
- F. Floor shall be of prime commercial quality steel of at least 14-gauge or other metal or other material at least equal in strength to 14-gauge steel. Floor shall be level from front to back and from side to side except in wheel housing, toe board, and driver's seat platform areas. When plywood is used, it shall be of ½-inch exterior B.B. Grade or equivalent and securely fastened to the existing steel floor.
- G. Roof strainers. Two or more roof strainers or longitudinal members shall be provided to connect roof bows, to reinforce flattest portion of roof skin, and to space roof bows. These strainers may be installed between roof bows or applied externally. They shall extend from windshield header and, when combined with rear emergency doorpost, are to function as longitudinal members extending from windshield header to rear floor body cross member. At all points of contact between strainers or longitudinal members and other structural material, attachment shall be made by means of welding, riveting or bolting.
- H. Side strainers. There shall be one or more side strainers or longitudinal members to connect vertical structural members and to provide impact and penetration resistance in event of contact with other vehicles or objects. Such strainers shall be formed (not in flat strip) from metal of at least 16-gauge and three inches wide.
 - 1. Side strainers shall be installed in area between bottom of window and bottom of seat frame and shall extend completely around bus body except for door openings and body cowl panel. Side strainers shall be fastened to each vertical structural member in any one or any combination of the following methods as long as stress continuity of members is maintained:
 - a. Installed between vertical members;
 - b. Installed behind panels but attached to vertical members; and,
 - c. Installed outside external panels.

2. Fastening method employed shall be such that strength of strainers is fully utilized.
 3. Side strainers of longitudinal members may be combined with one of required rub rails (see Item 62), or be in form of additional rub rail, as long as separate conditions and physical requirements for rub rails are met. No portion of side strainer or longitudinal member is to occupy same vertical position as rub rail.
- I. Floor sills. There shall be one main body sill at each side post and two intermediate body sills on approximately 10-inch centers. All sills shall be of equal height, not to exceed three inches. All sills shall extend width of body floor except where structural members or features restrict area.
- Main body sill shall be equivalent to or heavier than 10-gauge and each intermediate body sill shall be equivalent to or heavier than 16-gauge, or each of all sills shall be equivalent to or greater than 14-gauge. All sills shall be permanently attached to floor.
- Connections between sides and floor system shall be capable of distributing loads from vertical posts to all floor sills.
- J. All openings between chassis and passenger-carrying compartment made due to alternations of body manufacturer shall be sealed. (See Item 59).
- K. A cover shall be provided for the opening to the fuel tank fill pipe.
- L. A moisture and rustproof removable panel shall be provided in the floor for access to the fuel tank sender gauge. It shall be designed for prolonged use and adequate fastening to the floor.

41. Construction, Type A Vehicles.

- A. Construction of body shall meet all requirements of FMVSS 220 (Roll-over), 49 CFR § 571.220, and all other applicable federal standards.
- B. Body joints created by body manufacturer shall meet the 60% joint strength provision required in FMVSS 221, 49 CFR § 571.221, for Type B, C, and D buses.
- C. Construction shall be of prime commercial quality steel or other material with strength at least equivalent to all steel as certified by bus body manufacturer. All such construction materials shall be fire resistant.
- D. Construction shall provide reasonably dustproof and watertight unit.
- E. Bus body (including roof bows, body posts, strainers, stringers, floor, inner and outer linings, rub rails and other reinforcements) shall be of sufficient strength to support entire weight of fully loaded vehicle on its

top or side if overturned. Bus body as unit shall be designed and built to provide impact and penetration resistance.

- F. Floor. Plywood of ½ inch exterior B.B. Grade or equivalent shall be applied over the existing steel floor and securely fastened. Floor shall be level from front to back and from side to side except in wheel housing, toe board, and driver seat platform areas.
- G. Roof strainers. Two or more roof strainers or longitudinal members shall be provided to connect roof bows to reinforce flattest portion of roof skin, and to space roof bows. These strainers may be installed between roof bows or applied externally. They shall extend from windshield header to rear body header over the emergency door. At all points of contact between strainers or longitudinal members and other structural material, attachment shall be made by means of welding, riveting, or bolting.

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

- 1. Failure or separation at joints where strainers are fastened to roof bows;
- 2. Appreciable difference in deflection between adjacent strainers and roof bows;
- 3. Twisting, buckling, or deformation of strainer cross-section.

- H. Side strainers. There shall be one longitudinal side strainer mounted at shoulder level (window sill level) and extending from front main vertical post to rear corner post. This member shall be attached to each vertical structural member. Such strainer shall be formed of metal (not in flat strip).

- 1. There shall be one longitudinal side strainer installed in the area between bottom of window and bottom of seat frame extending from front main vertical post to rear corner post. The member shall be attached to each vertical structural member.
- 2. Strainers may be fastened in any one or any combination of the following methods as long as stress continuity of members is maintained:
 - a. Installed between vertical members;
 - b. Installed behind panels but attached to vertical members;
or,
 - c. Installed outside external panels.

3. Fastening method employed shall be such that strength of strainers is fully utilized.
- I. Area between floor and window line shall be restructured inside to include at least four vertical formed reinforcement members extending from floor to window line rail. They shall be securely attached at both ends.
- J. Rear corner reinforcements. Rear corner framing of the bus body between floor and window sill and between emergency door post and last side post shall consist of at least one structural member applied horizontally to provide additional impact and penetration resistance equal to that provided by frame members in areas of sides of body. Such member shall be securely attached at each end.
- K. All openings between chassis and passenger carrying compartment made due to alterations by body manufacturers shall be sealed. (See Item 58.)

42. Defrosters.

- A. Defrosting and defogging equipment shall direct a sufficient flow of heated air onto the windshield, the window to the left of the driver and the glass in the viewing area directly to the right of the driver to eliminate frost, fog and snow. (Exception: The requirements of this standard do not apply to the exterior surfaces of double pane storm windows.)
- B. The defrosting system shall conform to SAE J381, *Windshield Defrosting Systems Test Procedure and Performance Requirements – Trucks, Buses, and Multipurpose Vehicles*.
- C. The defroster and defogging system shall be capable of furnishing heated, outside ambient air, except that the part of the system furnishing additional air to the windshield, entrance door and step well may be the recirculating air type.
- D. Exception: Type A vehicle, Auxiliary fan is not required.

43. Doors.

- A. Service Door.
 1. Service door shall be manually or power-operated, under control of driver, and so designed as to afford easy release and prevent accidental opening. No parts shall come together so as to shear or crush fingers.
 2. Service door shall be located on right side of bus opposite driver and within his direct view.

3. Service door shall have minimum horizontal opening of 24 inches and minimum vertical opening of 68 inches.
 4. Service door shall be of split-type, outward opening type.
 5. All door glass shall be approved safety glass. Bottom of lower glass panel shall not be more than 10 inches from the bottom of the door. Top of upper glass panel shall not be more than three inches from top of door opening.
 6. Vertical closing edges shall be equipped with flexible material to protect children's fingers.
 7. All doors shall be equipped with padding at the top of each door opening. Pad shall be at least three inches wide and one-inch thick and extend the full width of the door opening.
- B. Rear Emergency Door Type B, C, and D vehicles.
1. Emergency door shall be located in center of rear end of bus.
 2. Rear emergency door shall have minimum horizontal opening of 24 inches and minimum vertical opening of 45 inches measured from floor level.
 3. Rear emergency door shall be hinged on right side and shall open outward and be equipped with an adequate strap or stop to prevent door from striking lamps or right rear of body. Such strap or stop shall allow door to open at least at a 90-degree angle from closed position.

Exception: Type D vehicles with rear engines – Emergency door shall be located on the left side, shall be hinged on the front side and open outward. Door shall meet all requirements of FMVSS 217, 49 CFR § 571.217.
 4. The upper portion of the emergency door shall be equipped with approved safety glazing, the exposed area of which shall be at least 400 square inches. The lower portion of the rear emergency door on Types A, B, C and D vehicles shall be equipped with a minimum of 240 square inches of approved safety glazing. This glass shall be protected by a metal guard on the inside. This guard shall be free of any sharp edges that may cause injury to passengers.
 5. There shall be no steps leading to emergency door.
 6. When not fully latched, emergency door shall actuate signal audible to driver by means of mechanism actuated by latch.

7. Words "EMERGENCY DOOR," both inside and outside in black letters two inches high, painted or vinyl, shall be in compliance with FMVSS 217.
8. The emergency door shall be designed to open from inside and outside bus. It shall be equipped with a slide bar and cam-operated lock located on left side of door and fastened to the door framing.

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

C. Rear emergency door, Type A vehicles.

1. Emergency door shall be located in center of rear end of bus and shall be equipped with fastening device for opening from inside and outside body, which may be quickly released but is designed to offer protection against accidental release. Control from driver's seat shall not be permitted. Provision for opening from outside shall consist of device designed to prevent hitching-to but to permit opening when necessary.
2. No seat or other object shall be placed in bus which restricts passageway to emergency door to less than 12 inches.

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

- 1. A locking system to lock the emergency door(s) or roof hatch(es) exists and the entrance door may be installed.**
- 2. The system shall meet requirements of FMVSS 217 and be equipped with an interlock in the chassis starting circuit and**

an audible alarm to indicate when an emergency exit is locked while the ignition switch is in the “on” position.

3. A cutoff switch on the interlock circuit or any exit equipped with a lock and hasp shall not be allowed.

4. The entrance door lock system shall not permit hooking or snagging during passenger egress/ingress.

44. Emergency Equipment.

A. Fire Extinguisher.

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

B. First Aid Kit.

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

2. The first-aid kit shall contain the following items:

| Item | Unit |
|--|------|
| Bandage compress (sterile gauze pads) 4-inch | 3 |
| Bandage compress (sterile gauze pads) 2-inch | 2 |
| Adhesive absorbent bandage (nonadhering pad) 1 x 3 inch | 2 |
| Triangular bandage, 40-inch | 2 |
| Gauze bandage, 4 inch | 2 |
| Absorbent-gauze compress | 1 |
| Antiseptic applicator (swab type) 10 per unit (Zephiran Chloride/Green Soap type) | 2 |
| Bee sting applicator (swab type) 10 per unit | 1 |
| Pair medical non-latex examination gloves | 1 |
| Mouth-to-mouth airway | 1 |

C. Warning Devices

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

D. Body Fluid Clean-up Kit

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

E. Seat Belt Cutter

1. Each bus shall be equipped with a durable webbing cutter having a full width handgrip and a protected, replaceable or non-corrodible blade. The required belt cutter shall be mounted in a location accessible to the seated driver in an easily detachable manner.

45. Emergency Exits.

- A. Each emergency exit shall comply with FMVSS 217, 49 CFR § 571.217, regarding the number of exits, types of exists and location of exits based on the capacity of the vehicle.
 1. Side Emergency exit doors
 - a. A dedicated aisle of at least 12 inches in width, referenced to the rear of the emergency exit door is required.

- b. Side emergency exit doors shall be hinged on the forward edge.
- c. When not fully latched, side emergency exit door shall actuate a signal audible to the driver by means of a mechanism actuated by the latch when the ignition switch is on.
- d. A security locking system designed to prevent vandalism may be installed provided it meets all specifications of Item 43 D.

2. Roof exits/vents

- a. All vehicles shall be equipped with a minimum of one emergency roof exit/vent approved by the Department of Education.
- b. When not fully latched, this exit shall actuate a signal audible to the driver by means of a mechanism actuated by the latch when the ignition switch is on.
- c. A roof exit/vent security locking system designed to prevent vandalism may be installed provided it meets all specifications of Item 43 D.
- d. When a single roof exit is installed, it shall be located as near as practicable to the longitudinal midpoint of the passenger compartment, and shall be installed such that the centerline of the hatch is on the longitudinal centerline of the bus.
- e. If two roof exits are utilized, they shall be located as near as practicable to the points equidistant between the longitudinal midpoint of the passenger compartment and the front and the rear of the passenger compartment.

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

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

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

46. Floor Covering.

- A. Floor in under seat area, including tops of wheel housings, driver's compartment and toe board shall be covered with fire-resistant rubber floor covering or an approved equivalent, having minimum overall thickness of .125 inch. Driver's compartment and toe board area shall be trimmed with molding strips behind the cowl face line.
- B. Floor covering in aisle shall be of aisle-type fire resistant rubber or an approved equivalent, nonskid, wear-resistant and ribbed. Minimum overall thickness shall be .1875 inch measured from tops of ribs and have a calculated burn rate of 0.1 or less, using the test methods, procedures and formulas listed in FMVSS No. 302. Rubber floor covering shall meet federal specifications ZZ-M71d.
- C. Floor covering shall be permanently bonded to floor, and shall not crack when subjected to sudden changes in temperature. Bonding or adhesive material shall be waterproof and shall be of the type recommended by manufacturer of floor-covering material. All seams shall be sealed with waterproof sealer.
- D. All floor covering seams shall be covered with trim and fastened with screws.
- E. On Types B, C, and D buses, a flush-mounted, screw-down plate that is secured and sealed shall be provided to access the fuel tank sending unit and/or fuel pump. This plate shall not be installed under flooring material.

47. Handrails.

- A. At least 1 handrail shall be installed. The handrail(s) shall assist passengers during entry or exit, and shall be designed to prevent entanglement, as evidenced by the passing of the NHTSA string and nut test.

48. Heaters.

- A. Hot water heaters of fresh air or combination fresh air and recirculating type, with power defrosters, are required.
- B. Heaters shall bear nameplate rating affixed by heater manufacturer on top of heater shell.
- C. Heaters shall be capable of maintaining inside temperature of 50° F, with an outside temperature of 20° F when the bus is loaded to one-half capacity.
- D. The heater wiring shall be connected to the cold side of the ignition switch through a continuous duty solenoid relay.
- E. The power defroster shall deliver a sufficient amount of heated air distributed through a windshield duct, nozzle or nozzles to defog and de-ice the entire windshield, and to defog the driver's window. The duct, nozzle, or nozzles shall be designed to prevent objects from being placed in any manner that would obstruct the flow of air.
- F. Water circulation cut-off valves in the supply and return lines, a minimum of ¾ inch diameter, shall be at or near the engine. A water flow-regulating valve in the pressure line for convenient operation by the driver is also required. All valves shall be ¼ turn ball type.
- G. Heater hoses, including those in engine compartment, shall be supported in such manner that hose chafing against other objects will not occur nor shall suspended water lines interfere with routine vehicle maintenance.
- H. All water hoses in driver or passenger area shall be shielded.
- I. An auxiliary heater of recirculating type, having a minimum capacity of 60,000 BTU output, shall be installed under the second seat behind the wheel housing. There shall be a grille or guard over exposed heater cores to prevent damage by pupils' feet.
- J. Exception: Type A and D vehicles.
 - 1. Front heater with high output and defroster shall be furnished by the chassis manufacturer.
 - 2. The body manufacturer shall provide an additional under seat heater near the rear of the bus.
- K. All heater cores shall be the coiled tubing fin type approved by the Department of Education.

49. Hinges

- A. All exterior metal door hinges shall be designed to allow lubrication to be channeled to the center 75% of each hinge loop without disassembly, unless they are constructed of stainless steel, brass or non-metallic hinge pins or other designs that prevent corrosion.

50. Identification of School Buses.

- A. **All lettering shall be of black paint or vinyl decal and conform to “Series B” for Standard Alphabets for Highway Signs. See Diagrams 1 and 2.** For purposes of identification, school buses shall be lettered as follows:
- ~~1. Lettering shall be placed according to Diagrams 7 and 8. Lettering shall be of black paint or vinyl and conform to “Series B” for Standard Alphabets for Highway Signs.~~
 1. Both the front and rear of the body shall bear the words, “SCHOOL BUS” in black letters eight inches in height.
 - ~~3. All school buses shall have a black painted or vinyl number four inches high on the rear of the body, on the right side just back of the entrance door, and on the left side just back of the warning sign. The number shall also be placed on the front of the bus in a location approved by the Department of Education. Symbols or letters are not to exceed 121 square inches of total display near the entrance door, displaying information for identification by the students of the bus or route served.~~
 - 2. The bus number shall be placed just back of the front warning sign on the left side, just behind the entrance door on the right side and be 4 inches high. The front and rear bus number shall be placed on the left corner of the front and rear bumper and be 4 inches high.**
 - ~~3. The name of the school division shall be on each side of the bus in black letters four inches high — as “... COUNTY PUBLIC SCHOOLS,” OR “...CITY PUBLIC SCHOOLS.”~~ **(Name of) County Public Schools or (Name of) City Public Schools shall be placed on each side of the bus body at the beltline and be 4 inches high.**
 4. Options - **The following lettering and signs are options, but if equipped, they must conform to these specifications:**
 - a. The bus number may be placed in the center of the bus roof with black (12-inch minimum) numbers.
 - b. **The bus number (4 inches minimum) shall be placed on the inside rear header with black paint or vinyl decals.**

It shall not interfere with the Emergency Door letterings. A black number (four inch maximum) may be placed on the inside rear header. It shall not interfere with emergency door lettering.

- c. Identification of fuel type in 2 inch lettering adjacent to the fuel filler opening.
- c. **Alternative Fuel – A sign with black letters on clear or non-reflective NSBY background indicating the type of alternative fuel being used, shall be placed below the beltline on the right side of the bus, near the entrance door and no larger than 4 ¾ inches x 3 ¼ inches.**
- d. **Battery - The location of the battery identified by the word “Battery” or “Batteries” on the battery compartment door in 2 inch lettering.**
- e. **Traffic Warning Lights Sign – Shall be placed in between the top and bottom glass on the rear emergency door, and lettered “STOP WHEN RED LIGHTS FLASH.” The sign shall be marked with retro-reflective NSBY material comprising background for black letters, 6 inches in height. On a rear-engine Type D bus, the sign shall be placed in the center of the engine door.**
Exception: The sign shall not be mounted on any activity vehicle.
- f. **Stop for Railroad Crossing Sign – The sign shall be placed on the rear of the bus.**
- g. **Identification Sign for Students – A sign with symbols and/or numbers displaying identification information for the students of the bus or route served shall be mounted on the right side of the bus near the entrance door. The sign shall be no larger than 121 square inches.**
- h. **American Flag Decals – Non-reflective, American Flag decals, no larger than 6 inches by 10 inches shall be placed on the exterior of the bus, on both sides and/or at the rear of the bus. The decals shall be centered between the top two rub rails and mounted so that the right edge of the decal is no closer than 3 inches from the bus number or so that the left edge of the decal is no further than 12 inches from the bus number. A rear decal shall be centered in the rear of the bus.**

Exception: Type A buses shall mount the decals below the second rub rail and centered below the bus number on both sides.

i. Bus Safety Hotline Sign – A sign or decal with black letters on NSBY background may be mounted in the rear of the bus and letters “School Bus Safety Highline Call (area) xxx-xxxx.” The sign or decal may include additional information (such as “Give the Time, Location, & Bus # when calling). The sign or decal shall be no larger than 2 ½ inches high and mounted to the right of the rear license plate.

51. Inside Height.

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

52. Insulation.

- A. Ceilings and walls shall be coated with proper materials to deaden sounds and to reduce vibrations to a minimum. Thermal insulation (minimum R-value of 5.5) shall be used to insulate walls and roof between inner and outer panels.

53. Interior.

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

54. License Plates

- A. All vehicles shall be constructed so that mounting and securing of license plates will be compliant with FMVSS and Code of Virginia, Section 46.2-716.

55. Lights and Signals.

- A. No lights or signals other than specified here shall be installed on school buses, except those required by federal regulations. All lights and reflectors shall be approved by the Superintendent, Department of State Police, Commonwealth of Virginia.

1. Clearance lights. Body shall be equipped with two red clearance lamps at rear, two amber clearance lamps at front, and intermediate side marker lamps on buses 30 feet or more in length controlled by headlight switch. They may be of armour type.
2. Identification lamps. Three amber lamps shall be mounted on front and three red lamps on rear of body controlled by the headlight switch.
3. Stop and tail lamps. Bus shall be equipped with two matched stop and tail lamps of heavy duty type, which shall be in combination, emitting red light plainly visible from a distance of at least 500 feet to rear, and mounted on rear end with their centers not less than 12 nor more than 24 inches from plane side of body, and not less than six or more than 18 inches below D-glass in rear of body. They shall be approximately seven inches in diameter or, if a shape other than round, a minimum 38 square inches of illuminated area and shall meet SAE specifications. These lights shall be on the same horizontal line with the turn signal units and shall not flash.
4. Back-up lamps.–The bus body shall be equipped with 2 white rear backup lamps that are at least 4 inches in diameter or, if a shape other than round, a minimum of 12 square inches of illuminated area and shall meet FMVSS No. 108. If backup lamps are placed on the same horizontal line as the brake lamps and turn signal lamps, they shall be to the inside.
5. Interior lamps. Interior lamps shall be provided which adequately illuminate aisles and step well.
6. Turn signal units. Bus shall be equipped with Class A, flashing turn signal units of heavy-duty type. These signals shall be independent units equipped with amber lenses on all faces. The turn signals/directional signal units shall activate only when ignition is in “on” position. A pilot light or lights shall indicate when these lights are activated. The front lights shall be mounted near the front corners of chassis on each side. The rear lights shall be seven inches in diameter, or if a shape other than round, the lights must be 38 square inches in area and mounted not less than six nor more than 18 inches from plane of the side of the body and not less than six nor more than 18 inches below D-glass in rear of body. They shall be on the same horizontal line with the stop and tail lights required in 3 above.
 - a. In addition to the turn signals described above, two amber lenses metal turn signal lamps of armour-type with a minimum of four candlepower each shall be mounted on the body side at approximate seat level height and located just to the rear of the entrance door on the right side of the

body and approximately the same location on the left side. They are to be connected to and function with the regular turn signal lamps. Such lamps shall provide 180° angle vision and if painted, they shall be black.

- b. Exception: Type A – Turn signals shall be chassis manufacturer's standard.
7. Hazard warning signal. The turn signal units shall also function as the hazard warning system. The system shall operate independently of the ignition switch and, when energized, shall cause all turn signal lamps to flash simultaneously.
 8. Reflex reflectors. (Class A) Two amber lights and two amber reflectors (they may be combined) shall be mounted, one on each side, near the front of the chassis. Two three-inch red reflectors shall be mounted, one on each side near the rear of the body and two three-inch red reflectors shall be mounted on the rear above the bumper. Two intermediate amber three-inch reflectors, one on each side near the middle of the bus, shall be mounted on buses 30 feet or more in length. They shall be mounted on panel above floor line rub rail.
 9. School bus traffic warning lights.
 - a. A non-sequential system for the traffic warning lights shall be installed that allow the red lights to activate when the door opens. **When doors close all lights shall immediately deactivate.**
 - b. Buses shall be equipped with four red lights and four amber lights. One amber light shall be located near each red light, at the same level, but closer to the vertical centerline of the bus. All lights shall comply with SAE standards for school bus warning lamps.
 - c. The traffic warning light system shall be wired so that the amber lights are activated manually by a hand operated switch. When door is opened, amber lights automatically will be deactivated and red lights, warning sign with flashing lights and crossing control arm shall be activated. When door is closed, all lights shall be deactivated. There shall also be a cancellation switch in case lights are accidentally activated or when no stop needs to be made.
 - d. The control circuit shall be connected to the cold side of the ignition switch with the master push button cancel switch mounted on the accessory console, clearly distinguished, visible and accessible to the driver.

- e. The flasher and the relay shall be fastened in a compartment in the driver area and be easily accessible for servicing. The location of the flasher shall be approved by the Department of Education.
- f. System shall contain an amber pilot light for amber lamps and a red pilot light for red lamps, clearly visible to the driver, to indicate when system is activated.
- g. Three-inch black painted border around the lamps is required and must be equipped with a black painted hooded housing.
- h. All electrical connections shall be soldered or connected by an acceptable SAE method.
- i. All switches and pilot lights shall be properly identified by labels.
- j. There shall be an interrupt feature in the system to interrupt the traffic warning sign and the crossing control arm when their use is not desired. This feature shall consist of a double throw relay and a momentary switch.
- k. Manual switch, cancel switch and interrupt switch shall be momentary switches.

l. Option: Additional side-mounting warning lights for school divisions approved for participation in the Board of Education's approved pilot program. Additional warning lights may be mounted on the front sides of the school bus above the entrance door and the driver's window. Lights shall work in conjunction with the standard warning light system and shall meet FMVSS and SAE standards or must be of a type approved by the Department of State Police.

~~Additional side-mounted warning lights. Option for school divisions approved for participation in the Board of Education's approved pilot program. Additional warning lights may be mounted on the front sides of the school bus above the entrance door and the driver's window. Lights must work in conjunction with the standard warning light system and must meet FMVSS and SAE standards or must be of a type approved by the Department of State Police.~~

Optional Equipment

a. Fog lights – Must be mounted by the manufacturer, meet FMVSS requirements and comply with Virginia Code.

10. School bus traffic warning sign must conform to FMVSS 131.
 - h. Warning sign shall be mounted on the left side near the front of the bus immediately below the window line.
 - i. Sign shall be of the octagon series, 18 inches in diameter, and be equipped with wind guard. The sign shall have a red background with a ½ inch white border, and the word “STOP” on both sides in white letters, six inches high and one inch wide. The sign shall be reflective.
 - j. Sign shall have double-faced alternately flashing red lights, four inches in diameter, located at the top and bottom most portions of the sign, one above the other.
 - k. The sign shall be connected and energized through the red traffic warning lamps.
 - l. Air operated signs require air pressure regulator in addition to control valve. Source of supply shall be the main air tank with a pressure protection valve at the tank.
 - f. Sign and components shall comply with all provisions of SAEJ 1133.
 - g. A second school bus traffic warning sign on the left side near the rear of the bus, may be mounted on all 64, or larger sized passenger Type C and D school buses.
11. School bus crossing control arm.
 - a. An approved crossing control arm shall be mounted on the right end of the front bumper with mounting brackets appropriate for the bumper configuration.
 - b. The arm shall be activated in conjunction with the traffic warning sign.
 - c. The arm when in the stored position shall have a magnetic or other suitable latch to secure the arm against the bumper.
 - d. Source of supply for air-operated arms shall be the main air supply tank with pressure protection valve at tank.

- e. Appropriate grommets or a loom shall be used where wires or tubes go through holes in bumper and firewall.

12. Strobe warning light.

- a. A white flashing strobe light shall be installed on the center rear one-third portion of the roof a minimum of 42 inches from the rear of the roof edge, or located aft of the rearmost roof hatch. Light shall have a single clear lens emitting light 360 degrees around its vertical axis. A manual switch and a pilot light must be included to indicate when the light is in operation.

56. Metal Treatment.

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

57. Mirrors.

- A. Interior rear view mirror at least 6 x 30 inches, metal encased safety glass of at least 1/8 inch thickness, which will afford good view of pupils and roadway to rear and shall be installed in such a way that vibration will be reduced to a minimum. It shall have rounded corners and protected edges.
- B. Exception: Type A - Interior mirror to be 6 x 16 inches.
- C. All buses shall have a mirror system that conforms to FMVSS 111, 49 CFR § 271.111 as amended.
- D. Thermostatically controlled heated exterior mirrors are permissible.
- E. Motorized exterior mirrors may be used.

58. Mounting.

- A. Chassis frame shall extend to rear edge of rear body cross member. Bus body shall be attached to chassis frame in such manner as to prevent shifting or separation of body from chassis under severe operating conditions.
- B. Body front shall be attached and sealed to chassis cowl in such manner as to prevent entry of water, dust, and fumes through joint between chassis cowl and body.
- C. Insulating material shall be placed at all contact points between body and chassis frame on Types A, B, C and D buses. Insulating material shall be

approximately ¼ inch thick and shall be so attached to chassis frame or body member that it will not move under severe operating conditions.

59. Openings.

- A. Any openings in body or front fenders of chassis resulting from change necessary to furnish required components shall be sealed. (See Item 22 and Item 40j and Item 41k.)

60. Overall Length.

- A. Overall length of bus shall not exceed 40 feet.

61. Overall Width.

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

62. Rub Rails.

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

63. Seat Belt for Driver.

- A. A locking retractor type 2-lap belt/shoulder harness seat belt shall be provided for the driver. Each belt section shall be bootied so as to keep the buckle and button-type latch off the floor and within easy reach of the driver. Belt shall be anchored in such a manner or guided at the seat frame so as to prevent the driver from sliding sideways from under the belt.

64. Seats.

- A. All seats shall have minimum depth of 14 inches.
- B. In determining seating capacity of bus, allowable average rump width shall be 13 inches. (See Item 36.)
- C. All seats shall conform to FMVSS 222.
- D. Seating plans for buses with wheelchair positions see Item 80 E and Item 82. All school bus seating shall be of a three (3) to three (3) arrangement with the exception of the last row seat to the left of any rear emergency door. This seat shall be of a maximum width of 26" limiting it to two (2) passengers. There shall be provided a full width barrier in front of each seating position. Type D, Rear engine buses shall be exempt from the last row requirements.

Exception – Type A – 16 passenger may have two (2) to two (2) seating arrangement, with 30 inch seats.

- E. Floor track seat securement may be used.
- F. Passenger seat cushion retention system shall be employed to prevent passenger seat cushions from disengaging from seat frames in event of accident. Each seat cushion retention system shall be capable of withstanding vertical static load equal to minimum of five times weight of cushion. System shall also be capable of withstanding forward or rearward static load equal to 20 times weight of cushion.
- G. No bus shall be equipped with jump seats or portable seats.
- H. Seat spacing shall meet FMVSS 222.
- I. Seat and back cushions of all seats shall be designed to safely support designated number of passengers under normal road conditions encountered in school bus service. Covering of seat cushions shall be of material having 42 ounce finished weight, 54-inch width, and finished vinyl coating of 1.06 broken twill. Material on polyester drill and polyester cotton twill knit backing with equal vinyl coating which meets or exceeds the laboratory test results for the 42 ounce 1.06 covering may be used. Padding and veering on all seats shall comply with provisions of FMVSS 302, 49 CFR § 571.302.

- J. Minimum distance between steering wheel and backrest of driver's seat shall be 11 inches. Driver's seat shall have fore-and-aft adjustment of not less than four inches and up and down adjustment of three inches. It shall be manually adjustable and strongly attached to floor.
- K. Minimum of 36-inch headroom for sitting position above top of undepressed cushion line of all seats shall be provided. Measurement shall be made vertically not more than seven inches from sidewall at cushion height and at fore-and-aft center of cushion.
- L. Backs of all seats of similar size shall be of same width at top and of same height from floor and shall slant at same angle with floor.
- M. Seat back heights shall be between 19 and 24 inches measured from cushion level.

Exception: Seats with optional child safety restraint system shall comply with FMVSS 222.

N. Seating on activity buses: Other types of seats and increased spacing may be used provided all provisions of FMVSS 222, 49 CFR §571.222, are met.

65. Barrier.

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

66. Steps.

- A. First step at service door shall be not less than 10 inches and not more than 14 inches from ground, based on standard chassis specifications.
- B. Service door entrance may be equipped with two-step or three-step step well. Risers in each case shall be approximately equal.
- C. Steps shall be enclosed to prevent accumulation of ice and snow.
- D. Steps shall not protrude beyond side bodyline.
- E. Grab handle not less than 20 inches in length shall be provided in unobstructed location inside doorway, but shall not be attached so that it will interfere with the opening of the glove compartment door. This handle shall be designed to eliminate exposed ends that would catch passenger clothing and shall be so placed in a position to aid small children entering the bus.

- F. Step covering. All steps, including floor line platform area, shall be covered with 3/16 inch rubber metal-backed treads with at least 1 ½ inch white nosing (or three inch white rubber step edge with metal back at floor line platform area).
1. Step tread minimum overall thickness shall be 3 /16 inch.
 2. Backing of tread shall be permanently bonded to rubber no-slip surface.
 3. 3/16 inch step tread shall have a 1 ½ inch white nosing as integral piece without any joint
 4. Rubber portion of step treads shall have following characteristics:
 - a. Special compounding for good abrasion resistance and high co-efficient of friction
 - b. Flexibility so that it can be bent around a ½ inch mandrel both at 20° F and 130° F without breaking, cracking, or crazing
 - c. Show a durometer hardness 85 to 95.
 - d. Have the surface constructed in a manner to prevent slippage.

67. Stirrup Steps.

- A. If the windshield and lamps are not easily accessible from the ground, there may be at least 1 folding stirrup step or recessed foothold installed on each side of the front of the body for easy accessibility for cleaning. There also may be a grab handle installed in conjunction with the step. Steps are permitted in or on the front bumper in lieu of the stirrup steps if the windshield and lamps are easily accessible for cleaning from that position.

68. Storage and Luggage Compartments.

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

69. Sun Shield.

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

70. Tail Pipe.

- A. Tail pipe shall extend to but not more than 2 inches beyond outer edge of rear bumper. (See Item 13 B.)

71. Trash Container and Hold Device

- A. When requested or used, the trash container shall be secured by a holding device that is designed to prevent movement and to allow easy removal and replacement. It shall be soft, pliable, and installed in an accessible location in the driver’s compartment, not obstructing passenger access to the entrance door.

72. Undercoating.

- A. Entire underside of bus body, including floor sections, cross members, and below floor line side panels, shall be coated with rust-proofing compound for which compound manufacturer has issued notarized certification of compliance to bus body building that compounds meet or exceed all performance requirements of Federal Specification TT-C-520 b using modified test procedures for following requirements:
 - 1. Salt spray resistance – pass test modified to 5.0% salt and 1,000 hours
 - 2. Abrasion resistance - pass
 - 3. Fire resistance - pass
- B. Undercoating compound shall be applied with suitable airless or conventional spray equipment to recommend film thickness and shall show no evidence of voids in cured film. Undercoating is expected to prevent rust under all bus service conditions for minimum of five years.

73. Ventilation and Air Conditioning.

- A. Body shall be equipped with suitable, controlled ventilating system of sufficient capacity to maintain proper quantity of air under operating conditions without opening of windows except in extremely warm weather.

- B. Static-type, non-closable, exhaust roof ventilators shall be installed in low-pressure area of roof panel.
- C. Air conditioning units may be installed on an optional basis. Application requires heavier electrical components and assessment by the Department of Education, on an individual unit basis.
- D. Auxiliary fans shall meet the following requirements:
 - 1. Fans for left and right sides of the windshield shall be placed in a location where they can be adjusted for maximum effectiveness and where they do not obstruct vision to any mirror. Note: Type A buses may be equipped with one fan;
 - 2. Fans shall have 6-inch (nominal) diameter; and
 - 3. Fan blades shall be enclosed in a protective cage. Each fan shall be controlled by a separate switch.

74. Water Test.

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

75. Wheel Housings.

- A. Wheel housings shall be of full open type.
- B. Wheel housings shall be designed to support seat and passenger loads and shall be attached to floor sheets in such manner as to prevent any dust or water from entering the body. Wheel housings shall be constructed of 16-gauge (or thicker) steel.
- C. Inside height of wheel housings above floor line shall not exceed 12 inches.
- D. No part of a raised wheel housing shall extend into the emergency door opening.
- E. Wheel housings shall provide clearance for dual wheels as established by National Association of Chain Manufacturers. Mounting of housings in the wheel area must be free of protruding screws and bolts.
- F. Exception: Type A vehicles – Standard does not apply to conversion vans.

76. Windshield and Windows.

- A. All glass in windshield, windows, and doors shall be of approved safety glass, so mounted that permanent mark is visible, and of sufficient quality to prevent distortion of view in any direction. Windshield shall be AS1 and all other glass shall be AS2.
- B. Plastic glazing material of a thickness comparable to AS2 glass, meeting ANSI Standard Z 26.1 and FMVSS 205, 49 CFR § 571.205, may be used in side windows behind the driver's compartment.
- C. Windshield shall have horizontal shade band consistent with SAE J-100 or have full tinted glass.
- D. Each full side window shall provide unobstructed emergency opening at least nine inches high and 22 inches wide, obtained either by lowering of window or by use of knock-out type split-sash windows.
- E. Approved tinted glass or plastic glazing material may be used.
- F. Type A-2 – Per manufacturer's specifications

77. Windshield Washers.

- A. Windshield washers meeting federal requirements shall be provided and shall be controlled by a switch accessible to the driver. Reservoir shall be mounted outside passenger compartment.

78. Windshield Wipers.

- A. Bus shall be equipped with variable-speed windshield wipers of air or electric-type powered by a motor or motors of sufficient power to operate wipers.
- B. Blades and arms shall be of such size that minimum blade length will be 12 inches with longer blades being used whenever possible.
- C. The wipers shall meet the requirements of FMVSS No. 104, Windshield Wiping and Washing Systems.

79. Wiring.

- A. All wiring shall conform to current standards of Society of Automotive Engineers.
- B. Circuits
 - 1. Wiring shall be arranged in at least 12 regular circuits as follows:

- a. Head, tail, stop (brake) and instrument panel lamps
 - b. Clearance lamps
 - c. Dome and step well lamps
 - d. Starter motor
 - e. Ignition
 - f. Turn-signal units
 - g. Alternately flashing red signal lamps
 - h. Horns
 - i. Heater and defroster
 - j. Emergency door buzzer
 - k. Auxiliary fan
 - l. Booster pump
2. Any of the above combination circuits may be subdivided into additional independent circuits.
 3. Whenever possible, all other electrical functions (such as electric-type windshield wipers) shall be provided with independent and properly protected circuits.
 4. Each body circuit shall be color coded or numbered and a diagram of the circuits shall be attached to the body in a readily accessible location.
- C. A circuit breaker shall be provided for each circuit except starter motor and ignition circuits.
 - D. A continuous duty solenoid relay operated by the ignition switch, for Circuits i, j, k, and l.
 - E. All wires within body shall be insulated and protected by covering of fibrous loom (or equivalent) that will protect them from external damage and minimize dangers from short circuits. Whenever wires pass through body member, additional protection in form of appropriate type of insert shall be provided.
 - F. All light circuits shall be such as to provide, as nearly as possible, bulb design voltage at light bulb terminals.

- G. Wires shall be fastened securely at intervals of not more than 24 inches. All joints shall be soldered or jointed by equally effective connectors.
- H. Buses using multiplexed electrical systems may meet the intent of these specifications without the use of specified equipment, subject to the approval of the Department of Education.
- I. There shall be a manual noise suppression switch installed in the control panel. The switch shall be labeled and alternately colored. This switch shall be an on/off type that deactivates body equipment that produces noise, including, at least, the AM/FM radio, heaters, air conditioners, fans and defrosters. This switch shall not deactivate safety systems, such as windshield wipers or lighting systems.

SPECIFICATIONS FOR ACTIVITY BUSES

80. Activity Buses

A. Activity buses, owned or operated under contract by or for the school board, are to be used solely to transport students to and from school activity events; and shall comply with all applicable regulations and standards prescribed for school buses, with the following exceptions: (NOTE: Any variation from the specifications, in the form of additional equipment or changes in style of equipment, without prior approval of the DOE, is prohibited.)

B. Identification

- 1. The activity bus body shall be identified “Activity Bus”, lettered 8 inches in height in the front and rear of the vehicle.**
- 2. The name of the school division or individual school shall be lettered in at least 6 inch height in the beltline area.**
- 3. All lettering and numbering shall be painted or be vinyl decals of a contrasting color of the body and conform to FMVSS and Virginia DOE Bus Minimum Specifications, and shall meet all reflectivity standards.**
- 4. No manufacturer or vendor logos, signs or other items not approved in the Virginia DOE Bus Minimum Specifications shall be displayed on the body and/or windows.**

C. Color

- 1. The activity bus shall not be painted NSBY. The local school division may determine the color of the body of the vehicle and the color scheme may utilize up to 2 colors. This combination**

may be in addition to a white painted roof. NOTE The NSBY color shall not be used as a part of any color scheme.

D. Lights and Warning Devices

1. All activity buses shall meet all state and FMVSS for school bus lighting and warning device requirements, with the following exceptions:

a. The 8 lamp, traffic warning light system shall not be equipped.

b. The flashing lighted stop arm and the crossing control arm shall not be equipped.

c. The activity bus transporting school students shall be operated at a safe, legal speed, not in excess of 60 miles per hour.

E. Seats

1. Other types of seats and increased spacing, which meet all regulations of FMVSS 222 and 302 may be used in lieu of regular school bus seats.

SPECIFICATIONS FOR LIFT-GATE SCHOOL BUSES

81. General Requirements.

- A. School buses or school vehicles designed for transporting children with special transportation needs shall comply with Virginia's standards applicable to school buses and Federal Motor Vehicle Safety Standards as applicable to their GVWR category.
- B. Any school bus that is used for the transportation of children, who are confined to a wheelchair or other restraining devices that prohibit use of the regular service entrance, shall be equipped with a power lift, unless a ramp is needed for unusual circumstances.
- C. Lift shall be located on the right side of the body, in no way attached to the exterior sides of the bus but confined within the perimeter of the school bus body when not extended.

82. Aisles.

- A. All aisles leading to the emergency door from wheelchair area shall be a minimum of 30 inches in width. A wheelchair securement position shall never be located directly in front of (blocking) a power lift door location.

83. Communications.

- A. Special education buses shall be equipped with a two-way communication system. (See Item 39 A.)

84. Fastening Devices.

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

85. Heaters.

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

86. Identification.

- A. Buses with wheelchair lifts used for transporting children with physical disabilities shall display universal handicapped symbols located on the front and rear of the vehicle below the window line. Such emblems shall be white on blue, shall be a minimum of nine inches and a maximum of 12 inches in size, and shall be of a high-intensity retro reflective material meeting the requirements of Federal Highway Administration (FHWA) FP-85, *Standard Specifications for Construction of Road and Bridges on Federal Highway Projects*.. They shall be placed so as not to cover lettering, lamps or glass.

87. Passenger Capacity Rating.

- A. In determining the passenger capacity of a school bus for purposes other than actual passenger load (e.g., vehicle classification or various billing/reimbursement models), any location in a school bus intended for securement of a wheelchair during vehicle operation shall be regarded as four designated seating positions, and each lift area shall count as four designated seating positions.

88. Power Lift.

- A. Lifting mechanism shall be able to lift minimum payload of 800 pounds. A clear opening and platform to accommodate at least a 30-inch wide wheelchair shall be provided.
- B. When the platform is in the fully up position, it shall be locked in position mechanically and also shall have an additional support, or lug in the door to prevent the lift from resting against the door.
- C. Controls shall be provided that enable the operator to activate the lift mechanism from either inside or outside of the bus. There shall be a means of preventing the lift platform from falling while in operation due to a power failure.
- D. Power lifts shall be so equipped that they may be manually raised in the event of power failure of the power lift mechanism.
- E. Lift travel shall allow the lift platform to rest securely on the ground.
- F. All edges of the platform shall be designed to restrain wheelchair and to prevent operator's feet from being entangled during the raising and lowering process.
- G. Up and down movements of the lift platform shall be perpendicular to the plane of the bus body in all positions.
- H. A restraining device shall be affixed to the outer edge (curb end) of the platform that will prohibit the wheelchair from rolling off the platform when the lift is in any position other than fully extended to ground level.
- I. A self-adjusting, skid resistant plate shall be installed on the outer edge of the platform to minimize the incline from the lift platform to the ground level. This plate, if so designed, may also suffice as the restraining device described in subsection H above. The lift platform shall be skid resistant.
- J. A circuit breaker or fuse energized through the ignition side of the accessory solenoid shall be installed between power source and lift motor if electrical power is used.

- K. The lift mechanism shall be equipped with adjustable limit switches or bypass valves to prevent excessive pressure from building in the hydraulic system when the platform reaches the full up position or full down position.
- L. Handrails shall be required.
- M. Sharp or protruding edges or components shall be padded.
- N. A safety cut off master switch may be installed.

89. Ramps.

- A. When a power lift system is not adequate to load and unload students having special and unique needs, a ramp device may be installed.
 - 1. If a ramp is used, it shall be of sufficient strength and rigidity to support the special device, occupant, and attendants. It shall be equipped with a protective flange on each longitudinal side to keep special device on the ramp.
 - 2. Floor of ramp shall be of nonskid construction.
 - 3. Ramp shall be of weight and design, and equipped with handles, to permit one person to put ramp in place and return it to its storage place.

90. Regular Service Entrance.

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

91. Restraining Devices.

- A. Seat frames may be equipped with attachments or devices to which restraining harnesses or other devices may be attached. Attachment framework or anchorage devices, if installed, shall conform to FMVSS 210, 49 CFR § 571.210, and FMVSS No. 213.

92. Seating Arrangements.

- A. Flexibility in seat spacing to accommodate special devices shall be permitted due to the constant changing of passenger requirements.

- B. There shall be a padded barrier forward of any standard seating position and between lift-gate and first seat to rear of lift-gate. A wheelchair position immediately forward of lift-gate shall have a barrier between lift and wheelchair. (See Item 65.)

93. Special Light.

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

94. Special Service Entrance.

- A. Bus bodies may have a special service entrance constructed in the body to accommodate a wheelchair lift for the loading and unloading of passengers.
- B. The opening to accommodate the special service entrance shall be at any convenient point on the right (curb side) of the bus and far enough to the rear to prevent the doors, when open, from obstructing the right front regular service door (excluding a regular front service door lift).
- C. The opening shall not extend below the floor level. Outboard type lifts shall be used.
- D. The opening, with doors open, shall be of sufficient width to allow the passage of wheelchairs. The minimum clear opening through the door and the lift mechanism shall be 30 inches in width.
- E. A drip molding shall be installed above the opening to effectively divert water from entrance.
- F. Entrance shall be of sufficient width and depth to accommodate various mechanical lifts and related accessories as well as the lifting platform.
- G. Doorposts and headers from entrance shall be reinforced sufficiently to provide support and strength equivalent to the areas of the side of the bus not used for service doors.
- H. Special service entrance doors shall be equipped with padding at the top edge of the door opening. Pad shall be at least three inches wide and one inch thick and extend the full width of the door opening.

95. Special Service Entrance Doors.

- A. A single door of a minimum 43 inches may be used.
- B. All doors shall open outwardly.

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

96. Special Optional Equipment.

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

SCHOOL BUS DEFINITIONS

TYPE A:



Type “A” school bus is a conversion or body constructed upon a van-type or cutaway front-section vehicle with a left side driver’s door, designed for carrying more than 10 persons. This definition shall include two classifications: **Type A-1**, with a Gross Vehicle Weight Rating (GVWR) less than 14,500 pounds; and **Type A-2** with a GVWR greater than 14,500 pounds and less than 21,500 pounds. Both Type A-1 and Type A-2 shall be equipped with dual rear wheels.

TYPE B:



Type “B” school bus is constructed utilizing a body on a stripped chassis, with the entrance door behind the front wheels. This definition includes two classifications: **Type B-1**, with a GVWR of 10,000 pounds or less, designed for carrying more than 10 persons and **Type B-2**, with a GVWR greater than 10,000 pounds. The engine is beneath and/or behind the windshield and beside the driver’s seat. Both Type B-1 and Type B-2 must be equipped with dual rear tires.

TYPE C:



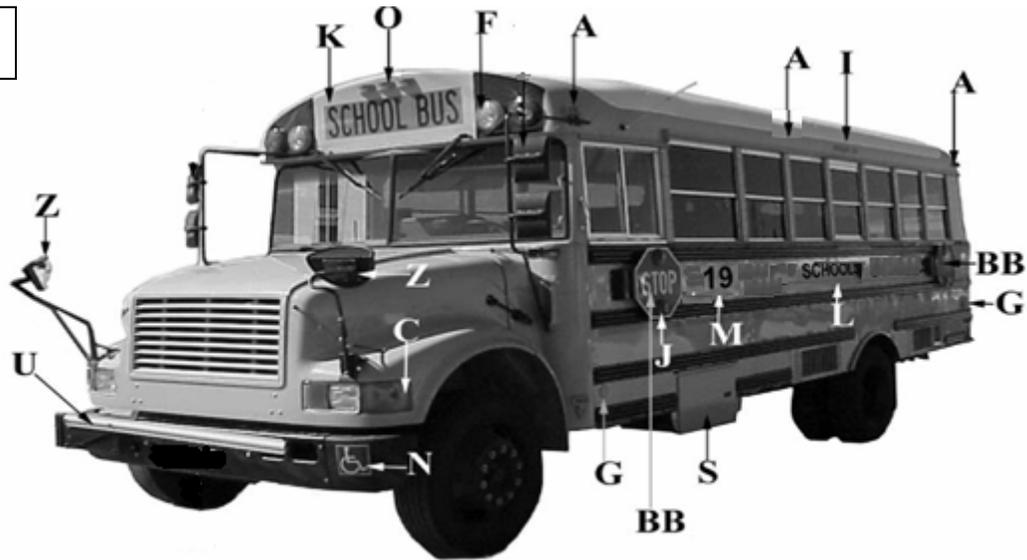
Type “C” or (“Conventional”) school bus is a body installed upon a flat-back cowl chassis with a hood and fenders. This definition shall include two classifications: **Type C-1**, with a GVWR range of 17,500 pounds with a design seating capacity range from 16 to 30 persons; and **Type C-2** with a GVWR of more than 21,500 pounds, designed for carrying more than 30 persons. The engine is in front of the windshield and the entrance door is behind the front wheels. Both Type C-1 and Type C-2 must be equipped with dual rear tires.

TYPE D:



Type “D” (“Transit”) school bus is a body installed upon a stripped chassis, with the engine mounted in the front or rear, and has a GVWR of more than 21,500 pounds, designed for carrying more than 10 persons. The engine may be beside the driver’s seat (FE-front engine) or it may be at the rear of the bus behind the rear wheels (RE-rear engine). The entrance door is ahead of the front wheels.

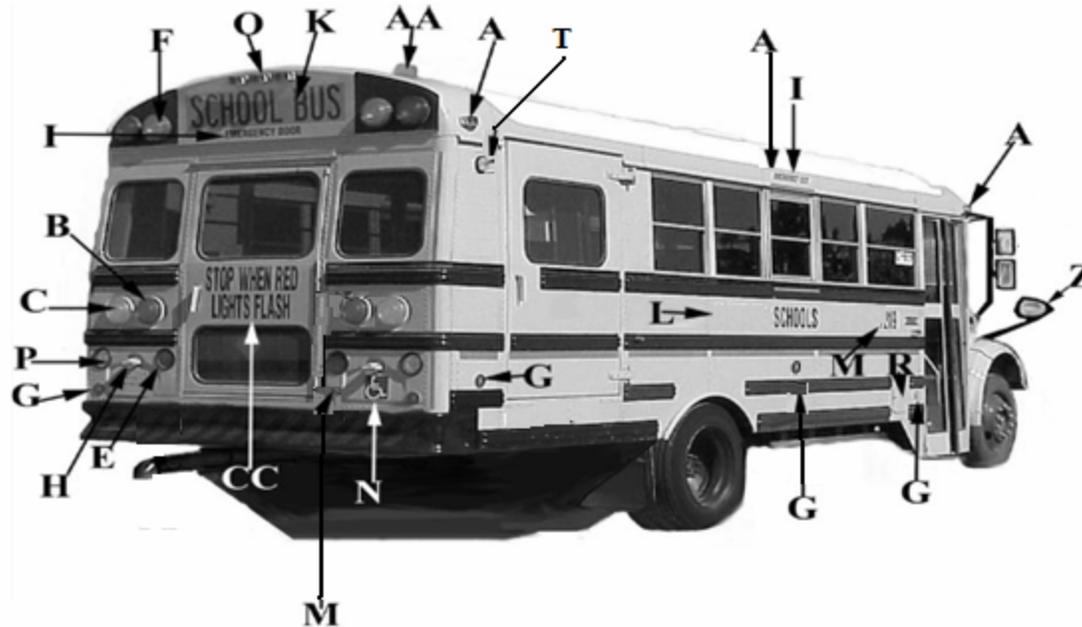
Diagram 1



MINIMUM LETTERING AND LIGHTING REQUIREMENTS

| | | | |
|----|--|---|--|
| A | Clearance lights (see item 55a(1)) | L | Name of Division (see item 50 a(4)) |
| BB | Octagonal Stop Arm (2 nd optional-see item 56-10(g)) | M | Bus Numbers (see item 50a(5b)) |
| C | Front Turn Signals, (amber lenses) | N | Universal Handicapped Symbol, Wheelchair Lift Equipped Buses (see item 86) |
| F | Pupil Warning Lights, Side By Side Amber and Red, Flat Back Design Quartz Halogen Bulb | O | Identification Lamps |
| G | Reflectors (see item 55a(8)) | S | Battery Box (see item 50a 5d) |
| I | Emergency Exit | U | Pupil Crossing Arm |
| J | Double Faced Flashing Red Lights | Z | Cross/Side View Mirror System |
| K | SCHOOL BUS, Front And Rear, 8 inch letters on retroreflective yellow background | | |

Diagram 2



MINIMUM LETTERING AND LIGHTING REQUIREMENTS

| | | | |
|---|--|----|--|
| A | Clearance lights (see item 55a(1)) | M | Bus Numbers (see item 50a(3)) |
| B | Seven inch Tail Lights | N | Universal Handicapped Symbol, Wheelchair Lift Equipped Buses (see item 86) |
| C | Seven Inch Turn Signals (amber lenses) | O | Identification Lamps |
| E | 4 inch LED Stop / Tail Lights | P | Back-up Lights |
| F | Pupil Warning Lights, Side By Side Amber and Red, Flat Back Design Quartz Halogen Bulb | R | Fuel Door (optional lettering- see item 50a.5(c)) |
| G | Reflectors (see item 55a(8)) | T | Wheelchair Lift Landing Light (see item 93(a)) |
| H | License Plate Lamp | Z | Cross/Side View Mirror System |
| I | Emergency Exit Signs | AA | Roof-mounted White Flashing Strobe Light |
| K | SCHOOL BUS, Front And Rear, 8 inch letters on retroreflective yellow background | CC | Rear Door Lettering (optional see item 50 (a) 6 (e)) |
| L | Name of Division (see item 50 a(4)) | | |

Addendum

Air Conditioning (Optional)

The following specifications are applicable to all types of school buses that may be equipped with air conditioning.

1. Performance Specifications

The installed air conditioning system should cool the interior of the bus from 100 degrees to 80 degrees Fahrenheit, measured at three points (minimum) located four feet above the floor on the longitudinal centerline of the bus. The three required points shall be: (1) near the driver's location, (2) at the longitudinal midpoint of the body, and (3) two feet forward of the emergency door, or for Type D rear-engine buses, 2 feet forward of the end of the aisle.

The test conditions under which the above performance must be achieved shall consist of (1) placing the bus in a room (such as a paint booth) where ambient temperature can be maintained at 100 degrees Fahrenheit; (2) soaking the bus at 100 degrees Fahrenheit with windows open for at least one hour; and (3) closing windows, turning on the air conditioner with the engine running at the chassis manufacturer's recommended low idle speed, and cooling the interior of the bus to 80 degrees Fahrenheit, or lower, within 30 minutes while maintaining 100 degrees Fahrenheit outside temperature.

Alternately, and at the user's discretion, this test may be performed under actual summer conditions, which consist of temperatures above 85 degrees Fahrenheit, humidity above 50% with normal sun loading of the bus and the engine running at the engine manufacturer's recommended low idle speed. After a minimum of one hour of heat-soaking, the system shall be turned on and must provide a minimum of a 20 degree temperature drop in the 30 minutes time limit.

The manufacturer shall provide facilities for the user or user's representative to confirm that a pilot model of each bus design meets the above performance requirements.

2008 School Bus Type Specifications

NOTICE

These Specifications define certain, but not all, components required on school bus chassis purchased by public school divisions.

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

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

**MINIMUM SPECIFICATIONS FOR 2008 SCHOOL BUS CHASSIS TO MEET
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

TYPE "A" 16 & 24 PASSENGER CONVENTIONAL

| | |
|----------------------------|---|
| <u>GVWR</u> | 10,000 (MINIMUM) |
| <u>WHEELS</u> | DISC 16 x 6 |
| <u>TIRES</u> | RADIAL FRONT AND DUAL RADIAL REAR |
| <u>FRAME</u> | PER MANUFACTURER STANDARDS FOR SEVERE SERVICE |
| <u>STEERING</u> | POWER – MEETING VIRGINIA SPECIFICATIONS |
| <u>FRONT BUMPER</u> | HEAVY DUTY PAINTED BLACK |
| <u>FRONT AXLE</u> | GVWR AT GROUND COMMENSURATE WITH FRONT; WEIGHT LOADS THAT WILL BE IMPOSED BY BUS |
| <u>REAR AXLE</u> | GVWR AT GROUND COMMENSURATE WITH REAR; WEIGHT LOADS THAT WILL BE IMPOSED BY BUS |
| <u>BRAKES</u> | POWER, WITH ANTI LOCK BRAKE SYSTEM |
| <u>SUSPENSION</u> | PER MANUFACTURER STANDARDS FOR SEVERE SERVICE |
| <u>ENGINE</u> | INTERNAL COMBUSTION ECM ELECTRONIC SPEED LIMITER SET TO MAXIMUM OF 55 <u>60</u> MPH |
| <u>TRANSMISSION</u> | AUTOMATIC W/PARKING PAWL OR APPROVED PARKING BRAKE SYSTEM – MEETING VIRGINIA SPECIFICATIONS |
| <u>DRIVE SHAFT</u> | GREASE FITTINGS ON ALL SHAFTS, GUARDS ON ALL SHAFTS |
| <u>FUEL TANK</u> | 30 GALLON (See Item 16) |
| <u>AIR CLEANER</u> | PER ENGINE MANUFACTURER SPECIFICATIONS WITH RESTRICTION INDICATOR |
| <u>OIL FILTER</u> | REPLACEABLE, 1 QUART CAPACITY |
| <u>BATTERY</u> | 600 CCA |
| <u>ALTERNATOR</u> | 130 AMP |
| <u>HORN</u> | DUAL ELECTRIC |
| <u>LIGHTS</u> | PER FMVSS AND DAYTIME RUNNING LIGHTS |

GAUGES

**SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT
TEMP. AND VOLTMETER**

COLOR

**FRAME, WHEELS, BUMPER, RAILS, AND LETTERINGS – BLACK;
BALANCE YELLOW**

1. 16 Passenger Base Bus (Gasoline Engine – must have automatic fire extinguisher system – V8 – Min) Bus offered must have successfully completed a pilot program and approved by the Virginia Department of Education.
2. 16 Passenger Base Bus (Diesel Engine) Bus offered must have successfully completed a pilot program and approved by the Virginia Department of Education.
3. 24 Passenger Base Bus (Gasoline Engine – must have automatic fire extinguisher system – V8 – Min) Bus offered must have successfully completed a pilot program and approved by the Virginia Department of Education.
4. 24 Passenger Base Bus (Diesel Engine) Bus offered must have successfully completed a pilot program and approved by the Virginia Department of Education.

**MINIMUM SPECIFICATIONS FOR 2008 SCHOOL BUS CHASSIS TO MEET
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

TYPE "C" 35 PASSENGER CONVENTIONAL

| | |
|----------------------------|--|
| <u>GVWR</u> | 21,000 |
| <u>WHEELS</u> | 8-STUD DISC – 22.5" X 6.75" |
| <u>TIRES</u> | 9R22.5 – 12 PLY |
| <u>FRAME</u> | ONE PIECE SIDE MEMBER – FRONT TOW HOOKS |
| <u>STEERING</u> | POWER – MEETING VIRGINIA SPECIFICATIONS |
| <u>FRONT BUMPER</u> | 3/16" STEEL |
| <u>FRONT AXLE</u> | 6,000 LB. |
| <u>REAR AXLE</u> | 15,000 LB. |
| <u>BRAKES</u> | HYDRAULIC DISC W/ABS (WITH ALLISON 2200 PTS ONLY) – OR -FULL AIR – 13.2 CFM COMPRESSOR – AIR DRYER (5 SPEED DIRECT OR ALLISON 2100 PTS ONLY) |
| <u>SUSPENSION</u> | FRT. SPRINGS 3,000 LB. EA. @ GRD. REAR SPRINGS 7,500 LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS |
| <u>ENGINE</u> | 175 H.P. ELECTRONIC HAND-THROTTLE SPEED LIMITER ECM-SPEED-LIMITING-DEVICE SET TO MAXIMUM OF 55- 60 MPH |
| <u>TRANSMISSION</u> | 5 SPEED DIRECT, ALLISON 2200 PTS, OR ALLISON 2100 PTS, SEE BRAKES FOR AUTHORIZED CONFIGURATIONS. MEETING VIRGINIA SPECIFICATIONS. |
| <u>DRIVE SHAFT</u> | GUARDS ON ALL SHAFTS |
| <u>FUEL TANK</u> | 30 GALLON (See Item 16) |
| <u>AIR CLEANER</u> | DRY ELEMENT TYPE WITH RESTRICTION GAUGE |
| <u>OIL FILTER</u> | 1-QUART – PER MANUFACTURER |
| <u>BATTERY</u> | 750CCA |
| <u>ALTERNATOR</u> | 130 -160 AMP 4 GA. CHARGING AND GROUND CIRCUITS |
| <u>HORN</u> | PER FMVSS |
| <u>LIGHTS</u> | PER FMVSS AND DAYTIME RUNNING LIGHTS |
| <u>GAUGES</u> | SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP, VOLTMETER , & AIR PRESSURE GAUGE AS REQUIRED |
| <u>COLOR</u> | FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - -BACK OF MIRRORS, NON GLOSS BLACK - -BALANCE YELLOW |

**MINIMUM SPECIFICATIONS FOR 2008 SCHOOL BUS CHASSIS TO MEET
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

TYPE "C1" 16 TO 30 PASSENGER CONVENTIONAL

| | |
|----------------------------|--|
| <u>GVWR</u> | 17,500 |
| <u>WHEELS</u> | 8-STUD DISC – 19.5" X 6.75" |
| <u>TIRES</u> | 9R22.5 – 12 PLY |
| <u>FRAME</u> | ONE PIECE SIDE MEMBER – FRONT TOW HOOKS |
| <u>STEERING</u> | POWER – MEETING VIRGINIA SPECIFICATIONS |
| <u>FRONT BUMPER</u> | 3/16" STEEL |
| <u>FRONT AXLE</u> | 7,000 LB. |
| <u>REAR AXLE</u> | 10,500 LB. |
| <u>BRAKES</u> | HYDRAULIC DISC W/ABS |
| <u>SUSPENSION</u> | FRT. SPRINGS 7,000 LB. EA. @ GRD. REAR SPRINGS 10,500 LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS |
| <u>ENGINE</u> | 175 H.P. ELECTRONIC HAND THROTTLE SPEED LIMITER ECM SPEED LIMITING DEVICE SET TO MAXIMUM OF 55- 60 MPH |
| <u>TRANSMISSION</u> | 5 SPEED DIRECT, ALLISON 1000 PTS, MEETING VIRGINIA SPECIFICATIONS |
| <u>DRIVE SHAFT</u> | GUARDS ON ALL SHAFTS |
| <u>FUEL TANK</u> | 30 GALLON (See Item 16) |
| <u>AIR CLEANER</u> | DRY ELEMENT TYPE WITH RESTRICTION GAUGE |
| <u>OIL FILTER</u> | 1-QUART – PER MANUFACTURER |
| <u>BATTERY</u> | 750CCA |
| <u>ALTERNATOR</u> | 130 160 AMP 4 GA. CHARGING AND GROUND CIRCUITS |
| <u>HORN</u> | PER FMVSS |
| <u>LIGHTS</u> | PER FMVSS AND DAYTIME RUNNING LIGHTS |
| <u>GAUGES</u> | SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP. & VOLTMETER |
| <u>COLOR</u> | FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - -BACK OF MIRRORS, NON GLOSS BLACK - -BALANCE YELLOW |

**MINIMUM SPECIFICATIONS FOR 2008 SCHOOL BUS CHASSIS TO MEET
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

TYPE "D" 42 PASSENGER ENGINE FRONT

| | |
|----------------------------|---|
| <u>GVWR</u> | 27,800 |
| <u>WHEELS</u> | 10-STUD DISC – 22.5" X 7.5" |
| <u>TIRES</u> | 11R22.5 – 14 PLY |
| <u>FRAME</u> | ONE PIECE SIDE MEMBER – FRONT TOW HOOKS |
| <u>STEERING</u> | POWER – MEETING VIRGINIA SPECIFICATIONS |
| <u>FRONT BUMPER</u> | 3/16" STEEL |
| <u>FRONT AXLE</u> | 10,800 LB. |
| <u>REAR AXLE</u> | 17,000 LB. |
| <u>BRAKES</u> | FULL AIR– 13.2 CF COMP– 16.5" X 5" FRT– 16.5" X 7" REAR–AIR DRYER |
| <u>SUSPENSION</u> | FRT. SPRINGS 5,400 LB. EA. @ GRD. REAR SPRINGS 8,500 LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS |
| <u>ENGINE</u> | 190 H.P. ELECTRONIC HAND-THROTTLE ECM SPEED LIMITER SET TO MAXIMUM OF 55 - 60 MPH |
| <u>TRANSMISSION</u> | ALLISON 2500 PTS – MEETING VIRGINIA SPECIFICATIONS |
| <u>DRIVE SHAFT</u> | GUARDS ON ALL SHAFTS |
| <u>FUEL TANK</u> | 30 GALLON (See Item 16) |
| <u>AIR CLEANER</u> | DRY ELEMENT TYPE WITH RESTRICTION GAUGE |
| <u>OIL FILTER</u> | 1-QT. PER MANUFACTURER |
| <u>BATTERY</u> | 750CCA |
| <u>ALTERNATOR</u> | 130 160 AMP 4 GA. CHARGING AND GROUND CIRCUITS |
| <u>HORN</u> | PER FMVSS |
| <u>LIGHTS</u> | PER FMVSS AND DAYTIME RUNNING LIGHTS |
| <u>GAUGES</u> | SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP, VOLTMETER, & AIR PRESSURE |
| <u>COLOR</u> | FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - -BACK OF MIRRORS, NON GLOSS BLACK - -BALANCE YELLOW |

**MINIMUM SPECIFICATIONS FOR 2008 SCHOOL BUS CHASSIS TO MEET
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

TYPE "C" 53 PASSENGER CONVENTIONAL

| | |
|----------------------------|---|
| <u>GVWR</u> | 25,000 |
| <u>WHEELS</u> | 8-STUD DISC – 22.5" X 6.75" |
| <u>TIRES</u> | 9R22.5 – 12 PLY |
| <u>FRAME</u> | ONE PIECE SIDE MEMBER – FRONT TOW HOOKS |
| <u>STEERING</u> | POWER – MEETING VIRGINIA SPECIFICATIONS |
| <u>FRONT BUMPER</u> | 3/16" STEEL |
| <u>FRONT AXLE</u> | 8,000 LB. |
| <u>REAR AXLE</u> | 17,000 LB. |
| <u>BRAKES</u> | HYDRAULIC DISC W/ABS (WITH ALLISON 2400 ONLY) – OR - FULL AIR – 13.2 CFM COMPRESSOR – AIR DRYER (5 SPEED DIRECT OR ALLISON 2000 ONLY) |
| <u>SUSPENSION</u> | FRT. SPRINGS 4,000 LB. EA. @ GRD. REAR SPRINGS 8,500 LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS |
| <u>ENGINE</u> | 175 H.P. ELECTRONIC HAND THROTTLE ECM SPEED LIMITER DEVICE SET TO MAXIMUM OF 55 60 MPH |
| <u>TRANSMISSION</u> | 5 SPEED DIRECT, ALLISON 2200 PTS, OR ALLISON 2100 PTS, SEE BRAKES FOR AUTHORIZED CONFIGURATIONS. MEETING VIRGINIA SPECIFICATIONS. |
| <u>DRIVE SHAFT</u> | GUARDS ON ALL SHAFTS |
| <u>FUEL TANK</u> | 30 GALLON (See Item 16) |
| <u>AIR CLEANER</u> | DRY ELEMENT TYPE WITH RESTRICTION GAUGE |
| <u>OIL FILTER</u> | 1-QT. PER MANUFACTURER |
| <u>BATTERY</u> | 750CCA |
| <u>ALTERNATOR</u> | 130 160 AMP 4 GA. CHARGING AND GROUND CIRCUITS |
| <u>HORN</u> | PER FMVSS |
| <u>LIGHTS</u> | PER FMVSS AND DAYTIME RUNNING LIGHTS |
| <u>GAUGES</u> | SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP, VOLTMETER, & AIR PRESSURE GAUGE AS REQUIRED |
| <u>COLOR</u> | FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - -BACK OF MIRRORS, NON GLOSS BLACK - -BALANCE YELLOW |

**MINIMUM SPECIFICATIONS FOR 2008 SCHOOL BUS CHASSIS TO MEET
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

TYPE "D" 53 PASSENGER ENGINE FRONT

| | |
|----------------------------|---|
| <u>GVWR</u> | 27,800 |
| <u>WHEELS</u> | 10-STUD DISC – 22.5" X 7.5" |
| <u>TIRES</u> | 11R22.5 – 14 PLY |
| <u>FRAME</u> | ONE PIECE SIDE MEMBER – FRONT TOW HOOKS |
| <u>STEERING</u> | POWER – MEETING VIRGINIA SPECIFICATIONS |
| <u>FRONT BUMPER</u> | 3/16" STEEL |
| <u>FRONT AXLE</u> | 10,800 LB. |
| <u>REAR AXLE</u> | 17,000 LB. |
| <u>BRAKES</u> | FULL AIR– 13.2 CF COMP– 16.5" X 5" FRT– 16.5" X 7" REAR–AIR DRYER |
| <u>SUSPENSION</u> | FRT. SPRINGS 5,400 LB. EA. @ GRD. REAR SPRINGS 8,500 LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS |
| <u>ENGINE</u> | 190 H.P. ELECTRONIC HAND-THROTTLE ECM SPEED LIMITIER DEVICE SET TO MAXIMUM OF 55 60 MPH |
| <u>TRANSMISSION</u> | ALLISON 2500 PTS. MEETING VIRGINIA SPECIFICATIONS |
| <u>DRIVE SHAFT</u> | GUARDS ON ALL SHAFTS |
| <u>FUEL TANK</u> | 30 GALLON (see Item 16) |
| <u>AIR CLEANER</u> | DRY ELEMENT TYPE WITH RESTRICTION GAUGE |
| <u>OIL FILTER</u> | 1-QT. PER MANUFACTURER |
| <u>BATTERY</u> | 750CCA |
| <u>ALTERNATOR</u> | 130 160 AMP 4 GA. CHARGING AND GROUND CIRCUITS |
| <u>HORN</u> | PER FMVSS |
| <u>LIGHTS</u> | PER FMVSS AND DAYTIME RUNNING LIGHTS |
| <u>GAUGES</u> | SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP, VOLTMETER, & AIR PRESSURE |
| <u>COLOR</u> | FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - -BACK OF MIRRORS, NON GLOSS BLACK - -BALANCE YELLOW |

**MINIMUM SPECIFICATIONS FOR 2008 SCHOOL BUS CHASSIS TO MEET
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

TYPE "C" 65 PASSENGER CONVENTIONAL

| | |
|----------------------------|---|
| <u>GVWR</u> | 27,500 |
| <u>WHEELS</u> | 10-STUD DISC – 22.5" X 7.5" |
| <u>TIRES</u> | 10R22.5 – 12 PLY |
| <u>FRAME</u> | ONE PIECE SIDE MEMBER – FRONT TOW HOOKS |
| <u>STEERING</u> | POWER – MEETING VIRGINIA SPECIFICATIONS |
| <u>FRONT BUMPER</u> | 3/16" STEEL |
| <u>FRONT AXLE</u> | 10,000 LB. |
| <u>REAR AXLE</u> | 17,500LB. |
| <u>BRAKES</u> | FULL AIR – 13.2 CF COMPRESSOR –AIR DRYER |
| <u>SUSPENSION</u> | FRT. SPRINGS 5,000 LB. EA. @ GRD. REAR SPRINGS 8,750LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS |
| <u>ENGINE</u> | 175 H.P. ELECTRONIC HAND -THROTTLE ECM SPEED LIMITER DEVICE SET TO MAXIMUM OF 55 60 MPH |
| <u>TRANSMISSION</u> | 5 SPEED DIRECT OR ALLISON 2500 PTS. MEETING VIRGINIA SPECIFICATIONS |
| <u>DRIVE SHAFT</u> | GUARDS ON ALL SHAFTS |
| <u>FUEL TANK</u> | 30 GALLON (See Item 16) |
| <u>AIR CLEANER</u> | DRY ELEMENT TYPE WITH RESTRICTION GAUGE |
| <u>OIL FILTER</u> | 1-QT. PER MANUFACTURER |
| <u>BATTERY</u> | 750CCA |
| <u>ALTERNATOR</u> | 130 160 AMP 4 GA. CHARGING AND GROUND CIRCUITS |
| <u>HORN</u> | PER FMVSS |
| <u>LIGHTS</u> | PER FMVSS AND DAYTIME RUNNING LIGHTS |
| <u>GAUGES</u> | SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP, VOLTMETER, & AIR PRESSURE |
| <u>COLOR</u> | FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - -BACK OF MIRRORS, NON GLOSS BLACK - -BALANCE YELLOW |

**MINIMUM SPECIFICATIONS FOR 2008 SCHOOL BUS CHASSIS TO MEET
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

**TYPE "C" 65 PASSENGER CONVENTIONAL
HYDRAULIC BRAKE**

| | |
|----------------------------|--|
| <u>GVWR</u> | 27,500 |
| <u>WHEELS</u> | 10-STUD DISC – 22.5" X 7.5" |
| <u>TIRES</u> | 10R22.5 – 12 PLY |
| <u>FRAME</u> | ONE PIECE SIDE MEMBER – FRONT TOW HOOKS |
| <u>STEERING</u> | POWER – MEETING VIRGINIA SPECIFICATIONS |
| <u>FRONT BUMPER</u> | 3/16" STEEL |
| <u>FRONT AXLE</u> | 10,000 LB. |
| <u>REAR AXLE</u> | 17,500LB. |
| <u>BRAKES</u> | HYDRAULIC DISC W/ABS |
| <u>SUSPENSION</u> | FRT. SPRINGS 5,000 LB. EA. @ GRD. REAR SPRINGS 8,750LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS |
| <u>ENGINE</u> | 175 H.P. ELECTRONIC HAND THROTTLE ECM SPEED LIMITER DEVICE SET TO MAXIMUM OF 55 60 MPH |
| <u>TRANSMISSION</u> | ALLISON 2200 PTS. MEETING VIRGINIA SPECIFICATIONS |
| <u>DRIVE SHAFT</u> | GUARDS ON ALL SHAFTS |
| <u>FUEL TANK</u> | 30 GALLON (See Item 16) |
| <u>AIR CLEANER</u> | DRY ELEMENT TYPE WITH RESTRICTION GAUGE |
| <u>OIL FILTER</u> | 1-QT. PER MANUFACTURER |
| <u>BATTERY</u> | 750CCA |
| <u>ALTERNATOR</u> | 130 160 AMP 4 GA. CHARGING AND GROUND CIRCUITS |
| <u>HORN</u> | PER FMVSS |
| <u>LIGHTS</u> | PER FMVSS AND DAYTIME RUNNING LIGHTS |
| <u>GAUGES</u> | SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP. & VOLTMETER |
| <u>COLOR</u> | FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - -BACK OF MIRRORS, NON GLOSS BLACK - -BALANCE YELLOW |

**MINIMUM SPECIFICATIONS FOR 2008 SCHOOL BUS CHASSIS TO MEET
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

TYPE "D" 65 PASSENGER ENGINE FRONT

| | |
|----------------------------|--|
| <u>GVWR</u> | 29,000 |
| <u>WHEELS</u> | 10-STUD DISC – 22.5" X 7.5" |
| <u>TIRES</u> | 11R22.5 – 14 PLY |
| <u>FRAME</u> | ONE PIECE SIDE MEMBER – FRONT TOW HOOKS |
| <u>STEERING</u> | POWER – MEETING VIRGINIA SPECIFICATIONS |
| <u>FRONT BUMPER</u> | 3/16" STEEL |
| <u>FRONT AXLE</u> | 12,000 LB. |
| <u>REAR AXLE</u> | 17,000 LB. |
| <u>BRAKES</u> | FULL AIR– 13.2 CF COMP– 16.5" X 5" FRT– 16.5" X 7" REAR–AIR DRYER |
| <u>SUSPENSION</u> | FRT. SPRINGS 6,000 LB. EA. @ GRD. REAR SPRINGS 8,500 LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS |
| <u>ENGINE</u> | 190 H.P. ELECTRONIC HAND THROTTLE ECM SPEED LIMITER DEVICE SET TO MAXIMUM OF 55 60 MPH |
| <u>TRANSMISSION</u> | ALLISON 2500 PTS. MEETING VIRGINIA SPECIFICATIONS |
| <u>DRIVE SHAFT</u> | GUARDS ON ALL SHAFTS |
| <u>FUEL TANK</u> | 30 GALLON (See Item 16) |
| <u>AIR CLEANER</u> | DRY ELEMENT TYPE WITH RESTRICTION GAUGE |
| <u>OIL FILTER</u> | 1-QT. PER MANUFACTURER |
| <u>BATTERY</u> | 750CCA |
| <u>ALTERNATOR</u> | 130 160 AMP 4 GA. CHARGING AND GROUND CIRCUITS |
| <u>HORN</u> | PER FMVSS |
| <u>LIGHTS</u> | PER FMVSS AND DAYTIME RUNNING LIGHTS |
| <u>GAUGES</u> | SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP, VOLTMETER, & AIR PRESSURE |
| <u>COLOR</u> | FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - -BACK OF MIRRORS, NON GLOSS BLACK - -BALANCE YELLOW |

**MINIMUM SPECIFICATIONS FOR 2008 SCHOOL BUS CHASSIS TO MEET
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

TYPE "D" 66 PASSENGER ENGINE REAR

| | |
|----------------------------|--|
| <u>GVWR</u> | 29,800 |
| <u>WHEELS</u> | 10-STUD DISC – 22.5" X 7.5" |
| <u>TIRES</u> | 11R22.5 – 14 PLY |
| <u>FRAME</u> | ONE PIECE SIDE MEMBER – FRONT TOW HOOKS |
| <u>STEERING</u> | POWER – MEETING VIRGINIA SPECIFICATIONS |
| <u>FRONT BUMPER</u> | 3/16" STEEL |
| <u>FRONT AXLE</u> | 10,800 LB. |
| <u>REAR AXLE</u> | 19,000 LB. |
| <u>BRAKES</u> | FULL AIR– 13.2 CF COMP– 16.5" X 5" FRT– 16.5" X 7" REAR–AIR DRYER |
| <u>SUSPENSION</u> | FRT. SPRINGS 5,400 LB. EA. @ GRD. REAR SPRINGS 9,500 LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS |
| <u>ENGINE</u> | 190 H.P. ELECTRONIC HAND-THROTTLE ECM SPEED LIMITER DEVICE SET TO MAXIMUM OF 55 60 MPH |
| <u>TRANSMISSION</u> | ALLISON 2500 PTS. MEETING VIRGINIA SPECIFICATIONS |
| <u>DRIVE SHAFT</u> | GUARDS ON ALL SHAFTS |
| <u>FUEL TANK</u> | 30 GALLON (See Item 16) |
| <u>AIR CLEANER</u> | DRY ELEMENT TYPE WITH RESTRICTION GAUGE |
| <u>OIL FILTER</u> | 1-QT. PER MANUFACTURER |
| <u>BATTERY</u> | 750CCA |
| <u>ALTERNATOR</u> | 130 160 AMP 4 GA. CHARGING AND GROUND CIRCUITS |
| <u>HORN</u> | PER FMVSS |
| <u>LIGHTS</u> | PER FMVSS AND DAYTIME RUNNING LIGHTS |
| <u>GAUGES</u> | SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP, VOLTMETER, & AIR PRESSURE |
| <u>COLOR</u> | FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - -BACK OF MIRRORS, NON GLOSS BLACK - -BALANCE YELLOW |

**MINIMUM SPECIFICATIONS FOR 2008 SCHOOL BUS CHASSIS TO MEET
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

TYPE "D" 71 PASSENGER ENGINE FRONT

| | |
|----------------------------|--|
| <u>GVWR</u> | 29,000 |
| <u>WHEELS</u> | 10-STUD DISC – 22.5" X 7.5" |
| <u>TIRES</u> | 11R22.5 – 14 PLY |
| <u>FRAME</u> | ONE PIECE SIDE MEMBER – FRONT TOW HOOKS |
| <u>STEERING</u> | POWER – MEETING VIRGINIA SPECIFICATIONS |
| <u>FRONT BUMPER</u> | 3/16" STEEL |
| <u>FRONT AXLE</u> | 12,000 LB. |
| <u>REAR AXLE</u> | 17,000 LB. |
| <u>BRAKES</u> | FULL AIR– 13.2 CF COMP– 16.5" X 5" FRT– 16.5" X 7" REAR–AIR DRYER |
| <u>SUSPENSION</u> | FRT. SPRINGS 6,000 LB. EA. @ GRD. REAR SPRINGS 8,500 LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS |
| <u>ENGINE</u> | 190 H.P. ELECTRONIC HAND-THROTTLE ECM SPEED LIMITER DEVICE SET TO MAXIMUM OF 55 60 MPH |
| <u>TRANSMISSION</u> | ALLISON 2500 PTS. MEETING VIRGINIA SPECIFICATIONS |
| <u>DRIVE SHAFT</u> | GUARDS ON ALL SHAFTS |
| <u>FUEL TANK</u> | 30 GALLON (See Item 16) |
| <u>AIR CLEANER</u> | DRY ELEMENT TYPE WITH RESTRICTION GAUGE |
| <u>OIL FILTER</u> | 1-QT. PER MANUFACTURER |
| <u>BATTERY</u> | 750CCA |
| <u>ALTERNATOR</u> | 130 160 AMP 4 GA. CHARGING AND GROUND CIRCUITS |
| <u>HORN</u> | PER FMVSS |
| <u>LIGHTS</u> | PER FMVSS AND DAYTIME RUNNING LIGHTS |
| <u>GAUGES</u> | SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP, VOLTMETER, & AIR PRESSURE |
| <u>COLOR</u> | FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - -BACK OF MIRRORS, NON GLOSS BLACK -BALANCE YELLOW |

**MINIMUM SPECIFICATIONS FOR 2008 SCHOOL BUS CHASSIS TO MEET
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

TYPE "C" 71 PASSENGER CONVENTIONAL

| | |
|----------------------------|---|
| <u>GVWR</u> | 29,000 |
| <u>WHEELS</u> | 10-STUD DISC – 22.5" X 7.5" |
| <u>TIRES</u> | 10R22.5 – 12 PLY |
| <u>FRAME</u> | ONE PIECE SIDE MEMBER – FRONT TOW HOOKS |
| <u>STEERING</u> | POWER – MEETING VIRGINIA SPECIFICATIONS |
| <u>FRONT BUMPER</u> | 3/16" STEEL |
| <u>FRONT AXLE</u> | 10,000 LB. |
| <u>REAR AXLE</u> | 19,000LB. |
| <u>BRAKES</u> | FULL AIR – 13.2 CF COMPRESSOR –AIR DRYER |
| <u>SUSPENSION</u> | FRT. SPRINGS 5,000 LB. EA. @ GRD. REAR SPRINGS 9,500LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS |
| <u>ENGINE</u> | 190 H.P. ELECTRONIC HAND THROTTLE ECM SPEED LIMITER DEVICE SET TO MAXIMUM OF 55 60 MPH |
| <u>TRANSMISSION</u> | ALLISON 2500 PTS. MEETING VIRGINIA SPECIFICATIONS |
| <u>DRIVE SHAFT</u> | GUARDS ON ALL SHAFTS |
| <u>FUEL TANK</u> | 30 GALLON (See Item 16) |
| <u>AIR CLEANER</u> | DRY ELEMENT TYPE WITH RESTRICTION GAUGE |
| <u>OIL FILTER</u> | 1-QT. PER MANUFACTURER |
| <u>BATTERY</u> | 750CCA |
| <u>ALTERNATOR</u> | 130 160 AMP 4 GA. CHARGING AND GROUND CIRCUITS |
| <u>HORN</u> | PER FMVSS |
| <u>LIGHTS</u> | PER FMVSS AND DAYTIME RUNNING LIGHTS |
| <u>GAUGES</u> | SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP, VOLTMETER , & AIR PRESSURE |
| <u>COLOR</u> | FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - -BACK OF MIRRORS, NON GLOSS BLACK - -BALANCE YELLOW |

**MINIMUM SPECIFICATIONS FOR 2008 SCHOOL BUS CHASSIS TO MEET
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

TYPE "D" 72 PASSENGER ENGINE REAR

| | |
|----------------------------|---|
| <u>GVWR</u> | 29,800 |
| <u>WHEELS</u> | 10-STUD DISC – 22.5" X 7.5" |
| <u>TIRES</u> | 11R22.5 – 14 PLY |
| <u>FRAME</u> | ONE PIECE SIDE MEMBER – FRONT TOW HOOKS |
| <u>STEERING</u> | POWER – MEETING VIRGINIA SPECIFICATIONS |
| <u>FRONT BUMPER</u> | 3/16" STEEL |
| <u>FRONT AXLE</u> | 10,800 LB. |
| <u>REAR AXLE</u> | 19,000 LB. |
| <u>BRAKES</u> | FULL AIR– 13.2 CF COMP– 16.5" X 5" FRT– 16.5" X 7" REAR–AIR DRYER |
| <u>SUSPENSION</u> | FRT. SPRINGS 5,400 LB. EA. @ GRD. REAR SPRINGS 9,500 LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS |
| <u>ENGINE</u> | 190 H.P. ELECTRONIC HAND-THROTTLE ECM SPEED LIMITER DEVICE SET TO MAXIMUM OF 55 60 MPH |
| <u>TRANSMISSION</u> | ALLISON 2500 PTS. MEETING VIRGINIA SPECIFICATIONS |
| <u>DRIVE SHAFT</u> | GUARDS ON ALL SHAFTS |
| <u>FUEL TANK</u> | 30 GALLON (see Item 16) |
| <u>AIR CLEANER</u> | DRY ELEMENT TYPE WITH RESTRICTION GAUGE |
| <u>OIL FILTER</u> | 1-QT. PER MANUFACTURER |
| <u>BATTERY</u> | 750CCA |
| <u>ALTERNATOR</u> | 130-160 AMP 4 GA. CHARGING AND GROUND CIRCUITS |
| <u>HORN</u> | PER FMVSS |
| <u>LIGHTS</u> | PER FMVSS AND DAYTIME RUNNING LIGHTS |
| <u>GAUGES</u> | SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP, VOLTMETER, & AIR PRESSURE |
| <u>COLOR</u> | FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - -BACK OF MIRRORS, NON GLOSS BLACK -BALANCE YELLOW |

**MINIMUM SPECIFICATIONS FOR 2008 SCHOOL BUS CHASSIS TO MEET
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

TYPE "D" 77 PASSENGER ENGINE FRONT

| | |
|----------------------------|--|
| <u>GVWR</u> | 32,000 |
| <u>WHEELS</u> | 10-STUD DISC – 22.5" X 8.25" |
| <u>TIRES</u> | 11R22.5 – 14 PLY |
| <u>FRAME</u> | ONE PIECE SIDE MEMBER – FRONT TOW HOOKS |
| <u>STEERING</u> | POWER – MEETING VIRGINIA SPECIFICATIONS |
| <u>FRONT BUMPER</u> | 3/16" STEEL |
| <u>FRONT AXLE</u> | 13,000 LB. |
| <u>REAR AXLE</u> | 19,000LB. |
| <u>BRAKES</u> | FULL AIR– 13.2 CF COMP– 16.5" X 5" FRT– 16.5" X 7" REAR–AIR DRYER |
| <u>SUSPENSION</u> | FRT. SPRINGS 6,500 LB. EA. @ GRD. REAR SPRINGS 9,500 LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS |
| <u>ENGINE</u> | 210 H.P. ELECTRONIC HAND-THROTTLE ECM SPEED LIMITER DEVICE SET TO MAXIMUM OF 55 60 MPH |
| <u>TRANSMISSION</u> | ALLISON 2500 PTS. MEETING VIRGINIA SPECIFICATIONS |
| <u>DRIVE SHAFT</u> | GUARDS ON ALL SHAFTS |
| <u>FUEL TANK</u> | 30 GALLON (See Item 16) |
| <u>AIR CLEANER</u> | DRY ELEMENT TYPE WITH RESTRICTION GAUGE |
| <u>OIL FILTER</u> | 1-QT. PER MANUFACTURER |
| <u>BATTERY</u> | 750CCA |
| <u>ALTERNATOR</u> | 130 160 AMP 4 GA. CHARGING AND GROUND CIRCUITS |
| <u>HORN</u> | PER FMVSS |
| <u>LIGHTS</u> | PER FMVSS AND DAYTIME RUNNING LIGHTS |
| <u>GAUGES</u> | SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP, VOLTMETER, & AIR PRESSURE |
| <u>COLOR</u> | FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - -BACK OF MIRRORS, NON GLOSS BLACK -BALANCE YELLOW |

**MINIMUM SPECIFICATIONS FOR 2008 SCHOOL BUS CHASSIS TO MEET
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

TYPE "C" 77 PASSENGER CONVENTIONAL

| | |
|----------------------------|---|
| <u>GVWR</u> | 31,000 |
| <u>WHEELS</u> | 10-STUD DISC – 22.5" X 8.2.5" |
| <u>TIRES</u> | 11R22.5 – 14 PLY |
| <u>FRAME</u> | ONE PIECE SIDE MEMBER – FRONT TOW HOOKS |
| <u>STEERING</u> | POWER – MEETING VIRGINIA SPECIFICATIONS |
| <u>FRONT BUMPER</u> | 3/16" STEEL |
| <u>FRONT AXLE</u> | 10,000 LB. |
| <u>REAR AXLE</u> | 21,000LB. |
| <u>BRAKES</u> | FULL AIR – 13.2 CF COMPRESSOR –AIR DRYER |
| <u>SUSPENSION</u> | FRT. SPRINGS 5,000 LB. EA. @ GRD. REAR SPRINGS 10,500LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS |
| <u>ENGINE</u> | 210 H.P. ELECTRONIC HAND THROTTLE ECM SPEED LIMITER DEVICE SET TO MAXIMUM OF 55 60 MPH |
| <u>TRANSMISSION</u> | ALLISON 2500 PTS. MEETING VIRGINIA SPECIFICATIONS |
| <u>DRIVE SHAFT</u> | GUARDS ON ALL SHAFTS |
| <u>FUEL TANK</u> | 30 GALLON (See Item 16) |
| <u>AIR CLEANER</u> | DRY ELEMENT TYPE WITH RESTRICTION GAUGE |
| <u>OIL FILTER</u> | 1-QT. PER MANUFACTURER |
| <u>BATTERY</u> | 750CCA |
| <u>ALTERNATOR</u> | 130 160 AMP 4 GA. CHARGING AND GROUND CIRCUITS |
| <u>HORN</u> | PER FMVSS |
| <u>LIGHTS</u> | PER FMVSS AND DAYTIME RUNNING LIGHTS |
| <u>GAUGES</u> | SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP, VOLTMETER, & AIR PRESSURE |
| <u>COLOR</u> | FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - -BACK OF MIRRORS, NON GLOSS BLACK - -BALANCE YELLOW |

**MINIMUM SPECIFICATIONS FOR 2008 SCHOOL BUS CHASSIS TO MEET
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

TYPE "D" 78 PASSENGER ENGINE REAR

| | |
|----------------------------|---|
| <u>GVWR</u> | 33,000 |
| <u>WHEELS</u> | 10-STUD DISC – 22.5" X 7.5" |
| <u>TIRES</u> | 11R22.5 – 14 PLY |
| <u>FRAME</u> | ONE PIECE SIDE MEMBER – FRONT TOW HOOKS |
| <u>STEERING</u> | POWER – MEETING VIRGINIA SPECIFICATIONS |
| <u>FRONT BUMPER</u> | 3/16" STEEL |
| <u>FRONT AXLE</u> | 12,000 LB. |
| <u>REAR AXLE</u> | 21,000 LB. |
| <u>BRAKES</u> | FULL AIR– 13.2 CF COMP– 16.5" X 5" FRT– 16.5" X 7" REAR–AIR DRYER |
| <u>SUSPENSION</u> | FRT. SPRINGS 6,000 LB. EA. @ GRD. REAR SPRINGS 10,500 LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS |
| <u>ENGINE</u> | 210 H.P. ELECTRONIC HAND THROTTLE ECM SPEED LIMITER DEVICE SET TO MAXIMUM OF 55 60 MPH |
| <u>TRANSMISSION</u> | ALLISON 3000 PTS. MEETING VIRGINIA SPECIFICATIONS |
| <u>DRIVE SHAFT</u> | GUARDS ON ALL SHAFTS |
| <u>FUEL TANK</u> | 30 GALLON (See Item 16) |
| <u>AIR CLEANER</u> | DRY ELEMENT TYPE WITH RESTRICTION GAUGE |
| <u>OIL FILTER</u> | 1-QT. PER MANUFACTURER |
| <u>BATTERY</u> | 750CCA |
| <u>ALTERNATOR</u> | 130 160 AMP 4 GA. CHARGING AND GROUND CIRCUITS |
| <u>HORN</u> | PER FMVSS |
| <u>LIGHTS</u> | PER FMVSS AND DAYTIME RUNNING LIGHTS |
| <u>GAUGES</u> | SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP, VOLTMETER & AIR PRESSURE |
| <u>COLOR</u> | FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - -BACK OF MIRRORS, NON GLOSS BLACK -BALANCE YELLOW |

**MINIMUM SPECIFICATIONS FOR 2008 SCHOOL BUS CHASSIS TO MEET
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

TYPE "D" 83 PASSENGER ENGINE FRONT

| | |
|----------------------------|--|
| <u>GVWR</u> | 32,000 |
| <u>WHEELS</u> | 10-STUD DISC – 22.5" X 8.25" |
| <u>TIRES</u> | 11R22.5 – 14 PLY |
| <u>FRAME</u> | ONE PIECE SIDE MEMBER – FRONT TOW HOOKS |
| <u>STEERING</u> | POWER – MEETING VIRGINIA SPECIFICATIONS |
| <u>FRONT BUMPER</u> | 3/16" STEEL |
| <u>FRONT AXLE</u> | 13,000 LB. |
| <u>REAR AXLE</u> | 19,000LB. |
| <u>BRAKES</u> | FULL AIR– 13.2 CF COMP– 16.5" X 5" FRT– 16.5" X 7" REAR–AIR DRYER |
| <u>SUSPENSION</u> | FRT. SPRINGS 6,500 LB. EA. @ GRD. REAR SPRINGS 9,500 LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS |
| <u>ENGINE</u> | 210 H.P. ELECTRONIC HAND THROTTLE ECM SPEED LIMITER DEVICE SET TO MAXIMUM OF 55 60 MPH |
| <u>TRANSMISSION</u> | ALLISON 3000 PTS. MEETING VIRGINIA SPECIFICATIONS |
| <u>DRIVE SHAFT</u> | GUARDS ON ALL SHAFTS |
| <u>FUEL TANK</u> | 30 GALLON (See Item 16) |
| <u>AIR CLEANER</u> | DRY ELEMENT TYPE WITH RESTRICTION GAUGE |
| <u>OIL FILTER</u> | 1-QT. PER MANUFACTURER |
| <u>BATTERY</u> | 750CCA |
| <u>ALTERNATOR</u> | 130 160 AMP 4 GA. CHARGING AND GROUND CIRCUITS |
| <u>HORN</u> | PER FMVSS |
| <u>LIGHTS</u> | PER FMVSS AND DAYTIME RUNNING LIGHTS |
| <u>GAUGES</u> | SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP, VOLTMETER, & AIR PRESSURE |
| <u>COLOR</u> | FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - -BACK OF MIRRORS, NON GLOSS BLACK -BALANCE YELLOW |

**MINIMUM SPECIFICATIONS FOR 2008 SCHOOL BUS CHASSIS TO MEET
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

TYPE "D" 84 PASSENGER ENGINE REAR

| | |
|----------------------------|--|
| <u>GVWR</u> | 33,000 |
| <u>WHEELS</u> | 10-STUD DISC – 22.5" X 8.25" |
| <u>TIRES</u> | 11R22.5 – 14 PLY |
| <u>FRAME</u> | ONE PIECE SIDE MEMBER – FRONT TOW HOOKS |
| <u>STEERING</u> | POWER – MEETING VIRGINIA SPECIFICATIONS |
| <u>FRONT BUMPER</u> | 3/16" STEEL |
| <u>FRONT AXLE</u> | 12,000 LB. |
| <u>REAR AXLE</u> | 21,000 LB. |
| <u>BRAKES</u> | FULL AIR– 13.2 CF COMP– 16.5" X 5" FRT– 16.5" X 7" REAR–AIR DRYER |
| <u>SUSPENSION</u> | FRT. SPRINGS 6,000 LB. EA. @ GRD. REAR SPRINGS 10,500 LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS |
| <u>ENGINE</u> | 210 H.P. ELECTRONIC HAND-THROTTLE ECM SPEED LIMITER DEVICE SET TO MAXIMUM OF 55- 60MPH |
| <u>TRANSMISSION</u> | ALLISON 3000 PTS. MEETING VIRGINIA SPECIFICATIONS |
| <u>DRIVE SHAFT</u> | GUARDS ON ALL SHAFTS |
| <u>FUEL TANK</u> | 30 GALLON (See Item 16) |
| <u>AIR CLEANER</u> | DRY ELEMENT TYPE WITH RESTRICTION GAUGE |
| <u>OIL FILTER</u> | 1-QT. PER MANUFACTURER |
| <u>BATTERY</u> | 750CCA |
| <u>ALTERNATOR</u> | 130 160 AMP 4 GA. CHARGING AND GROUND CIRCUITS |
| <u>HORN</u> | PER FMVSS |
| <u>LIGHTS</u> | PER FMVSS AND DAYTIME RUNNING LIGHTS |
| <u>GAUGES</u> | SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP, VOLTMETER, & AIR PRESSURE |
| <u>COLOR</u> | FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - -BACK OF MIRRORS, NON GLOSS BLACK -BALANCE YELLOW |

Board of Education Agenda Item

Item: L

Date: July 25, 2007

Topic: First Review of the Direct Aid to Public Education Budget for the 2008-2010 Biennium

Presenter: Mr. Kent C. Dickey, Assistant Superintendent for Finance

Telephone Number: 225-2025

E-Mail Address: kent.dickey@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:

The Direct Aid to Public Education budget for the 2008-2010 biennium is being presented to the Board of Education for first review. In 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.

Summary of Major Elements:

The cost projections presented in this item represent changes in funding based on standard technical revisions made to Direct Aid accounts for each year of the 2008-2010 biennium. 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 budget figures presented in this item represent the state cost of continuing the current Direct Aid programs in the 2008-2010 biennium with the required revisions and updates to input data using the approved funding methodologies. Attachment A summarizes the Direct Aid funding

process. Attachment B shows the major input data used in re-benchmarking Direct Aid costs for the 2008-2010 biennium.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board waive first review and adopt this proposed budget that continues current Direct Aid programs in the 2008-2010 biennium re-benchmarked for standard technical revisions without proposed changes in funding policy. It is further recommended that staff be directed to update and revise costs as additional technical revisions are completed consistent with the current funding methodology and policy adopted by the Board.

Impact on Resources:

The 2008-2010 Direct Aid budget approved by the Board will be sent to the Governor for action and ultimately for inclusion in his budget for the 2008-2010 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 current proposed changes resulting from re-benchmarking the Direct Aid accounts would increase state costs for public education by approximately \$1.1 billion in the 2008-2010 biennium, compared to the fiscal year 2008 base Direct Aid cost (see Attachment C).

Timetable for Further Review/Action:

None.

An Overview of Direct Aid to Public Education Funding and the Rebenchmarking Process for the 2008-2010 Budget

I. Rebenchmarking Process for the 2008-2010 Biennial Budget

- The Direct Aid to Public Education budget is used to distribute state and federal funding to school divisions to support the local operation of public education programs. Rebenchmarking is the technical process of updating the state cost of the Direct Aid budget for the next biennium to recognize changes in cost that have occurred over the preceding biennium. This process occurs each odd-numbered year. The 2008-2010 rebenchmarking involves updating the state cost of the Direct Aid budget in fiscal years 2009 and 2010. Fiscal year 2008 serves as the base year to determine the incremental state cost to be funded in the 2008-2010 biennium.
- All of the Direct Aid accounts have been updated for the following data inputs that impact funding levels. These data inputs include:
 - Funded salary amounts
 - Average daily membership projections
 - Fall membership
 - Base-year expenditure data from the Annual School Report
 - Vocational education student and program counts
 - Special education child counts
 - SOL test score data and free lunch eligibility for remedial education
 - Updates to division superintendent, school board, nurse, and pupil transportation costs
 - Enrollment projections for remedial summer school and ESL programs
 - Prevailing textbook costs
 - Prevailing health care costs
 - Inflation factors
- The following data inputs will need to be updated for 2008-2010; however, data needed to make the appropriate revisions are not available at this time (available by Fall 2007):
 - Revised composite index for the 2008-2010 biennium
 - Lottery and sales tax projections
 - Revised fringe benefit rates from VRS
 - Triennial census information (next collection Summer 2008)
 - Final enrollment projections
 - Head Start enrollment (for VPI formula)
- All of these updates are technical in nature and they do not involve changes in policy or funding methodology, other than those already approved and directed by General Assembly action.
- Attachments B and C contain specific information related to the rebenchmarking updates made to Direct Aid accounts.

II. Standards of Quality Accounts

- The Standards of Quality determine the majority of state Direct Aid funding. Total state Direct Aid funding (all accounts) will be approximately \$6.5 billion in FY 2009 and FY 2010. SOQ accounts represent approximately 90 percent of total state funding for public education annually.
- The Constitution of Virginia establishes the SOQ. The specific requirements of the SOQ are prescribed in statute. Funding for the SOQ is determined primarily by the instructional staffing ratios established in the SOQ as well as recognized support costs that are funded on a standard and prevailing cost basis.
- The Constitution states that the Board of Education shall prescribe the standards, "subject to revision only by the General Assembly."
- There are seven key components of the SOQ funding formula:
 1. Number of students
 2. Staffing ratios for teachers and other funded positions
 3. Salaries of teachers and other funded positions
 4. Fringe benefit rates
 5. Standard and prevailing support costs
 6. Inflation factors
 7. Prevailing federal revenues related to support costs
- The SOQ budget includes funding for all of the programs required by the SOQ. **Attachment F** illustrates the SOQ funding process.
- Localities must provide a local match for SOQ programs based on their individual composite index of local ability-to-pay. **Attachment G** illustrates the formula for the composite index of local ability-to-pay.
- SOQ accounts include:
 - Basic Aid
 - English as a Second Language
 - Gifted Education
 - Prevention, Intervention and Remediation
 - Remedial Summer School
 - Special Education
 - Textbooks
 - Vocational Education
 - Fringe Benefits (Instructional Positions)
 - Sales Tax
- The SOQ accounts that provide funding for instructional services represent the instructional costs for those programs based on the required number of instructional positions and the salaries that are funded.

- Basic Aid also includes the support costs for expenses such as pupil transportation, operations and maintenance, and administration; these costs are funded on a statewide prevailing cost basis.
- Once a total cost is determined for each account, the cost is then converted to a per pupil amount. The per pupil amounts are then multiplied by the average daily membership (ADM) for each school division. From this, the total cost for each SOQ account is determined.
- For Basic Aid, the total cost is first reduced by the amount of sales tax that will be distributed to each school division. **Attachment H** illustrates the effect of sales tax distribution on Basic Aid funding.
- The remaining amount for Basic Aid and the total amount for the other SOQ accounts are then split into state and local shares based on each locality's composite index of local ability-to-pay.
- Approximately 79 percent of SOQ funding is for salaries and benefits of public school employees. The funded salaries for SOQ instructional positions for the 2008-2010 biennium are shown in **Attachment E**.

III. Incentive, Categorical, School Facilities, Supplemental Education Accounts

- Incentive, categorical, school facilities, and supplemental education funding makes up the balance of state spending for Direct Aid.
- Incentive programs represent approximately \$372.3 million in FY 2009 and \$379.5 million in FY 2010; this represents approximately six percent of total state funding for Direct Aid.
- Incentive programs provide additional education funding that goes beyond the levels required to meet the Standards of Quality.
- Incentive programs are voluntary programs, but in order to receive the state funds, school divisions must agree to meet additional requirements, such as:
 - Certifying they will offer the specific program
 - Meeting the requirements established for the program
 - Certifying they will fund the required local match
- Many of the funding formulas for these programs use a poverty adjustment that is based on free lunch eligibility rates as a proxy for students at-risk.
- Incentive programs include:
 - Alternative Education
 - At-Risk
 - Virginia Preschool Initiative
 - Compensation Supplement

- Early Reading Intervention
 - Enrollment Loss
 - Governor's School
 - ISAEP
 - Clinical Faculty / Mentor Teacher Program
 - K-3 Class Size Reduction
 - School Breakfast
 - SOL Algebra Readiness
 - Special Education – Inservice
 - Special Education – Regional Tuition
 - Special Education – Vocational Education
 - Education for a Lifetime
 - Project Graduation
 - Supplemental Basic Aid
- Categorical programs represent approximately \$79.5 million in FY 2009 and \$85.0 million in FY 2010; this represents approximately one percent of total state funding for Direct Aid.
 - Categorical funding provides for additional education programs that go beyond the Standards of Quality.
 - State or federal statutes or federal regulation mandates much of this funding. These programs are usually targeted to the particular needs of specific populations.
 - Categorical programs include:
 - Adult Education
 - Adult Literacy
 - Electronic Classroom
 - Foster Care
 - Indian Children
 - School Lunch
 - Special Education - Homebound
 - Special Education – State Operated Programs
 - Special Education - Jails
 - Vocational Education - Categorical
 - School Facilities programs represent approximately \$176.5 million annually; this represents approximately three percent of total state Direct Aid funding. The revenue estimates for Lottery for 2008-2010 will be available in Fall 2007; the amount for Lottery shown in **Attachment D** represents the current FY 2008 Lottery revenue estimate.
 - School Facilities programs include:
 - Lottery
 - School Construction Grants Program

- Supplemental Education programs represent approximately \$2.6 million annually. Supplemental education programs are not available to all school divisions statewide, and serve a unique purpose as stated in the appropriation act.

- Supplemental Education programs include:
 - Career and Technical Education Resource Center
 - Jobs for Virginia Graduates
 - Project Discovery
 - Small School Division Assistance
 - Southside Virginia Regional Technology Consortium
 - Southwest Education Consortium
 - Virginia Career Education Foundation
 - William King Regional Arts Center (Van Gogh Outreach Program)
 - Project WORD
 - Math Specialists

Virginia Department of Education
2008-2010 Direct Aid to Public Education Budget
Summary of Major Data Elements Used in 2008-2010 Rebenchmarking Calculations

| | FY 2008 | 2008-2010 |
|---|---|---|
| A. Student Enrollment Data | | |
| Fall Membership | 2004-2005 | 2006-2007 |
| Special Education Child Count | December 1, 2004 | December 1, 2006 |
| Vocational Education Child Count | 2004-2005 | 2006-2007 |
| SOQ Prevention, Intervention and Remediation (<i>SOL English & Math Test Scores</i>) | Three-year average (2002-03; 2003-04; 2004-05) | Three-year average (2003-04; 2004-05; 2005-06) |
| SOQ Prevention, Intervention and Remediation (<i>Free Lunch Eligibility Data</i>) | Three-year average (October 2002, October 2003, October 2004) | Three-year average (October 2004, October 2005, October 2006) |
| B. Expenditure Data (funded salaries and support costs) | 2003-2004 Annual School Report | 2005-2006 Annual School Report |
| C. Fringe Benefit Rates | | |
| Instructional VRS Retirement (Including Retiree Health Care Credit) | 11.46% | 11.46% - To be updated Fall 2007 |
| Non-instructional VRS Retirement | 7.48% | 7.48% - To be updated Fall 2007 |
| Social Security/Medicare | 7.65% | 7.65% |
| Group Life Insurance | 0.40% | 0.40% - To be updated Fall 2007 |
| Health Care Premium (<i>Funded per <u>position</u> amount with Inflation</i>) | \$4,274 | \$5,211 |
| D. Composite Index (<i>Base-Year Data</i>) | 2003 | 2005 (To be updated Fall 2007) |
| E. Funded Non-Personal Support Inflation Factors (<i>Unweighted average</i>) | 7.30% | 5.39% |
| F. Textbooks (<i>Funded Per Pupil Amount with Inflation</i>) | \$101.81 | \$119.39 |
| G. Average Daily Membership Projections (<i>Original</i>) | 1,199,701 (FY 2008) | 1,210,373 (FY 2009), 1,221,682 (FY 2010) |

Virginia Department of Education
 2008-2010 Direct Aid to Public Education Budget
Rebenchmarking Factors Affecting State Funds Required for the 2008-2010 Biennium
Incremental State Cost from Base-Year FY 2008 to FY 2009 and FY 2010

| Rebenchmarking Step | | FY 2008 to FY 2009 Increment | FY 2008 to FY 2010 Increment | Total 2008-2010 Increment |
|--|--|------------------------------------|------------------------------------|---------------------------------|
| 1. | Update Appropriation Amounts to Match DOE Calculations (Adjusts Basic Aid, VPI, and School Breakfast to remove any non-participation savings and correct other small variances between DOE calculations and appropriation amounts.) ¹ | \$12,522,520 | \$12,522,520 | \$25,045,039 |
| 2. | Reset Support Inflation Factors to 0% (This action better isolates the cost of updating base-year expenditures from FY 2004 to FY 2006 and the cost of updating inflation factors to 2008-2010 in Step 13.) | (\$99,961,278) | (\$98,217,783) | (\$198,179,061) |
| 3. | Remove Compensation Supplement (Funded salaries are updated through FY 08 in Step 9) | (\$191,803,845) | (\$193,547,340) | (\$385,351,185) |
| 4. | Update Fall Membership and Average Daily Membership Projections | \$28,530,670 | \$48,798,766 | \$77,329,436 |
| 5. | Update Special Ed Child Count to Dec. 1, 2006 | (\$7,211,570) | (\$6,999,793) | (\$14,211,363) |
| 6. | Update Career and Technical Education Child Count to School Year 2006-2007 | (\$96,772) | (\$71,223) | (\$167,995) |
| 7. | Update SOL Test Scores and Free Lunch Eligibility Data for SOQ Remediation | \$3,135,158 | \$3,257,803 | \$6,392,961 |
| 8. | Update SOQ Gifted, Support Technology and Instructional Technology Positions | \$1,204,111 | \$1,366,906 | \$2,571,017 |
| 9. | Update Funded Instructional Salaries | \$297,577,188 | \$299,577,098 | \$597,154,286 |
| 10. | Update Base-Year Expenditures from ASR Financial Data from FY2004 to FY 2006 | \$198,441,280 | \$197,722,064 | \$396,163,344 |
| 11. | Update Federal Revenue Deduct Per Pupil Amount | (\$12,983,329) | (\$12,995,311) | (\$25,978,640) |
| 12. | Update Pupil Transportation costs | \$31,334,499 | \$47,492,726 | \$78,827,225 |
| 13. | Update costs for Division Superintendents, School Boards, and School Nurses (w/o inflation) | \$11,273,638 | \$11,230,947 | \$22,504,585 |
| 14. | Update Health Care Premium (w/o inflation) | \$62,061,749 | \$62,465,787 | \$124,527,536 |
| 15. | Update Textbook Per Pupil Amount (w/o inflation) | \$12,479,318 | \$12,575,726 | \$25,055,044 |
| 16. | Update English as a Second Language Enrollment Forecast | \$4,613,158 | \$10,212,501 | \$14,825,659 |
| 17. | Update Inflation Factors | \$140,991,990 | \$142,010,577 | \$283,002,567 |
| 18. | Update Remedial Summer School Per Pupil Amount and Enrollment Projections | \$4,028,249 | \$5,447,149 | \$9,475,398 |
| 19. | Update Incentive Accounts | \$9,863,649 | \$17,804,054 | \$27,667,703 |
| 20. | Update Categorical Accounts | \$5,713,214 | \$12,096,735 | \$17,809,950 |
| 21. | Update K-3 Class Size Reduction Entitlements | \$9,062,708 | \$9,191,850 | \$18,254,558 |
| 22. | Remove One-Time FY 2008 Funding in Supplemental Education Accounts | (\$450,000) | (\$450,000) | (\$900,000) |
| SUBTOTAL - Rebenchmarking Increments + Updated FY 2008 Appropriations | | \$520,326,305 | \$581,491,759 | \$1,101,818,064 |

¹ This value is the additional appropriation that is needed to fully fund the Department of Education's calculated state cost. The majority of this requested additional appropriation is to fully fund the cost of the Virginia Preschool Initiative in FY 2009 and FY 2010. In FY 2008, the appropriated cost for the Virginia Preschool Initiative assumed a \$12.2 million cost savings for non-participation in the program. The values shown here represent the added cost of assuming full participation in the Virginia Preschool Initiative in FY 2009 and FY 2010. The remainder of the additional appropriations fully fund the FY 2008 base cost across other accounts.

Virginia Department of Education
2008-2010 Direct Aid to Public Education Budget

Rebenchmarking Updates to Direct Aid Accounts for 2008-2010

Includes updates for Funded Salaries, Average Daily Membership, Base-year Expenditure Data, Fall Membership, Vocational Education Student and Program Counts, Special Education Child Counts, Free Lunch Eligibility, Inflation, SOL Test Score Data, and Incentive and Categorical Account Information

| Service Area I | | | | | | | |
|--|------------------------------------|---------------------------------------|----------------------|------------------------------------|---------------------------------------|----------------------|--|
| SOQ Accounts | FY 2008 Base State Cost | FY 2009 Updated State Cost | Variance | FY 2008 Base State Cost | FY 2010 Updated State Cost | Variance | 2008-2010 Biennium Variance |
| Basic Aid | \$2,947,858,428 | \$3,487,654,801 | \$539,796,373 | \$2,947,858,428 | \$3,520,878,949 | \$573,020,521 | \$1,112,816,894 |
| Sales Tax | \$1,202,199,660 | \$1,202,199,660 | \$0 | \$1,202,199,660 | \$1,202,199,660 | \$0 | \$0 |
| Textbooks | \$67,589,092 | \$81,061,264 | \$13,472,172 | \$67,589,092 | \$81,687,480 | \$14,098,388 | \$27,570,560 |
| Vocational Education | \$60,918,007 | \$67,436,939 | \$6,518,932 | \$60,918,007 | \$67,839,010 | \$6,921,003 | \$13,439,935 |
| Gifted Education | \$27,870,812 | \$31,267,939 | \$3,397,127 | \$27,870,812 | \$31,525,208 | \$3,654,396 | \$7,051,523 |
| Special Education | \$339,871,667 | \$372,077,863 | \$32,206,196 | \$339,871,667 | \$374,447,597 | \$34,575,930 | \$66,782,126 |
| Prevention, Intervention and Remediation | \$61,462,566 | \$71,120,149 | \$9,657,583 | \$61,462,566 | \$71,237,221 | \$9,774,655 | \$19,432,238 |
| VRS Retirement | \$238,706,431 | \$266,935,206 | \$28,228,775 | \$238,706,431 | \$268,954,359 | \$30,247,928 | \$58,476,703 |
| Social Security | \$159,303,341 | \$178,144,587 | \$18,841,246 | \$159,303,341 | \$179,540,254 | \$20,236,913 | \$39,078,159 |
| Group Life | \$8,340,580 | \$9,410,461 | \$1,069,881 | \$8,340,580 | \$9,480,653 | \$1,140,073 | \$2,209,954 |
| English as a Second Language | \$36,452,224 | \$43,451,915 | \$6,999,691 | \$36,452,224 | \$49,076,029 | \$12,623,805 | \$19,623,496 |
| Remedial Summer School | \$25,172,218 | \$29,200,467 | \$4,028,249 | \$25,172,218 | \$30,619,367 | \$5,447,149 | \$9,475,398 |
| Group I SUB-TOTAL: | \$5,175,745,026 | \$5,839,961,251 | \$664,216,225 | \$5,175,745,026 | \$5,887,485,787 | \$711,740,761 | \$1,375,956,986 |
| Service Area II | | | | | | | |
| School Facilities | FY 2008 Base State Cost | FY 2009 Updated State Cost | Variance | FY 2008 Base State Cost | FY 2010 Updated State Cost | Variance | 2008-2010 Biennium Variance |
| Lottery | \$148,950,645 | \$148,950,645 | \$0 | \$148,950,645 | \$148,950,645 | \$0 | \$0 |
| School Construction Grants Program | \$27,500,001 | \$27,499,998 | (\$3) | \$27,500,001 | \$27,500,009 | \$8 | \$5 |
| Group II SUB-TOTAL: | \$176,450,646 | \$176,450,643 | (\$3) | \$176,450,646 | \$176,450,654 | \$8 | \$5 |

Virginia Department of Education
2008-2010 Direct Aid to Public Education Budget

Rebenchmarking Updates to Direct Aid Accounts for 2008-2010

Includes updates for Funded Salaries, Average Daily Membership, Base-year Expenditure Data, Fall Membership, Vocational Education Student and Program Counts, Special Education Child Counts, Free Lunch Eligibility, Inflation, SOL Test Score Data, and Incentive and Categorical Account Information

| Service Area III | | | | | | | |
|---|------------------------------------|---------------------------------------|------------------------|------------------------------------|---------------------------------------|------------------------|--|
| Incentive Accounts | FY 2008 Base State Cost | FY 2009 Updated State Cost | Variance | FY 2008 Base State Cost | FY 2010 Updated State Cost | Variance | 2008-2010 Biennium Variance |
| Alternative Education | \$6,766,309 | \$6,811,621 | \$45,312 | \$6,766,309 | \$6,811,920 | \$45,611 | \$90,923 |
| At-Risk | \$60,300,562 | \$67,550,987 | \$7,250,425 | \$60,300,562 | \$67,382,031 | \$7,081,469 | \$14,331,894 |
| Virginia Preschool Initiative | \$53,090,466 | \$71,071,768 | \$17,981,302 | \$53,090,466 | \$72,201,676 | \$19,111,210 | \$37,092,512 |
| Compensation Supplements | \$192,224,391 | \$0 | (\$192,224,391) | \$192,224,391 | \$0 | (\$192,224,391) | (\$384,448,782) |
| Early Reading Intervention | \$14,339,348 | \$16,116,003 | \$1,776,655 | \$14,339,348 | \$16,237,447 | \$1,898,099 | \$3,674,754 |
| Enrollment Loss | \$10,090,789 | \$11,274,918 | \$1,184,129 | \$10,090,789 | \$10,512,026 | \$421,237 | \$1,605,366 |
| Governor's Schools | \$12,282,713 | \$14,098,898 | \$1,816,185 | \$12,282,713 | \$14,638,492 | \$2,355,779 | \$4,171,964 |
| ISAEF | \$2,247,581 | \$2,247,581 | \$0 | \$2,247,581 | \$2,247,581 | \$0 | \$0 |
| Clinical Faculty / Mentor Teacher Program | \$1,475,000 | \$1,475,000 | \$0 | \$1,475,000 | \$1,475,000 | \$0 | \$0 |
| Education for a Lifetime | \$7,853,362 | \$7,853,362 | \$0 | \$7,853,362 | \$7,853,362 | \$0 | \$0 |
| K-3 Class Size Reduction | \$84,550,640 | \$93,613,348 | \$9,062,708 | \$84,550,640 | \$93,742,490 | \$9,191,850 | \$18,254,558 |
| Project Graduation | \$2,774,478 | \$2,774,478 | \$0 | \$2,774,478 | \$2,774,478 | \$0 | \$0 |
| School Breakfast Program | \$1,060,971 | \$1,691,507 | \$630,536 | \$1,060,971 | \$1,964,495 | \$903,524 | \$1,534,060 |
| SOL Algebra Readiness | \$8,230,832 | \$9,233,420 | \$1,002,588 | \$8,230,832 | \$9,254,326 | \$1,023,494 | \$2,026,082 |
| Special Education - Inservice | \$600,000 | \$600,000 | \$0 | \$600,000 | \$600,000 | \$0 | \$0 |
| Special Education - Regional Tuition | \$62,862,390 | \$65,109,836 | \$2,247,446 | \$62,862,390 | \$71,103,119 | \$8,240,729 | \$10,488,175 |
| Special Education - Voc Ed | \$200,089 | \$200,089 | \$0 | \$200,089 | \$200,089 | \$0 | \$0 |
| Supplemental Basic Aid | \$490,966 | \$564,939 | \$73,973 | \$490,966 | \$546,609 | \$55,643 | \$129,616 |
| SOL Web Based Technology Initiative <i>(dist. of NGF VPSA note proceeds)</i> | \$59,014,000 | \$59,352,000 | \$338,000 | \$59,014,000 | \$59,664,000 | \$650,000 | \$988,000 |
| Group III SUB-TOTAL: | \$521,440,887 | \$372,287,755 | (\$149,153,132) | \$521,440,887 | \$379,545,141 | (\$141,895,746) | (\$291,048,878) |

Virginia Department of Education
2008-2010 Direct Aid to Public Education Budget

Rebenchmarking Updates to Direct Aid Accounts for 2008-2010

Includes updates for Funded Salaries, Average Daily Membership, Base-year Expenditure Data, Fall Membership, Vocational Education Student and Program Counts, Special Education Child Counts, Free Lunch Eligibility, Inflation, SOL Test Score Data, and Incentive and Categorical Account Information

| Service Area IV | | | | | | | |
|---|------------------------------------|---------------------------------------|--------------------|------------------------------------|---------------------------------------|---------------------|--|
| Categorical Accounts | FY 2008 Base State Cost | FY 2009 Updated State Cost | Variance | FY 2008 Base State Cost | FY 2010 Updated State Cost | Variance | 2008-2010 Biennium Variance |
| Adult Education | \$1,051,800 | \$1,051,800 | \$0 | \$1,051,800 | \$1,051,800 | \$0 | \$0 |
| Adult Literacy | \$2,655,000 | \$2,655,000 | \$0 | \$2,655,000 | \$2,655,000 | \$0 | \$0 |
| Electronic Classroom | \$2,256,908 | \$2,256,908 | \$0 | \$2,256,908 | \$2,256,908 | \$0 | \$0 |
| Foster Care | \$12,197,112 | \$11,889,134 | (\$307,978) | \$12,197,112 | \$12,789,727 | \$592,615 | \$284,637 |
| Indian Children | \$53,805 | \$53,805 | \$0 | \$53,805 | \$53,805 | \$0 | \$0 |
| School Lunch | \$5,801,932 | \$5,801,932 | \$0 | \$5,801,932 | \$5,801,932 | \$0 | \$0 |
| Special Education - Homebound | \$5,700,053 | \$5,850,330 | \$150,277 | \$5,700,053 | \$6,401,124 | \$701,071 | \$851,349 |
| Special Education - Jails | \$2,954,553 | \$2,954,553 | \$0 | \$2,954,553 | \$2,954,553 | \$0 | \$0 |
| Special Education - State Operated Programs | \$30,962,505 | \$36,035,764 | \$5,073,259 | \$30,962,505 | \$40,103,874 | \$9,141,369 | \$14,214,628 |
| Vocational Education - Categorical | \$10,900,829 | \$10,900,829 | \$0 | \$10,900,829 | \$10,900,829 | \$0 | \$0 |
| Debt Service on VPSA Equipment Notes (NGF) | \$63,784,682 | \$64,582,338 | \$797,656 | \$63,784,682 | \$65,446,362 | \$1,661,680 | \$2,459,336 |
| Group IV SUB-TOTAL: | \$74,534,497 | \$79,450,055 | \$5,713,214 | \$74,534,497 | \$84,969,552 | \$12,096,735 | \$17,809,950 |
| Service Area V | | | | | | | |
| Supplemental Education | FY 2008 Base State Cost | FY 2009 Updated State Cost | Variance | FY 2008 Base State Cost | FY 2010 Updated State Cost | Variance | 2008-2010 Biennium Variance |
| Career and Technical Education Resource Center | \$400,000 | \$400,000 | \$0 | \$400,000 | \$400,000 | \$0 | \$0 |
| Jobs for Virginia Graduates | \$500,000 | \$500,000 | \$0 | \$500,000 | \$500,000 | \$0 | \$0 |
| Project Discovery | \$900,000 | \$900,000 | \$0 | \$900,000 | \$900,000 | \$0 | \$0 |
| Small School Division Assistance | \$200,000 | \$200,000 | \$0 | \$200,000 | \$200,000 | \$0 | \$0 |
| Southside Virginia Regional Technology Consortium | \$100,000 | \$100,000 | \$0 | \$100,000 | \$100,000 | \$0 | \$0 |
| Southwest Education Consortium | \$200,000 | \$200,000 | \$0 | \$200,000 | \$200,000 | \$0 | \$0 |
| VA Career Education Foundation | \$50,000 | \$50,000 | \$0 | \$50,000 | \$50,000 | \$0 | \$0 |
| Van Gogh Outreach Program | \$97,750 | \$97,750 | \$0 | \$97,750 | \$97,750 | \$0 | \$0 |
| Planning Grant for Regional CTE Program | \$200,000 | \$200,000 | \$0 | \$200,000 | \$200,000 | \$0 | \$0 |
| Project WORD in Norfolk | \$300,000 | \$0 | (\$300,000) | \$300,000 | \$0 | (\$300,000) | (\$600,000) |
| Math Specialists | \$150,000 | \$0 | (\$150,000) | \$150,000 | \$0 | (\$150,000) | (\$300,000) |
| Group V SUB-TOTAL: | \$3,097,750 | \$2,647,750 | (\$450,000) | \$3,097,750 | \$2,647,750 | (\$450,000) | (\$900,000) |

Virginia Department of Education
2008-2010 Direct Aid to Public Education Budget

Rebenchmarking Updates to Direct Aid Accounts for 2008-2010

Includes updates for Funded Salaries, Average Daily Membership, Base-year Expenditure Data, Fall Membership, Vocational Education Student and Program Counts, Special Education Child Counts, Free Lunch Eligibility, Inflation, SOL Test Score Data, and Incentive and Categorical Account Information

| TOTAL | | | | | | | |
|--|------------------------------------|---------------------------------------|----------------------|------------------------------------|---------------------------------------|----------------------|--|
| All Direct Aid Accounts | FY 2008 Base State Cost | FY 2009 Updated State Cost | Variance | FY 2008 Base State Cost | FY 2010 Updated State Cost | Variance | 2008-2010 Biennium Variance |
| Total - SOQ | \$5,175,745,026 | \$5,839,961,251 | \$664,216,225 | \$5,175,745,026 | \$5,887,485,787 | \$711,740,761 | \$1,375,956,986 |
| Total - School Facilities | \$176,450,646 | \$176,450,643 | (\$3) | \$176,450,646 | \$176,450,654 | \$8 | \$5 |
| Total - Incentive | \$521,440,887 | \$372,287,755 | (\$149,153,132) | \$521,440,887 | \$379,545,141 | (\$141,895,746) | (\$291,048,878) |
| Total - Categorical | \$74,534,497 | \$79,450,055 | \$5,713,214 | \$74,534,497 | \$84,969,552 | \$12,096,735 | \$17,809,950 |
| Total - Supplemental | \$3,097,750 | \$2,647,750 | (\$450,000) | \$3,097,750 | \$2,647,750 | (\$450,000) | (\$900,000) |
| TOTAL COST* <i>(Service Areas I, II, III, IV & V):</i> | \$5,951,268,806 | \$6,470,797,454 | \$520,326,304 | \$5,951,268,806 | \$6,531,098,884 | \$581,491,758 | \$1,101,818,063 |

Virginia Department of Education
2008-2010 Direct Aid to Public Education Budget

*Comparison of Prevailing and Funded Salaries for Standards of Quality (SOQ) Instructional Positions
2006-2008 and 2008-2010 Biennia*

| | 2006-2008 Prevailing Salary ¹ (FY 2004 Data) | 2008-2010 Prevailing Salary ² (FY 2006 Data) | Percent Increase | 2006-2008 Funded Salary ³ (Prevailing salary increased by 3.00%) | 2008-2010 Funded Salary ⁴ (Prevailing salary increased by 7.12%) | Percent Increase | 2006-2008 Funded Salary with COCA ⁵ (Includes cost of competing adjustment of 9.83%) | 2008-2010 Funded Salary with COCA ⁵ (Includes cost of competing adjustment of 9.83%) | Percent Increase |
|--------------------------------|--|--|-----------------------------|--|--|-----------------------------|--|--|-----------------------------|
| Elementary Teacher | \$38,525 | \$41,390 | 7.4% | \$39,681 | \$44,337 | 11.7% | \$43,582 | \$48,695 | 11.7% |
| Elementary Assistant Principal | \$54,201 | \$58,398 | 7.7% | \$55,827 | \$62,556 | 12.1% | \$61,315 | \$68,705 | 12.1% |
| Elementary Principal | \$66,817 | \$72,124 | 7.9% | \$68,822 | \$77,259 | 12.3% | \$75,587 | \$84,854 | 12.3% |
| Secondary Teacher | \$40,403 | \$43,158 | 6.8% | \$41,615 | \$46,230 | 11.1% | \$45,706 | \$50,774 | 11.1% |
| Secondary Assistant Principal | \$58,043 | \$62,460 | 7.6% | \$59,784 | \$66,907 | 11.9% | \$65,661 | \$73,484 | 11.9% |
| Secondary Principal | \$73,076 | \$78,721 | 7.7% | \$75,268 | \$84,326 | 12.0% | \$82,667 | \$92,615 | 12.0% |
| Instructional Aide | \$13,426 | \$14,820 | 10.4% | \$13,828 | \$15,875 | 14.8% | \$15,187 | \$17,436 | 14.8% |

¹ Linear weighted average salaries based on FY 2004 base-year data.

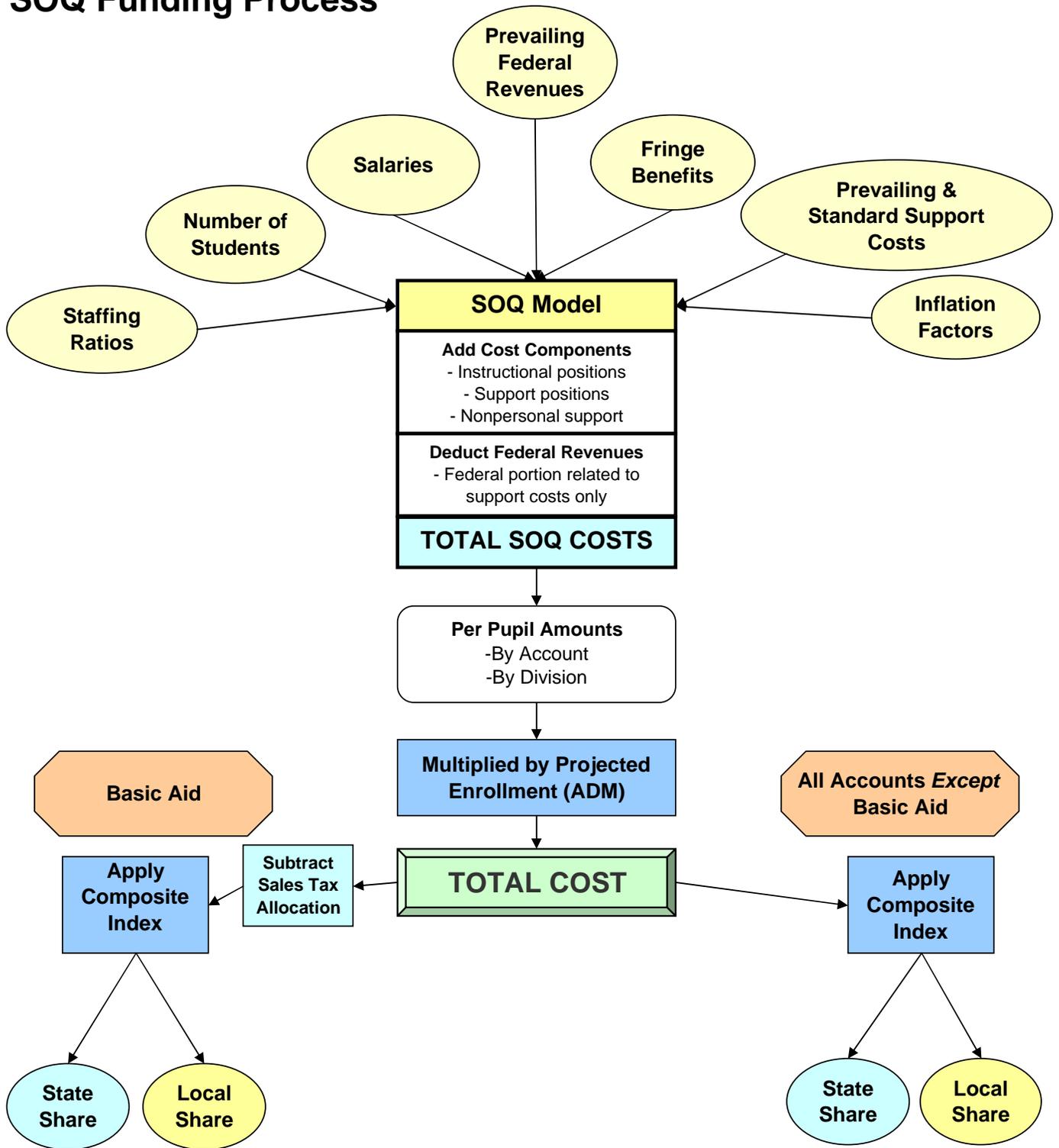
² Linear weighted average salaries based on FY 2006 base-year data.

³ The FY 2004 linear weighted average salaries adjusted for the compounded salary increases granted for SOQ positions in the 2004-2006 state budget (3.0%).

⁴ The FY 2006 linear weighted average salaries adjusted for the compounded salary increases granted for SOQ positions in the 2006-2008 state budget (FY 2007 4.0% * FY 2008 3.0% = **7.12%**).

⁵ School divisions within Planning District Eight receive the **full** instructional cost of competing adjustment (COCA): Arlington County, Fairfax County, Loudoun County, Prince William County, Alexandria City, Fairfax City, Falls Church City, Manassas City and Manassas Park City. The following divisions receive the cost of competing adjustment at **25% of the full instructional COCA rate** as funded in Chapter 847, 2007 Appropriation Act: Clarke, Culpeper, Fauquier, Frederick, Spotsylvania, Stafford, Warren, City of Fredericksburg and the City of Winchester.

SOQ Funding Process



Composite Index of Local Ability-to-Pay Formula

ADM Component =

$$.5 \left[\frac{\text{Local True Value of Property}}{\text{Local ADM}} \right] + .4 \left[\frac{\text{Local Adjusted Gross Income}}{\text{Local ADM}} \right] + .1 \left[\frac{\text{Local Taxable Retail Sales}}{\text{Local ADM}} \right]$$

$$\frac{\text{State True Value of Property}}{\text{State ADM}} \quad \frac{\text{State Adjusted Gross Income}}{\text{State ADM}} \quad \frac{\text{State Taxable Retail Sales}}{\text{State ADM}}$$

Population Component =

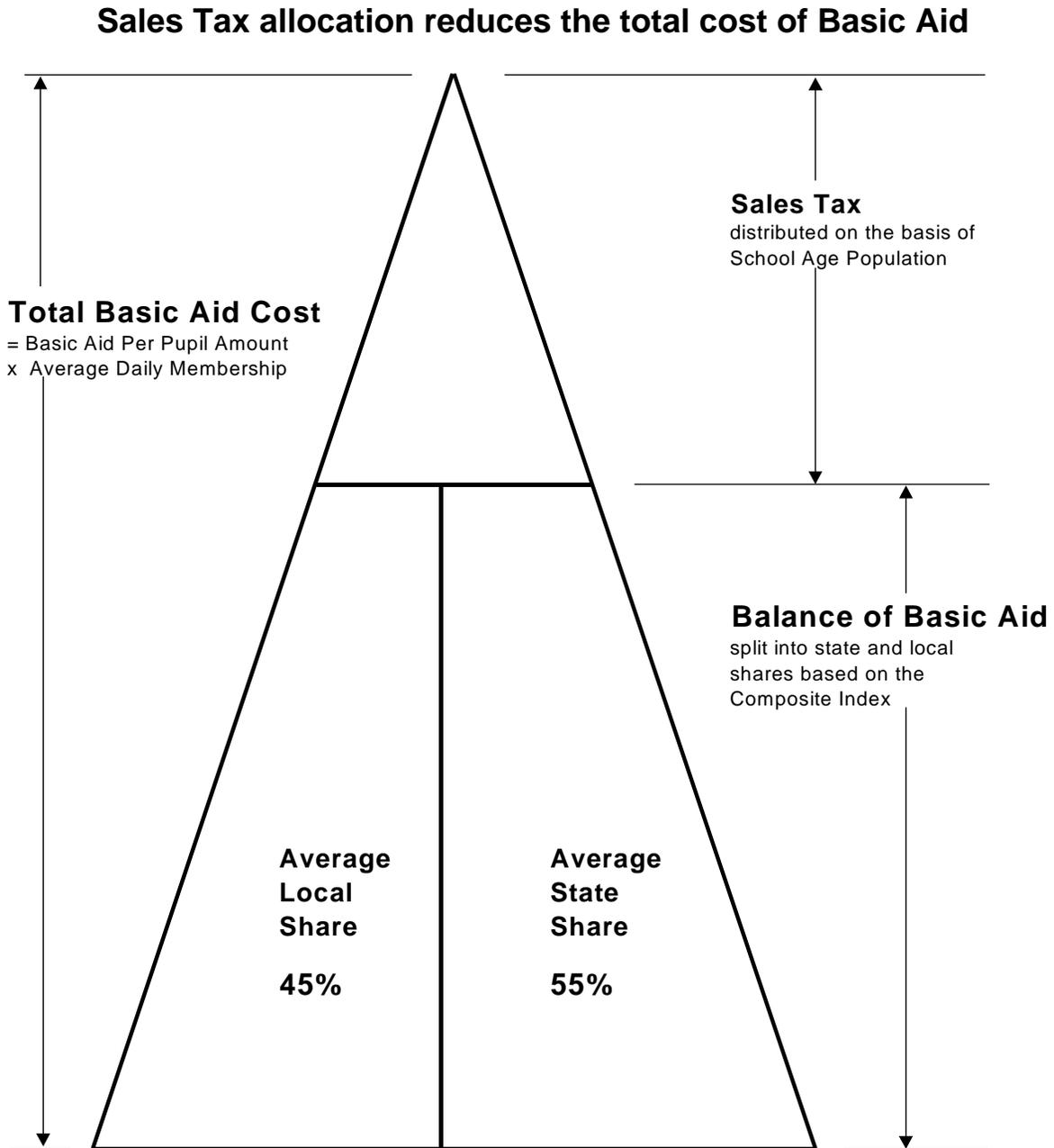
$$.5 \left[\frac{\text{Local True Value of Property}}{\text{Local Population}} \right] + .4 \left[\frac{\text{Local Adjusted Gross Income}}{\text{Local Population}} \right] + .1 \left[\frac{\text{Local Taxable Retail Sales}}{\text{Local Population}} \right]$$

$$\frac{\text{State True Value of Property}}{\text{State Population}} \quad \frac{\text{State Adjusted Gross Income}}{\text{State Population}} \quad \frac{\text{State Taxable Retail Sales}}{\text{State Population}}$$

Local Composite Index =

$$((.6667 \times \text{ADM Component}) + (.3333 \times \text{Population Component})) \times 0.45 \text{ (average local share)}$$

State and Local Shares of Total Basic Aid Cost



Note: State and local shares will vary by division based on each division's composite index.

Board of Education Agenda Item

Item: _____ M. _____

Date: July 25, 2007

Topic: Annual Report: Virginia Advisory Committee for Career and Technical Education

Presenter: Dr. Daisy Stewart, Chairperson of the Virginia Advisory Committee for Career and Technical Education

Ms. Elizabeth Russell, Director, Office of Career and Technical Education Services

Telephone Number: 804-225-2051

E-Mail Address: Elizabeth.Russell@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: The Virginia Advisory Committee for Career and Technical Education is comprised of business and industry leaders, professional organization leaders, and representatives from secondary and postsecondary education who are appointed by the Board of Education. The committee submits an annual report to the Board of Education.

Summary of Major Elements: The report includes a summary of the committee's meetings and commendations to the Board.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education receive the report and disseminate to the public upon request.

Impact on Resources: This activity can be absorbed through existing agency resources at this time. If the agency is required to absorb the additional duties related to this report, other services may be impacted.

Timetable for Further Review/Action: No further action is required.

ANNUAL REPORT

From the

Virginia Advisory Committee for Career and Technical Education

to the

Virginia Board of Education

Dr. Daisy Stewart, Chairperson

July 25, 2007

Introduction

The Virginia Advisory Committee for Career and Technical Education (CTE) was organized in 2003. The principal purpose of the Committee is to provide information about the needs of career and technical education students and programs to the Board of Education and the Department of Education and to make recommendations regarding career and technical education.

The Advisory Committee met four times during the 2006 – 2007 school year: October 10, 2006; January 11, 2007; March 27, 2007; and June 18, 2007.

Membership and Organization

The membership of the Virginia Advisory Committee for Career and Technical Education is composed of thirteen persons knowledgeable about and concerned with career and technical education. Initial committee members were appointed by the Board of Education president, and committee vacancies are filled annually by the Board. Once approved by the Board, new members come onto the committee the following fall. Members reflect all geographic areas of the state whenever possible. Current membership includes eight representatives from business and industry and five representatives from education. Members serve three-year staggered terms and may be nominated for a second three-year term up to a maximum of two terms. The current officers of the committee are Dr. Daisy Stewart, chairperson; and Mr. Mike Mills, vice chairperson. A list of current members is included in Attachment A.

Meeting Highlights

At its October meeting, the advisory committee hosted Danny LeBlanc, senior advisor to the governor for workforce. The advisory committee invited Mr. LeBlanc for a presentation on the Governor's strategic plan for workforce development and to provide Mr. LeBlanc with information on the status of career and technical education at the secondary level.

The January meeting was held prior to the Virginia Association of Career and Technical Education (VACTE) Legislative Seminar. Advisory committee members participated in VACTE sessions with local administrators and teachers.

Mr. John C. Barnes, III, invited the Advisory Committee to hold its March meeting at Potomac Supply Corporation. This allowed members an opportunity to view some of the manufacturing highlighted in the Manufacturing Summit meetings under the previous administration. Manufacturing is a high-demand field in Virginia.

The final meeting for the year was held in conjunction with the Creating Excellence Awards Program held in Richmond on June 18. Dr. Daisy Stewart and other Advisory Committee members presented the regional and state awards to outstanding local advisory councils. Secretary of Education Thomas Morris was the guest speaker.

COMMENDATIONS

The committee has identified five priority items and respectfully submits these commendations. The Advisory Committee requests the continued support of the activities/programs in these commendations.

Commendation #1: The Inclusion of the Industry Certification on the “School Report Card”

The Advisory Committee commends the State Board of Education and the Virginia Department of Education for their support of the student industry certifications inclusion on the School Report Card. This action shows the importance of continued rigor and relevance within the career and technical education programs in Virginia.

Commendation #2: Support of Industry Certifications

The Advisory Committee commends the continued support of industry certifications for both students and teachers. We believe that this effort will continue to place Virginia in the lead to prepare our students for postsecondary education and the workforce.

Commendation #3: Support of Technical Diplomas

The Advisory Committee commends the administration for its support of career and technical education through its guidance on requirements for the new Technical Diplomas.

Commendation #4: Approval of the Perkins Transitional Plan

The Advisory Committee commends the administration for its support and approval of the Perkins Transitional State Plan for 2007 – 2008.

Commendation #5: Support of the Virginia Career and Technical Education (CTE) Curriculum Resource Center and Virginia Career Education Foundation

The Advisory Committee commends the continued support of the Virginia Career and Technical Education Curriculum Resource Center and the Virginia Career Education Foundation.

The CTE Resource Center provides the career and technical education programs throughout the state with curriculum and other resources that could not be developed by many individual local education agencies. The CTE Center works with Department of Education program area specialists, teachers and business and industry representatives to assure that all CTE curriculums are correlated with national and state standards and also with Virginia’s Standards of Learning. We endorse the CTE Resource’s mission and efforts on behalf of career and technical education.

The Virginia Career Education Foundation exists to raise funds and lend support for initiatives, including public-private partnerships that promote career awareness and quality career and technical programs, particularly for middle and high school students. We believe that the state calendar, grants to local divisions for “CTE Best Practices”, support of student organizations through scholarships, and the Commonwealth Scholars Initiative are all efforts that will enhance career and technical education in Virginia.

ATTACHMENT A

Membership List

Virginia Advisory Committee for Career and Technical Education

**Virginia Advisory Committee for
Career and Technical Education
2006-2007**

Mr. Craig Balzer
July 1, 2004 – June 30, 2008

Principal
Balzer and Associates, Inc.
1208 Corporate Circle
Roanoke, VA 24108

Mr. John C. Barnes, III
October 1, 2006 – September 30, 2009

Vice President, Pallet Division
Potomac Supply Corporation
1398 Kinsale Road
Kinsale, VA 22488

Ms. Theresa Bryant
July 1, 2006 – June 20, 2009

Vice President
Workforce Development
Tidewater Community College
300 Granby Street – 5th Floor
Norfolk, VA 23510

Mrs. Tracee B. Carmean
October 1, 2006 – September 30, 2009

Vice President
Riverside Health System
School of Health Careers
316 Main Street
Newport News, VA 23601

Mr. Johnny Cates
July 1, 2006 – June 30, 2009

Executive Director, AYES Program
Virginia Auto Dealers Association
1800 West Grace Street
P.O. Box 5407
Richmond, VA 23220-0407

Mr. Franklin D. Harris
July 1, 2006 – June 30, 2009

Manager of Public and Member Relations
Southside Electric Cooperative
2000 West Virginia Avenue
Crewe, Virginia 23930

Mr. Parker Johnson
July 1, 2005 – June 30, 2008

Accomack County Public School Board
P.O. Box 623
Parksley, VA 23421

Dr. Brenda D. Long
July 1, 2005 – June 30, 2008

Retired
420 Stonegate Drive
Blacksburg, VA 24060

Mr. Mike Mills
Vice-Chairperson
July 1, 2004 – June 30, 2007

Corporate Distribution Manager
American Woodmark Corporation
170 Dawson Drive
Winchester, VA 22604

Mr. Toney Rigali
July 1, 2004 – June 30, 2007

Lead Organizer
Virginia Pipe Trades Association
713 N. Courthouse Road, Suite 101
Richmond, VA 23236

Mrs. Judy Sorrell
July 1, 2004 – June 30, 2007
Program

Director
Shenandoah Valley Regional Special Ed.
P.O. Box 448
Fishersville, VA 22939

Dr. Daisy Stewart
Chairperson
July 1, 2005 – June 30, 2008

Program Leader
Career and Technical Education
College of Liberal Arts and Human Sciences
Virginia Tech
211 War Memorial Hall (0313)
Blacksburg, VA 24061

Mr. Ray Tate
July 1, 2005 – June 30, 2008

President and CEO
Old Dominion Glass Company
565 Ice Pond Cove
Manakin-Sabot, VA 23103-3161

Summary of Major Elements: *Virginia's Curriculum Review Rubric and Planning Tool* is a valuable resource for preschool teachers, curriculum specialists, preschool directors, and other staff members responsible for educating young children. The rubric can be used to assist early childhood educators in the selection and development of curricula that align with *Virginia's Foundation Blocks for Early Learning*. It can also be used for analysis of the critical components of their existing curricula to determine if specific objectives are aligned with the *Foundation Blocks for Early Learning*. The rubric is carefully designed to include the five domains essential to early childhood development: cognitive and general knowledge, language development, social and emotional development, physical well being and motor development, and approaches to learning. The Department of Education's mission in developing this document is to ensure that professionals and support staff have access to a comprehensive tool designed for the selection of curricula or development of new curricula, as well as analysis of existing curricula in the context of achieving outcomes that reflect high quality programming for preschool children in Virginia.

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

Impact on Resources: This responsibility was conducted within the agency's existing resources.

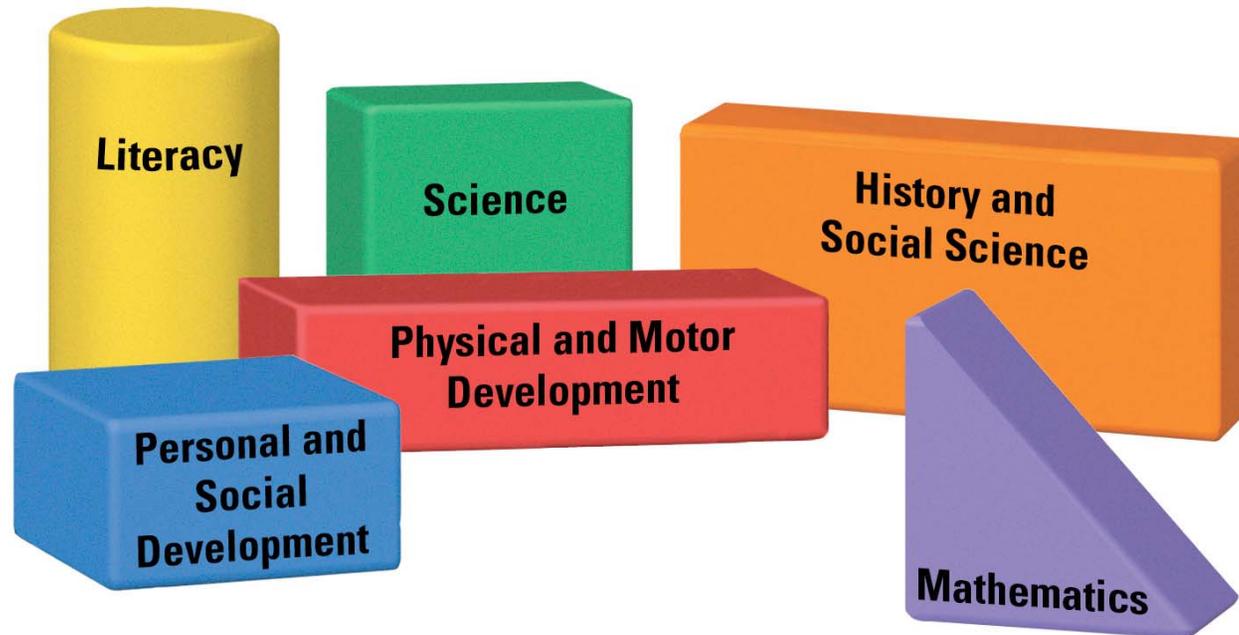
Timetable for Further Review/Action: The Department of Education will notify school divisions of the rubric through a Superintendent's Memo this summer.

PRESCHOOL CURRICULUM REVIEW RUBRIC AND PLANNING TOOL

IN SUPPORT OF

VIRGINIA'S FOUNDATION BLOCKS OF EARLY LEARNING

[HTTP://WWW.PEN.K12.VA.US/VDOE/INSTRUCTION/ELEM_M/FOUNDATIONBLOCKS.PDF](http://www.pen.k12.va.us/VDOE/INSTRUCTION/ELEM_M/FOUNDATIONBLOCKS.PDF)



VIRGINIA DEPARTMENT OF EDUCATION

PREPARED BY THE OFFICE OF ELEMENTARY INSTRUCTIONAL SERVICES

July 2007

ACKNOWLEDGEMENTS

The Virginia Department of Education wishes to express sincere thanks to the following individuals who assisted in the development of the *Preschool Curriculum Review Rubric and Planning Tool*:

Virginia Board of Education's National Association of State Boards of Education Early Childhood Grant Committee

Eleanor Saslaw
Virginia Board of Education Member
Chair, NASBE Early Childhood Grant Committee

Kathy Glazer
Executive Director
Governor's Working Group on Early Childhood Education

Johnnie Humphrey
Early Childhood Department Head
John Tyler Community College

Dr. Suzanne Johnson
President
Voices for Virginia's Children

Dr. Katharine C. Kersey
Early Childhood Education Department Chairperson
Old Dominion University

Marie Masterson
Director of Old Dominion University Director's Institute
Old Dominion University

Mark R. Allan
Director, Elementary Instructional Services
Virginia Department of Education

Cheryl P. Strobel
Early Childhood Specialist
Virginia Department of Education

Reviewers of the Preschool Curriculum Review Rubric and Planning Tool

Judy Apostolico-Buck
Early Childhood Coordinator
Arlington County Public Schools

With Assistance from:

Dr. Mark E. Emblidge
President
Virginia Board of Education

Dr. Billy K. Cannaday, Jr.
Superintendent of Public Instruction
Virginia Department of Education

Dr. Linda M. Wallinger
Assistant Superintendent for Instruction
Virginia Department of Education

Patty S. Pitts
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“According to major reports by the National Research Council and the Institute of Medicine, children who attend well-planned high-quality early childhood programs in which curriculum aims are specified and integrated across the domains tend to learn more and are better prepared to master the complex demands of formal schooling. While no single curriculum has been found to be superior, the reports’ recommendations call for addressing cognitive, social-emotional, and physical development as mutually supportive areas that require active attention in the preschool years.”

From *Fulfilling the Promise of Preschool* (2006), National Association of State Boards of Education

INTRODUCTION

This rubric has been developed for programs in Virginia that provide preschool services to children who are four-years-old. While it is intended for the Virginia Preschool Initiative, Title I Preschools, Early Childhood Special Education, and Even Start Family Literacy programs, private and parochial providers may also use this rubric. The purpose of the Preschool Curriculum Review Rubric is to help early childhood educators identify and choose curricula that are based on scientific research and that align with *Virginia's Foundation Blocks for Early Learning*. The *Foundation Blocks* are intended to help early childhood educators develop a comprehensive curriculum and effective classroom activities. A program's curriculum may include one or more commercial curricula, locally-developed curriculum, and other instructional materials. Therefore, this rubric is meant to complement the *Foundation Blocks* by helping early childhood educators review their existing curricula and products they are considering using to determine whether they will fulfill the standards and learning expectations set forth in the *Foundation Blocks*.

As a first step in reviewing curricula, staff should determine if the following basic criteria apply:

- The age group for which the curriculum is appropriate and intended is stated.
- The curriculum goals are clear – both the knowledge to be attained and the skills to be learned.
- The curriculum is comprehensive and addresses all developmental domains (cognitive, physical, personal and social).
- The curriculum has a detailed scope and sequence of instruction.
- The curriculum content is learned through focused intentional teaching, investigation, and play.
- The curriculum includes adaptations for children with special needs or disabilities, children of varying abilities, and English language learners.
- There is proof of the research upon which the curriculum is based.

Staff members who use the Preschool Curriculum Review Rubric should be knowledgeable about young children's development and about curriculum and instructional design. If staff members do not possess this academic knowledge and field experience, they may not be able to critique the design features and identify the knowledge and skills the rubric references in the materials they are reviewing. In addition, a publisher's claim that a product meets federal requirements or *Virginia's Foundation Blocks* requirements is not sufficient proof that the product will align with the Virginia Department of Education's preschool standards. Staff members should work through the entire rubric and conduct a thorough analysis of whether their curricula have sufficient breadth and depth to encompass all the standards and skills outlined in the *Foundation Blocks*.

PRESCHOOL CURRICULUM REVIEW RUBRIC AND PLANNING TOOL

If you are reviewing more than one curriculum, you may want to use one rubric form for all notations and create an automatic summary, or you may want to use a separate rubric form for each curriculum and compare the notations across them when done. This form has been designed to accommodate either method.

| Name of Publisher and Curriculum or Name of Locally-Developed Curriculum | Focus Age(s) of Children |
|--|--------------------------|
| 1. | |
| 2. | |
| 3. | |

I. Theoretical Foundation

- Curriculum models are typically based on specific developmental or learning theories. Knowing the theoretical orientation of a curriculum model allows you to determine if the instructional methods and content are aligned with your program’s philosophy on how children develop and learn. There are three broad approaches that form the foundation of most curriculum models. These can be categorized as follows:
 - **Direct instruction or didactic curriculum:** Based on behavioral and social learning theories in which children learn by observing and imitating others.
 - **Constructivist or interactive curriculum:** Based on constructivist theories in which children learn by interacting with people and objects within their natural environment and environments created for them.
 - **Socialization or open curriculum:** Based on a maturationist theory in which children learn when they are developmentally ready with the support of nurturing adults and stimulating experiences.
- While a curriculum may not strictly follow one theoretical approach or may combine aspects of one or more approaches, the following questions are designed to help you determine the general theoretical foundation of the curriculum you are reviewing. Place checkmarks in the boxes that most closely describe the curriculum being reviewed. If needed, use the “Comments” box to describe some features of the curriculum that exemplifies the approach or approaches it uses.

Curriculum Name _____ Curriculum Number _____ Make additional copies of this page if analysis involves more than one curriculum.

| I. Theoretical Foundation | | | | |
|---|--|---|---|-----------------|
| | DIRECT INSTRUCTION | CONSTRUCTIVIST | SOCIALIZATION | COMMENTS |
| What is the nature of the activities? | Activities have an academic focus and are often prescribed. They are geared towards supporting children's acquisition of specific skills and content knowledge. Large group instruction is predominant. _____ | Activities are designed to enhance children's problem-solving abilities and extend their interests through hands-on participation. Small group and individual instruction is predominant. _____ | Activities reflect teachers' views of children's interests and needs, and focus on supporting their personal and social development as a foundation for cognitive development. _____ | _____ |
| What is the role of the teacher? | Teachers direct children's learning in accordance with the planned instruction. They may have a script to follow or structured activities to implement. _____ | Teachers facilitate children's learning by designing activities, introducing specific materials, and interacting with children in activities and play situations to expand their knowledge and skills. _____ | Teachers establish a nurturing and stimulating environment, design activities and manage interactions to foster children's personal and social development. _____ | _____ |
| What is the role of the child? | Children participate in lessons and activities designed by the teacher. _____ | Children choose and initiate activities based on their interests from what is suggested and provided for them by the teacher. Children are encouraged to be active and engaged. _____ | Children direct their own play by choosing from available activities and materials. _____ | _____ |
| How is play incorporated? | Play often consists of structured games to practice newly learned skills. _____ | Play is seen as an opportunity for children to learn new concepts, practice skills and solve problems. Goal-directed play, including dramatic play, is encouraged. _____ | Unstructured play and exploration are the main activities. Children are encouraged to interact with each other to enhance social and interpersonal skills. _____ | _____ |
| What types of materials are required or suggested? | Specific materials are required for instruction. These may include workbooks, readers or literature and learning games. _____ | Authentic materials are typically used, plus suitable commercial materials, toys, books and other age-appropriate materials. _____ | Age-appropriate toys, books, games and other materials are suggested to be available and easily accessible to children. _____ | _____ |

II. Curriculum Content and Mode of Instruction: Identify and briefly describe how the curriculum addresses the following standards from *Virginia's Foundation Blocks for Early Learning*. You should have a copy of the *Foundation Blocks* on hand to reference while performing this review. The *Foundation Blocks* are available on the Internet at: http://www.pen.k12.va.us/VDOE/Instruction/Elem_M/FoundationBlocks.pdf

| LITERACY FOUNDATION BLOCKS | Note which curriculum addresses the standard | | | Type of instruction or activities for meeting the expected skills |
|---|--|---|---|---|
| | 1 | 2 | 3 | |
| Oral Expression | | | | |
| Vocabulary | | | | |
| Phonological Awareness | | | | |
| Letter Knowledge and Early Word Recognition | | | | |
| Print and Book Awareness | | | | |
| Written Expression | | | | |

| MATHEMATICS FOUNDATION BLOCKS | Note which curriculum addresses the standard | | | Type of instruction or activities for meeting the expected skills |
|--------------------------------|--|---|---|---|
| | 1 | 2 | 3 | |
| Number and Number Sense | | | | |
| Computation | | | | |
| Measurement | | | | |
| Geometry | | | | |
| Data Collection and Statistics | | | | |
| Patterns and Relationships | | | | |

| SCIENCE FOUNDATION BLOCKS | Note which curriculum addresses the standard | | | Type of instruction or activities for meeting the expected skills |
|---|---|----------|----------|--|
| | 1 | 2 | 3 | |
| Scientific Investigation, Reasoning and Logic | | | | |
| Force, Motion and Energy | | | | |
| Matter | | | | |
| Life Processes | | | | |
| Interrelationships in Earth/Space Systems | | | | |
| Earth Patterns, Cycles and Change | | | | |
| Resources | | | | |

| HISTORY AND SOCIAL SCIENCE FOUNDATION BLOCKS | Note which curriculum addresses the standard | | | Type of instruction or activities for meeting the expected skills |
|---|---|----------|----------|--|
| | 1 | 2 | 3 | |
| History/Similarities and Differences | | | | |
| History/Change Over Time | | | | |
| Geography/Location | | | | |
| Geography/Descriptive Words | | | | |
| Economics/World of Work | | | | |
| Economics/Making Choices | | | | |
| Civics/Citizenship | | | | |

| PERSONAL AND SOCIAL DEVELOPMENT FOUNDATION BLOCKS | Note which curriculum addresses the standard | | | Type of instruction or activities for meeting the expected skills |
|--|---|----------|----------|--|
| | 1 | 2 | 3 | |
| Self-Concept | | | | |
| Self-Control | | | | |
| Approaches to Learning | | | | |
| Interaction with Others | | | | |
| Social Problem-Solving | | | | |

| PHYSICAL AND MOTOR DEVELOPMENT FOUNDATION BLOCKS | Note which curriculum addresses the standard | | | Type of instruction or activities for meeting the expected skills |
|---|---|----------|----------|--|
| | 1 | 2 | 3 | |
| Skilled Movement | | | | |
| Movement Principles and Concepts | | | | |
| Personal Fitness | | | | |
| Responsible Behaviors | | | | |
| Physically Active Lifestyle | | | | |

Sections III, IV, V, and VI should be duplicated to reflect the various curricula being analyzed. Please check which curriculum is being addressed.

III. Child-Specific Criteria: In addition to knowing the theoretical foundation and content of the curriculum, it is important to consider whether these features meet the developmental and learning needs of the particular children you serve. The following questions are designed to help you review the curriculum in relation to your child population.

Curriculum: _____1 _____2 _____3

| Child-Specific Criteria | YES | NO | Not Applicable | Comments |
|---|------------|-----------|-----------------------|-----------------|
| Is the curriculum geared toward the age group of children you serve? | | | | |
| Does the curriculum address specific developmental domains (cognitive, physical, personal and social), and is the approach integrated across all domains? | | | | |
| Do the content and materials relate to the cultural backgrounds of your children? | | | | |
| Does the curriculum provide guidance on individualizing instruction for children who are considered to be at-risk for learning delays? | | | | |
| Does the curriculum provide specific adaptations for activities and the environment for children with identified disabilities? | | | | |
| If you serve English language learners, does the curriculum provide guidance on adaptations that can be made to meet their learning needs? | | | | |
| Does the curriculum include home extension activities that support families' involvement in their children's learning? If so, are the necessary materials available in most households? | | | | |

IV. Instructional Design Features: In addition to reviewing a curriculum’s appropriateness for the children you serve and whether the content addresses the *Foundation Blocks*, it is useful to note whether it provides guidance concerning implementation. The following questions are designed to help you review selected instructional design features.

Curriculum: ___1 ___2 ___3

| Instructional Design Features | YES | NO | Not Applicable | Comments |
|--|-----|----|----------------|----------|
| Is there a required or suggested structure and schedule for instruction and activities? | | | | |
| Are sample lesson plans or a detailed instructional guide included? | | | | |
| Are suggestions included for transitioning children between activities and managing various groupings? | | | | |
| Are certain materials required for instruction? If so, are they included or must they be obtained or purchased? | | | | |
| Are authentic materials used for instruction? If so, are suggestions given for the type of authentic materials to be used? | | | | |
| Are suggestions for the physical set-up and layout of the classroom environment included? | | | | |
| Do staff members need to have certain academic credentials or field experience to implement this curriculum? If so, do your current staff members have these credentials and experience? | | | | |
| Do staff members need training to implement this curriculum? If so, does your agency or the publisher provide related training? Is there a cost associated with this training? | | | | |
| Are the developmental domains integrated? If using several curricula to cover all content areas, are the developmental domains integrated across curricula? | | | | |

V. Assessment: Assessments can be used to identify children’s strengths and needs, document their growth and changes in development, and help teachers plan and modify their instruction to meet children’s individual needs. They can also be used for accountability purposes. The following questions concern both embedded and external assessment considerations.

Curriculum: ____1 ____2 ____3

| Assessment | YES | NO | Not Applicable | Comments |
|---|-----|----|----------------|----------|
| Is guidance given on using assessments to document children’s learning? | | | | |
| Are specific assessments required within or to accompany the curriculum? | | | | |
| Are standardized assessments encouraged, e.g., norm-referenced? | | | | |
| Are authentic assessments encouraged, e.g., work sampling, recording observations of behaviors? | | | | |
| Are required or suggested assessments aligned with the content and skills targeted in the curriculum? | | | | |
| If your program is required to use certain assessments,* does the curriculum address the types of knowledge and skills measured by these assessments? | | | | |

**Virginia Preschool Initiative programs and Even Start programs are required to use the Phonological Awareness Literacy Screening (PALS-PreK) or another assessment approved by the Virginia Department of Education. In addition, Even Start programs are required to use the Peabody Picture Vocabulary Test (PPVT-III) and the Expressive Vocabulary Test (EVT).*

VI. Research Base: Federal and state funded programs should use curricula that are research-based. Information related to the research upon which a curriculum is based may be found in: (1) an introduction or “about this series” section; (2) a bibliography or reference section, which is often in the teacher’s manual; or (3) the publisher’s marketing material, which often includes professional endorsements, or documentation that can be obtained from the publisher that includes citations of studies. The following questions are designed to help you determine whether and to what extent the curriculum is based on documented research and evidence-based practices.

Curriculum: ____1 ____2 ____3

| Research Base | YES | NO | Comments |
|---|-----|----|----------|
| Is any information provided concerning the research upon which the curriculum is based? If information is provided, list where and what it is: | | | |
| Does the reference section or list of citations include studies from within the last five years? (This is in addition to older studies, which are customary and desirable.) | | | |
| If all references or citations concern studies more than five years old, is there evidence that the curriculum has been updated recently? | | | |
| Have studies been conducted on the effectiveness of this particular curriculum? If so, what information is provided concerning these studies? | | | |

PRESCHOOL CURRICULUM PLANNING

If you have identified areas that the curricula do not address, discuss and plan how you will adapt the curricula to include these areas. Be specific in listing the “gap”, “weakness”, or “need.” For example, “Science/Matter – not enough related vocabulary or hands-on activities.”

Please duplicate copies of this page if more than one curriculum is being analyzed.

Curriculum: ____1 ____2 ____3

| Gap, Weakness, or Need | Steps to Address | Timeline/Deadline | Person Responsible |
|------------------------|------------------|-------------------|--------------------|
| | | | |
| | | | |
| | | | |
| | | | |

The Virginia Department of Education does not mandate or prescribe a particular curriculum model or lesson plans. The information contained herein is provided only as a resource that educators may find helpful and use at their option.

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