COMMONWEALTH of VIRGINIA
Board of Education Agenda

Date of Meeting: October 18, 2007 **Time:** 9 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 September 26, 2007, Meeting of the Board

Public Comment

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. First Review of Proposed Funding Distributions for Local Project Discovery Programs and Delegation of Authority Request

Action/Discussion on Board of Education Regulations

E. First Review of the Notice of Intended Regulatory Action (NOIRA) to Revise the *Regulations Governing Pupil Transportation* (8 VAC 20-70)

Action/Discussion Items

F. Final Review of Pupil Transportation Specifications for School Buses

G. Final Review of a Request for a Continued Rating of Conditionally Accredited from Sussex County Public Schools for Annie B. Jackson and Ellen W. Chambliss Elementary Schools

H. First Review of the Annual Report for State-Funded Remedial Programs

Action/Discussion Items (continued)

I. First Review of Proposed Process for Initiating a Governor's Career and Technical Academy

J. First Review of Study of High School Dropout and Graduation Rates in the Commonwealth (SJR 329)

K. First Review of Proposed Revised *History and Social Science Standards of Learning*

L. First Review of Proposed Revised *Driver Education Standards of Learning*

M. First Review of Proposed Revised *Health Education Standards of Learning*

N. First Review of Proposed Revised *Physical Education Standards of Learning*

O. First Review of Proposed *Curriculum Framework f*or *Algebra, Functions, and Data Analysis Standards of Learning*

P. First Review of a Request for Approval of an Additional Endorsement Program in Administration and Supervision preK-12 at Hampton University

Q. First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Grant Continuing Accreditation to the Teacher Education Program at Ferrum College

R. First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Approve the Sign Communication Proficiency Interview (SCPI) Assessment as an Option of Demonstrating Proficiency in American Sign Language and Establish a Proficiency Level for the Assessment

S. First Review of the Board of Education's *2007 Annual Report on the Condition and Needs of Public Schools in Virginia*

T. Final Review of Proposed Board of Education Meeting Dates for the 2008 Calendar Year

Reports

U. Annual Report from the Virginia Council for Private Education

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

EXECUTIVE SESSION

ADJOURNMENT

PUBLIC NOTICE

The Board of Education members will meet for dinner at 6:30 p.m. at the Crowne Plaza Hotel on Wednesday, October 17, 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:** October 18, 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)

_X_ Board review required by
- _X_ State or federal law or regulation
- ____ Board of Education regulation
- ____ Other: _____

_X_ Action requested at this meeting _____ Action requested at future meeting: _____ (date)

Previous Review/Action:

_X_ 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 June 30, 2007. The information presented in this report reflects the commitments against the Literary Fund as of June 30, 2007.

Attachment B reflects the currently active projects funded through the Literary Fund as of June 30, 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 June 30, 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 the cash balance 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.

Attachment A

BOARD OF EDUCATION
STATEMENT OF THE FINANCIAL POSITION OF THE LITERARY FUND
(as of June 30, 2007)

Line Reference		June 30, 2007	May 31, 2007	Increase/(Decrease)
	PRINCIPAL BALANCE			
1.	Cash and investments maintained by State Treasurer	146,283,509	99,270,417	47,013,092
2.	Temporary loans received from local school boards (secured by promissory notes)	7,080,353	0	7,080,353
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)	313,838,007	315,610,270	(1,772,263)
5.	Total Principal of Literary Fund	**467,201,869**	**414,880,687**	**52,321,182**
	CURRENT COMMITMENTS AGAINST LITERARY FUND REVENUE			
6.	Balance due on active projects (Attachment B)	24,853,668	33,913,300	(9,059,633)
7.	Debt service on VPSA equipment notes [1]	0	0	0
8.	Interest rate subsidy [2]	0	0	0
9.	Trigon Reserve	5,657,429	5,657,429	0
10.	Transfer for Teacher Retirement [3]	0	0	0
11.	Other Encumbrances held by Treasurer of Virginia	10,234	10,234	0
12.	Required Carry Forward Balance	65,000,000	83,073,136	(18,073,136)
13.	Total of Literary Fund Commitments	**95,521,330**	**122,654,099**	(27,132,769)
	FUNDS AVAILABLE FOR CURRENT COMMITMENTS AND NEW LOANS			
14.	Cash and investments maintained by State Treasurer (Line 1)	146,283,509	99,270,417	47,013,092
15.	Less commitments against Literary Fund Revenues (Line 13)	(95,521,330)	(122,654,099)	27,132,769
16.	**Balance Available to Fund New Projects Currently on Waiting List - (Additional Funds Needed to Meet Commitments)**	**50,762,179**	**(23,383,682)**	**74,145,861**

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.

Attachment B

ACTIVE LITERARY FUND PROJECTS AS OF JUNE 30, 2007

Application Number	School Division	School	Release Date	Funds Approved for Release	Actual Funds Disbursed	Balance Due	Percent Drawn
Literary Loans							
11152	Sussex County	Sussex Central Middle	January, 2007	7,500,000	0.00	7,500,000.00	0.00%
11192	Greene County	William Monroe High	January, 2007	4,000,000	0.00	4,000,000.00	0.00%
11191	Greene County	William Monroe Middle	January, 2007	5,000,000	0.00	5,000,000.00	0.00%
				$ 16,500,000	**0.00**	**16,500,000.00**	
Subsidy Grants							
11062	Chesapeake City	Butts Road Intermediate	2001 Subsidy	85,594.00	(77,881.32)	7,712.68	90.99%
11102	Washington County	Rhea Valley Elem	2001 Subsidy	168,673.00	(165,235.44)	3,437.56	97.96%
11131	Stafford County	Stafford Elementary	2003 Subsidy	659,305.31	(659,177.94)	127.37	99.98%
11096	Washington County	Abingdon High	2003 Subsidy	34,942.97	0.00	34,942.97	0.00%
11098	Washington County	Holston High	2003 Subsidy	20,948.94	0.00	20,948.94	0.00%
11097	Washington County	John S. Battle High	2003 Subsidy	30,209.93	0.00	30,209.93	0.00%
11099	Washington County	Patrick Henry High	2003 Subsidy	30,181.33	0.00	30,181.33	0.00%
11100	Washington County	Valley Institute	2003 Subsidy	5,861.31	0.00	5,861.31	0.00%
11151	Nottoway County	Blackstone Primary	2004 Subsidy	54,631.84	(40,392.93)	14,238.91	73.94%
11150	Nottoway County	Crewe Primary	2004 Subsidy	191,790.06	(161,571.70)	30,218.36	84.24%
11181	Grayson County	Grayson Middle	2005 Subsidy	138,830.62	0.00	138,830.62	0.00%
11143	Franklin County	Windy Gap Elementary	2006 Subsidy	745,556.99	0.00	745,556.99	0.00%
11195	Page County	Page County High	2006 Subsidy	1,331,227.34	0.00	1,331,227.34	0.00%
11196	Page County	Luray High	2006 Subsidy	1,324,727.34	0.00	1,324,727.34	0.00%
11201	Portsmouth City	Park View Elementary	2006 Subsidy	1,331,227.34	(6,500.00)	1,324,727.34	0.49%
11186	Brunswick County	Brunswick High	2006 Subsidy	1,331,227.34	(1,324,727.34)	6,500.00	99.51%
11205	Wythe County	Max Meadows Elem	2006 Subsidy	410,528.86	(404,028.86)	6,500.00	98.42%
11210	Halifax County	Halifax Middle	2006 Subsidy	1,331,227.34	(6,500.00)	1,324,727.34	0.49%
11121	Henry County	G. W. Carver Elementary	2006 Subsidy	624,719.53	0.00	624,719.53	0.00%
11220	Halifax County	South Boston Elementary	2006 Subsidy	641,738.79	0.00	641,738.79	0.00%
11222	Henry County	Campbell Court Elementary	2006 Subsidy	706,532.95	0.00	706,532.95	0.00%
				27,699,683.13	**(2,846,015.53)**	**24,853,667.60**	

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Attachment C

LITERARY FUND PROJECT REIMBURSEMENTS COMPLETED AS OF JUNE 30, 2007

Application Number	School Division	School	Release Date	Funds Approved for Release	Actual Funds Disbursed	Funds Returned	Balance Due	Percent Drawn
11155	Newport News City	General Stanford Elementary	January, 2007	7,500,000.00	(7,080,352.79)	419,647.21	0.00	**100.00%**
				7,500,000.00	**(7,080,352.79)**	**$ 419,647.21**	**$ -**	
11111	Patrick County	Woolwine Elementary	2002 Subsidy	50,763.00	(50,763.00)	0	0.00	**100.00%**
11188	Roanoke City	Fallon Park Elementary	2005 Subsidy	113,700.61	(113,700.61)	0	0.00	**100.00%**
11190	Hanover County	Hanover Elementary	2005 Subsidy	152,269.14	(152,269.14)	0	0.00	**100.00%**
11208	Henry County	Mt. Olivet Elementary	2005 Subsidy	535,746.59	(535,746.59)	0	0.00	**100.00%**
11187	Roanoke City	Patrick Henry High	2006 Subsidy	745,556.99	(745,556.99)	0	0.00	**100.00%**
				1,598,036.33	**(1,598,036.33)**	**$ -**	**$ -**	

October, 2007

Board of Education Agenda Item

Item: B. **Date:** October 18, 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)

__X__ Board review required by
- __X__ State or federal law or regulation
- _____ Board of Education regulation
- _____ Other: _____

__X__ Action requested at this meeting _____ Action requested at future meeting: _____ (date)

Previous Review/Action:

__X__ 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 eight (8) 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 eight (8) applications totaling $45,475,000 (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
11266	Covington City	Jeter Watson Intermediate School	August 20, 2007	7,500,000	New Construction (Plans Received)
11267	Covington City	Edgemont Primary School	August 20, 2007	7,500,000	New Construction (Plans Received)
11268	Prince George County	North Elementary School	August 30, 2007	7,500,000	New Construction (Plans Received)
11269	Radford City	Belle Heth Elementary School	August 30, 2007	7,500,000	New Construction (Plans Not Received)
11272	Town of West Point	West Point High School	September 14, 2007	275,000	Renovations (Plans Received)
11273	Town of West Point	West Point Middle School	September 14, 2007	200,000	Renovations (Plans Received)
11270	Rockingham County	Elementary School in Elkton	September 17, 2007	7,500,000	New Construction (Plans Not Received)
11271	Rockingham County	High School in Elkton	September 17, 2007	7,500,000	New Construction (Plans Not Received)
			Total:	**$ 45,475,000**	

October, 2007

Board of Education Agenda Item

Item: C. **Date:** October 18, 2007

Topic: Final Review of Recommendations Concerning Literary Fund Applications Approved for Release of Funds or Placement on a Waiting List

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)

_X_ Board review required by
- _X_ State or federal law or regulation
- ____ Board of Education regulation
- ____ Other: _____

_X_ Action requested at this meeting ____ Action requested at future meeting: _____ (date)

Previous Review/Action:

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

Background Information:

The Literary Fund regulations of the Board establish two priorities for the Literary Fund Waiting Lists. These priorities are as follows:

Priority 1: Applications from localities having a composite index less than 0.6000 and indebtedness (including the application considered for release of funds) less than $20 million to the Literary Fund (Attachment A).

Priority 2: Applications from localities having a composite index of 0.6000 or above or an indebtedness (including the application considered for release of funds) of $20 million or greater to the Literary Fund (Attachment B).

Attachment C lists projects that have been removed from the First Priority Waiting List.

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 and are not 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. Eight new projects, totaling $41,990,000, listed on Attachment A are eligible for placement on the First Priority Waiting List.

2. Three new projects, totaling $22,500,000, listed on Attachment E have Literary Fund applications, which are approved as to form, but the plans have not yet been finalized. When the Department receives the plans, these projects will be eligible for placement on a waiting list. Until such time, these projects should remain on the Approved Application List.

Superintendent's Recommendation:

The Superintendent of Public Instruction 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 Waiting List	School Division	School	Interest Rate	Amount	Cumulative Total	Action/Status
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	Greensville County	E. W. Wyatt Middle School	2%	7,500,000	156,396,379	Funding Deferred
34	April, 2007	Culpeper County	New Elementary School	4%	7,500,000	163,896,379	Funding Deferred
35	July, 2007	Hanover County	Trades Based Center	4%	7,500,000	171,396,379	Funding Deferred
36	July, 2007	Roanoke County	Northside High School	3%	7,500,000	178,896,379	Funding Deferred
37	July, 2007	Gloucester County	Abingdon Elementary School	3%	7,500,000	186,396,379	Funding Deferred
38	July, 2007	Powhatan County	New Elementary School	3%	7,500,000	193,896,379	Funding Deferred
39	July, 2007	Wise County	Coeburn Middle School	2%	3,457,500	197,353,879	Funding Deferred
40	July, 2007	Pulaski County	Riverlawn Elementary School	2%	7,500,000	204,853,879	Funding Deferred
New projects to be added with funding deferred until funds are approved for release by separate action of the Board of Education							
41	*October, 2007*	*Roanoke City*	*William Fleming High School*	*3%*	*7,500,000*	*212,353,879*	*Add / Funding Deferred*
42	*October, 2007*	*Wise County*	*Powell Valley Primary School*	*2%*	*4,015,000*	*216,368,879*	*Add / Funding Deferred*
43	*October, 2007*	*Manassas Park City*	*Cougar Upper Elementary School*	*3%*	*7,500,000*	*223,868,879*	*Add / Funding Deferred*
44	*October, 2007*	*Covington City*	*Jeter Watson Intermediate School*	*2%*	*7,500,000*	*231,368,879*	*Add / Funding Deferred*
45	*October, 2007*	*Covington City*	*Edgemont Primary School*	*2%*	*7,500,000*	*238,868,879*	*Add / Funding Deferred*
46	*October, 2007*	*Prince George County*	*North Elementary School*	*2%*	*7,500,000*	*246,368,879*	*Add / Funding Deferred*
47	*October, 2007*	*Town of West Point*	*West Point High School*	*2%*	*275,000*	*246,643,879*	*Add / Funding Deferred*
48	*October, 2007*	*Town of West Point*	*West Point Middle School*	*2%*	*200,000*	*246,843,879*	*Add / Funding Deferred*

October, 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.

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

NO PROJECTS

October, 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

October, 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

NO PROJECTS

October, 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
New projects to be added to the approved application list.							
9	*October, 2007*	*Radford City*	*Belle Heth Elementary School*	*2%*	*7,500,000*	22,010,035	*Pending receipt of plans*
10	*October, 2007*	*Rockingham County*	*Elementary School in Elkton*	*3%*	*7,500,000*	29,510,035	*Pending receipt of plans*
11	*October, 2007*	*Rockingham County*	*High School in Elkton*	*3%*	*7,500,000*	37,010,035	*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.

October, 2007

Board of Education Agenda Item

Item: D. **Date:** October 18, 2007

Topic: First Review of Proposed Funding Distributions for Local Project Discovery Programs and Delegation of Authority Request

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

Telephone Number: 804-225-2818 **E-Mail Address**: cynthia.cave@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

__X__ Board review required by
__X__ State or federal law or regulation
_____ Board of Education regulation
_____ Other: _____

__X__ Action requested at this meeting ____ Action requested at future meeting: _____ (date)

Previous Review/Action:

__X__ No previous board review/action

____ Previous review/action
date _____
action _____

Background Information:

Project Discovery is a dropout prevention program and college access preparatory program offered through 22 Partner Agencies in Virginia to 4th through 12th graders. Serving economically disadvantaged, potential first generation post-secondary education attendees, the program is designed to promote education as a means to ending the cycle of poverty for current and future generations of students. Project Discovery was launched as a pilot program in 1979 by Total Action Against Poverty, the Community Action Agency based in Roanoke, Virginia, in cooperation with Roanoke College and the Roanoke City Public Schools. Incorporated in 1985, Project Discovery has been funded since July 1986 by the Virginia General Assembly, with distribution through the Virginia Department of Education.

Summary of Major Elements:

As shown in the first attachment from the 2007 Appropriation Act, "The Board of Education shall determine the Project Discovery funding distributions to each community action agency." In the second attachment, the proposed funding allocations to the 19 current programs and central office are shown.

The third attachment is a resolution presented in this Board item that would delegate the approval for funding allocation to the Superintendent of Public Instruction, under the following specific conditions:

1) That the Superintendent reports annually to the Board on his exercise of the authority and responsibility delegated to him;

2) That the Board reserves the right to require of the Superintendent a report concerning the exercise of any authority herein delegated;

3) That the Superintendent's exercise of the delegated authorities shall conform to all regulations of the Board and laws governing educational programs and policy in Virginia; and

4) That this delegation is not an abnegation of the Board's power and responsibility in the areas delegated.

This delegation of authority shall remain in effect until amended or rescinded by the Board of Education, or until the language in the Appropriation Act is amended so that the Board is no longer obligated to determine Project Discovery funding distributions.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education approve the funding distributions for the current budget year and adopt the resolution to delegate its authority for determination of distributions, subject to the conditions listed above.

Impact on Resources:

There is no financial impact. The funds were specified in the 2007 Appropriation Act, Item 134, # B, in the total amount of $900,000.

Timetable for Further Review/Action:

Upon Board of Education approval, the Virginia Department of Education will distribute the funds to Project Discovery on a semimonthly basis (i.e., the 16th and last day of the month) through Electronic Data Interchange (EDI) payments.

Attachment 1

ITEM 134.	Item Details($) First Year FY2007	Item Details($) Second Year FY2008	Appropriations($) First Year FY2007	Appropriations($) Second Year FY2008
Direct Aid to Public Education (197)				
134. Financial Assistance for Educational, Cultural, Community, and Artistic Affairs (14300).....			$2,747,750	~~$2,447,750~~ *$3,097,750*
Financial Assistance for Supplemental Education (14304)	$2,747,750	~~$2,447,750~~ *$3,097,750*		
Fund Sources: General.....	$2,747,750	~~$2,447,750~~ *$3,097,750*		

Authority: Discretionary Inclusion.

A. Out of this appropriation, the Department of Education shall provide $400,000 the first year and ~~$400,000~~ *$500,000* the second year from the general fund for the Jobs for Virginia Graduates initiative.

B.1. Out of this appropriation, the Department of Education shall provide $800,000 the first year and ~~$800,000~~ *$900,000* the second year from the general fund for Project Discovery. These funds are to fund approximately one-half of the cost of the program in Abingdon, Accomack/Northampton, Alexandria, Amherst, Appomattox, Arlington, Bedford, Bland, Campbell, Charlottesville, Cumberland, Danville/Pittsylvania, Fairfax, Franklin/Patrick, Goochland/Powhatan, Lynchburg, Newport News, Norfolk, Richmond City, Roanoke City, Smyth, Surry/Sussex, Tazewell, Williamsburg/James City, and Wythe and the salary of a fiscal officer for Project Discovery.

2. The Board of Education shall determine the Project Discovery funding distributions to each community action agency. The contract with Project Discovery, Inc. should specify the allocations to each local Project Discovery program. Allocations shall be on a per pupil basis for students enrolled in the program.

Attachment 2

Project Discovery
Budget Allocation Spreadsheet
FY 08/09
Current Programs

Agency	Contract	Student Service Level 07/08
Arlington Employment Center (AEC)	$ 34,621.05	63
Alexandria Office of Youth Services (AOYS)	$ 63,430.05	136
Clinch Valley Community Action (CVCA)	$ 41,352.05	80
Eastern Shore Area Agency on Ageing/Community Action Agency (ESAAA/CAA)	$ 34,666.05	63
Fairfax County Office of Partnerships (FCOP)	$ 33,846.05	61
Heartland Opportunities and Partnerships for Empowerment (HOPE)	$ 41,352.05	80
Lynchburg Community Action Group (LYNCAG)	$ 33,846.05	63
Monticello Area Community Action Agency (MACAA)	$ 57,928.05	121
Mountain Community Action Program (MTCAP)	$ 33,846.05	61
Office of Human Affairs (OHA)	$ 64,562.05	138
Pittsylvania County Community Action (PCCA)	$ 36,825.05	68
PEOPLE of Southwest Virginia (PEOPLE, INC)	$ 41,352.05	80
Richmond Community Action Program/ Powhatan-Goochland (RCAP/PG)	$ 34,647.05	63
Richmond Community Action Program (RCAP)	$ 78,650.05	173
Support to Eliminate Poverty (STEP)	$ 36,825.05	68
Southeast Tidewater Opportunity Project (STOP)	$ 47,396.05	95
Total Action Against Poverty (TAP)	$ 84,673.05	188
The Improvement Association (TIA)	$ 34,666.05	63
Williamsburg James City County Community Action Agency (WJCCCAA)	$ 33,846.05	61
Central Office	$ 31,670.05	
Total 7/08	$900,000.00	1725

Attachment 3

Virginia Board of Education Resolution

Delegating Certain Duties to the Superintendent of Public Instruction

Resolution Number _____ **October 18, 2007**

That the following Board responsibilities, as currently set forth in the 2007 Session, Chapter 847, 2007 Acts of Assembly, Appropriation Act, and as may be set forth in subsequent Appropriation Acts, be delegated to the Superintendent of Public Instruction.

Under the section, Direct Aid to Public Education (197), ITEM 134, Financial Assistance for Educational, Cultural, Community, and Artistic Affairs (14300) and Financial Assistance for Supplemental Education (14304), Item #B, states that:

"B.1. Out of this appropriation, the Department of Education shall provide $800,000 the first year and ~~$800,000~~ *$900,000* the second year from the general fund for Project Discovery. These funds are to fund approximately one-half of the cost of the program in Abingdon, Accomack/Northampton, Alexandria, Amherst, Appomattox, Arlington, Bedford, Bland, Campbell, Charlottesville, Cumberland, Danville/Pittsylvania, Fairfax, Franklin/Patrick, Goochland/Powhatan, Lynchburg, Newport News, Norfolk, Richmond City, Roanoke City, Smyth, Surry/Sussex, Tazewell, Williamsburg/James City, and Wythe and the salary of a fiscal officer for Project Discovery.

2. The Board of Education shall determine the Project Discovery funding distributions to each community action agency. The contract with Project Discovery, Inc. should specify the allocations to each local Project Discovery program. Allocations shall be on a per pupil basis for students enrolled in the program."

This delegation of authority shall apply only to the determination of funding distributions. Such delegation shall also be subject to the following conditions:

a) That the Superintendent reports annually to the Board on his exercise of the authority and responsibility delegated to him;

b) That the Board reserves the right to require of the Superintendent a report concerning the exercise of any authority herein delegated;

c) That the Superintendent's exercise of the delegated authorities shall conform to all regulations of the Board and laws governing educational programs and policy in Virginia; and

d) That this delegation is not an abnegation of the Board's power and responsibility in the areas delegated.

This delegation of authority shall remain in effect until amended or rescinded by the Board of Education, or until the language in the Appropriation Act is amended so that the Board is no longer obligated to determine Project Discovery funding distributions.

Board of Education Agenda Item

Item: E. **Date:** October 18, 2007

Topic: First Review of the Notice of Intended Regulatory Action (NOIRA) to Revise the Regulations Governing Pupil Transportation (8 VAC 20-70)

Presenter: 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)

_X_ Board review required by
- _X_ State or federal law or regulation
- ____ Board of Education regulation
- ____ Other: _____

_X_ Action requested at this meeting ____ Action requested at future meeting: _____ (date)

Previous Review/Action:

_X_ No previous board review/action

____ Previous review/action
date _____
action _____

Background Information:

The Board of Education is required to promulgate regulations governing pupil transportation pursuant to §22.1-176, *Code of Virginia*. Further, Executive Order Number 36 (2006) states, "Since circumstances, conditions and technologies change, regulations should not be considered perpetual and will be subjected to periodic re-evaluation."

The Board's Regulations Governing Pupil Transportation were last revised in 2004. Due to changes in technology and issues surrounding pupil transportation, the regulations need to be updated. The Department of Education (DOE) requests permission to begin the process for revising these regulations. Specifically, DOE requests permission to submit the Notice of Intended Regulatory Action (NOIRA) to the Department of Planning and Budget consistent with Executive Order Number 36 (2006) and also to submit the NOIRA to the State Registrar as required by the Administrative Process Act (APA).

Summary of Major Elements

The following is a preliminary list of issues to be addressed with changes in the pupil transportation regulations:

- Federal regulations have added a “multifunctional” bus that needs to be included in the Virginia regulations.
- Due to the increased speed limit allowed for school buses, the regulation allowing standees on buses for the first 30 instructional days of the school year needs to be reviewed.
- Maintenance requirements for local school divisions need to be more clearly defined. Currently, the regulations state that maintenance must be conducted on buses every 30 operating days or 2,500 miles of travel. It was the intent of this language that school divisions would have a maintenance schedule of every 30 operating days or 2,500 miles of travel, not a combination.
- Due to the new non-sequential lighting system that is required on school buses, the language on railroad crossings needs to be updated to reflect the operation of this lighting system.
- As new division pupil transportation directors are hired, it is deemed imperative that they attend the training class provided by the Department of Education to ensure they understand the regulations and requirements for pupil transportation.
- A new section needs to be added to the regulations which outlines the on-site fleet assessments conducted by the Department of Education. This section would include the items to be assessed by the Department.
- The majority of the section on activity vehicles has been moved to the Bus Specifications document which are reviewed by the Board of Education each year. This section needs to be updated to delete items moved to the Specifications document.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board waive first review of this request and permit the Department to proceed with submission of the NOIRA to the Department of Planning and Budget and to the State Registrar.

Impact on Resources:

There is no impact on Department resources to initiate this process. The impact on Department resources to complete the APA process will be minimal and will result from the costs of conducting public hearings and producing materials.

The impact of the proposed changes to the regulations cannot be determined at this time since the process has not yet begun. As changes are discussed, Department staff will advise the Board if any changes will have a fiscal impact on school divisions.

Timetable for Further Review/Action:

Upon approval of the NOIRA package by the Department of Planning and Budget and the Secretary of Education, the Department will file the NOIRA package with the State Registrar, which will begin the APA process. The first step in the APA process is for the NOIRA to be published in the Register of Regulations. This first publication meets the requirements for public notice.

The Board will be asked to begin the revision process at the first meeting following the conclusion of the public notice period. The Board should consider any changes it wishes to make to the regulations. The Department will present details regarding changes to improve safety, incorporate changes in manufacturing standards, or to address requirements of state or federal law.

Board of Education Agenda Item

Item: F. **Date:** October 18, 2007

Topic: Final Review of Pupil Transportation Specifications for School Buses

Presenter: Mr. Kent 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)

_X_ Board review required by
- _X_ State or federal law or regulation
- ____ Board of Education regulation
- ____ Other: _____

_X_ Action requested at this meeting ____ Action requested at future meeting

Previous Review/Action:

____ No previous board review/action

_X_ Previous review/action
date July 25, 2007
action Accepted for first review and public comment

Background Information:

The Regulations Governing Pupil Transportation, as approved in January 2004, deleted the sections that detailed the specifications for school buses and made them a separate document that requires periodic approval by the Board of Education. This permits the Department of Education to revise and update the bus specifications more efficiently than would be permitted under the process for revising regulations. It also permits the specifications to be refreshed more frequently to recognize new or emerging technology. The specifications for school buses are presented to the Board of Education for approval as necessary. The specifications proposed in this item represent changes that are needed at this time. The Board accepted a set of proposed specifications at its July meeting for first review and public comment.

Summary of Major Elements:

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

The proposed specifications were developed with the goal of improving safety. Knowing that it is difficult to design statewide specifications that encompass the specific needs of each division's bus fleet, the committee considered the geographic differences of our regions, the current 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 could cause safety to be compromised.

The committee also made comparisons with specifications of other states and adjusted the previous specifications to improve Virginia's minimum specifications and align Virginia's specifications with the best practices of other states. Also included in the proposed revisions are recommendations to incorporate changes adopted in May 2005 by the Fourteenth National Congress on School Transportation, "National School Transportation Specifications and Procedures."

The proposed specifications presented to the Board in July were 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. Comments were received from all three school bus dealers in Virginia, one school bus manufacturer, five school divisions, and one regional group of pupil transportation directors. The public comments and the recommended actions from the Specifications Committee, in response to the public comments, are summarized in Attachment B.

The majority of public comments dealt with mechanical issues, such as cruise control, communication systems, identification of school buses, lights, and seats. A few comments were made regarding activity buses and lift-gate buses. The proposed specifications in Attachment A contain changes recommended by the Specifications Committee in response to the public comment received.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education approve the proposed school bus specifications as presented in Attachment A.

Impact on Resources:

There is no impact on DOE's resources to initiate these specifications. School buses purchased by school divisions subsequent to the effective date of the revised specifications must conform to the revised specifications.

Timetable for Further Review/Action:

No additional review or action is needed.

October 2007

PROPOSED SPECIFICATIONS FOR SCHOOL BUSES 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) 105 (*Hydraulic and Electric Brake Systems)*, 106 (*Brake Hoses)*, and 121 (*Air Brake Systems*) 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. <u>Exceptions:</u>

1. <u>Type A vehicles having a Gross Vehicle Weight Rating (GVWR) of 14,500 pounds or less – bumper shall be manufacturer's standard painted black.</u>

2. <u>Type D vehicles – same as above, except that the front bumper shall be furnished by body manufacturer.</u>

3. <u>Activity vehicles – may be painted a different color other than black. (See Item 80.)</u>

~~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. <u>Exception: Activity vehicles shall not be painted NSBY. (See Item 80.)</u>

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 or 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 ^{0}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 101 (C*ontrols 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 131 (*School Bus Pedestrian Safety Devices, Table 1).* The perimeter marking of rear emergency exits per FMVSS 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 **<u>or CD players</u>**. If AM/FM radios**,** cassette players, **<u>or CD players</u>** 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.~~

1. The equipment must be installed in an area at the front of the bus.

2. The equipment is outside the federal head impact zone, FMVSS 222 (*School Bus Passenger Seating and Crash Protection*).

3. The equipment is located in an area not likely to cause student injury.

4. The equipment will have no sharp edges or projections.

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

A. Construction of body shall meet all requirements of FMVSS 220 (*School Bus Rollover Protection*), 49 CFR § 571.220, FMVSS 221 (*School Bus 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.~~

H. 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.

I. All openings between chassis and passenger-carrying compartment made due to alternations of body manufacturer shall be sealed. (See Item 59).

J. A cover shall be provided for the opening to the fuel tank fill pipe.

K. 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 (*School Bus Rollover Protection*), 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 (*School Bus Body Joint Strength*), 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 of 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.~~

H. 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.

I. 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.

J. All openings between chassis and passenger carrying compartment made due to alterations by body manufacturers shall be sealed. (See Item 59.)

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 (*Bus Emergency Exits and Window Retention and Release*), 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 (*Bus Emergency Exits and Window Retention and Release*).

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 (*Bus Emergency Exits and Window Retention and Release*) 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 (*Warning Devices*), 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 (*Bus Emergency Exits and Window Retention and Release*), 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 (*Bus Emergency Exits and Window Retention and Release*), 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 302 (*Flammability of Interior Materials*). 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. The words "SCHOOL BUS" shall be on reflective yellow background. 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.~~ The number is required on the left side of the front bumper (driver's side). The number shall be placed on the rear body of the bus and shall 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.**

3. ~~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.**~~
Type of Fuel – Identification of fuel type shall be in 2 inch lettering adjacent to the fuel filler opening.

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. Battery - The location of the battery identified by the word "Battery" or "Batteries" on the battery compartment door in 2 inch lettering.

d. 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.

e. Stop for Railroad Crossing Sign – The sign shall be placed on the rear of the bus.

f. 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.

g. 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.

h. ~~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 Hotline 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.~~
Bus Safety Hotline Sign – A sign with yellow lettering on black background may be mounted in the center of the rear bumper with the letters "School Bus Safety Hotline Call (area) xxx-xxxx. The sign is not to exceed 3 ¼ inches high x 10 inches wide.

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 108 (*Lamps, Reflective Devices, and Associated Equipment*). 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.~~ **They shall be mounted in accordance with FMVSS 108 (*Lamps, Reflective Devices, and Associated Equipment*).**

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.~~ **There shall be a rocker style momentary that when depressed and released deactivates the stoplights, crossing arm and stop arm. The driver need not depress or reactivate the switch in any way for the continued operation of the non-sequential system. This feature will allow for railroad crossing operations and momentary deactivation in the case that the lights are accidentally activated and no stops need to be made. There shall also be a separate master cancel switch that would allow for deactivation of this feature during maintenance operation. These switches shall be labeled according to their functions and shall meet standards of FMVSS 101 (*Controls and Displays*).**

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.~~ **A black border 1 ¼ to 3 inches wide shall be**

painted around the lights 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. **There shall be no controls and/or switches located in the steering wheel for operation of any system except controls and/or switches of the horn or optional cruise control. All controls and/or switches shall be labeled according to their function and shall meet the standards of FMVSS 101 (*Controls and Displays).***

m. 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 (*School Bus Pedestrian Safety Devices*).

    a. Warning sign shall be mounted on the left side near the front of the bus immediately below the window line.

    b. Sign shall be of the octagon series, 18 inches in diameter, and be equipped with wind guard. The sign shall have a red background with a ½ inch white border, and the word "STOP" on both sides in white letters, six inches high and one inch wide. The sign shall be reflective.

    c. Sign shall have double-faced alternately flashing red lights, four inches in diameter, located at the top and bottom most portions of the sign, one above the other.

    d. The sign shall be connected and energized through the red traffic warning lamps.

    e. Air operated signs require air pressure regulator in addition to control valve. Source of supply shall be the main air tank with a pressure protection valve at the tank.

    f. Sign and components shall comply with all provisions of SAEJ 1133.

    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.

~~4. 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.~~

Each bus shall be equipped with a white flashing strobe light meeting the following requirements:

1. Shall have self-contained power supply.

2. Construction: Base shall be Lexan ™ or other polycarbonate or corrosion resistant metallic material. Lens shall be clear Lexan ™ or other polycarbonate material or equal or better strength, resilience, and durability. Unit shall be sealed to protect against intrusion of dust and moisture. All external fasteners including mounting screws shall be stainless steel. Unit shall have mounting gasket to isolate the light assembly from vibration.

3. Electrical characteristics: Shall have a flash energy of minimum 8 joules. Shall have 80 (plus or minus 10) single or double flashes per minute. Shall have integral fuse or circuit breaker protection and reverse polarity protection. Maximum current draw shall be 2 amperes at 12 volts.

4. Dimensions and location: Overall height of unit shall be approximately 4 inches to 6 inches, with lens diameter approximately 4 inches to 6 inches. Mounting location is to be centered (laterally) on roof of bus, approximately 48 inches (longitudinally) from rear edge of rear roof cap.

5. SAE specifications: Shall meet SAE J575 and J1318.

6. Body circuitry: Shall include a separate, clearly labeled driver's panel mounted switch, with a clearly labeled pilot light.

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 (*Rearview Mirrors*), 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 40i and Item 41j.)

60. Overall Length.

A. Overall length of bus shall not exceed 40 feet **when measured from bumper to bumper**.

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

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 (*School Bus Passenger Seating and Crash Protection*).

D. ~~Seating plans for buses with wheelchair positions see Item 80 E and Item 82.~~ **Seating plans for buses with wheelchair positions, see Item 92A.**

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 (*School Bus Passenger Seating and Crash Protection*).

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 (*Flammability of Interior Materials*), 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~~ **26 and 30** inches measured from cushion level.

Exception: Seats with optional child safety restrainting systems shall comply with FMVSS 222 (*School Bus Passenger Seating and Crash Protection*).

~~**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.~~
First step at service door shall be not less than 10 inches and not more than 16 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.~~

F. Step covering. All steps, including the floor line platform area, shall be covered with an elastomer floor covering having a minimum overall thickness of 0.187 inch.

1. The step covering shall be permanently bonded to a durable backing material that is resistant to corrosion.

2. Steps, including the floor line platform area, shall have a 1 ½ inch nosing that contrasts in color by at least 70% measured in accordance with the contrasting color specification in 36 CFR, Part 1192, ADA, *Accessibility Guidelines for Transportation Vehicles.*

3. Step treads shall have the following characteristics:

a. Abrasion resistance: Step tread material weight loss shall not exceed 0.40 percent, as tested under ASTM D-4060, *Standard Test Method for Abrasion Resistance of Organic Coatings by the Taber Abraser*, (CS-17 Wheel, 1000 gram, 1000 cycle)

b. Weathering resistance: Step treads shall not break, crack, or check after ozone exposure (7 days at 50 phm at 40 degrees C) and Weatherometer exposure (ASTEM D-750, Standard Test method for Rubber Deterioration in Carbon-Arc Weathering Apparatus, 7 days)

c. Flame resistance: Step treads shall have a calculated burn rate of .01 or less using the test methods, procedures and formulas listed in FMVSS No. 302 (*Flammability of Interior Materials).*

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 (*Glazing Materials*), 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 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.~~

G. 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.

H. 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:**~~ **Activity buses shall meet all specification 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**~~ **4 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 (*School Bus Passenger Seating and Crash Protection*) and 302 (*Flammability of Interior Materials*) may be used in lieu of regular school bus seats.

2. Seating on activity buses: Other types of seats and increased spacing may be used provided all provisions of FMVSS 222 (*School Bus Passenger Seating and Crash Protection*), 49 CFR §571.222, are met.

F. Cruise Control

1. Optional equipment and shall be used on activity trips and be operated in accordance with regulation speeds.

SPECIFICATIONS FOR ~~LIFT-GATE~~ WHEELCHAIR LIFT 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 (*School Bus Passenger Seating and Crash Protection*), 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 48 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 sand 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. Wheelchair Lift.

~~A. Lifting mechanism shall be able to lift minimum payload of 800 pounds. A clear opening and platform to accommodate at least a 30-inch wide wheelchair shall be provided.~~

~~B. When the platform is in the fully up position, it shall be locked in position mechanically and also shall have an additional support, or lug in the door to prevent the lift from resting against the door.~~

~~C. Controls shall be provided that enable the operator to activate the lift mechanism from either inside or outside of the bus. There shall be a means of preventing the lift platform from falling while in operation due to a power failure.~~

~~D. Power lifts shall be so equipped that they may be manually raised in the event of power failure of the power lift mechanism.~~

~~E. Lift travel shall allow the lift platform to rest securely on the ground.~~

~~F. All edges of the platform shall be designed to restrain wheelchair and to prevent operator's feet from being entangled during the raising and lowering process.~~

~~G. Up and down movements of the lift platform shall be perpendicular to the plane of the bus body in all positions.~~

~~H. A restraining device shall be affixed to the outer edge (curb end) of the platform that will prohibit the wheelchair from rolling off the platform when the lift is in any position other than fully extended to ground level.~~

~~I. A self-adjusting, skid resistant plate shall be installed on the outer edge of the platform to minimize the incline from the lift platform to the ground level. This plate, if so designed, may also suffice as the restraining device described in subsection H above. The lift platform shall be skid resistant.~~

~~J. A circuit breaker or fuse energized through the ignition side of the accessory solenoid shall be installed between power source and lift motor if electrical power is used.~~

~~K. The lift mechanism shall be equipped with adjustable limit switches or by-pass valves to prevent excessive pressure from building in the hydraulic~~

~~system when the platform reaches the full up position or full down position.~~

~~L. Handrails shall be required.~~

~~M. Sharp or protruding edges or components shall be padded.~~

~~N. A safety cut off master switch may be installed.~~

A. The wheelchair lift shall be located on the right side of the bus body. Exception: The lift may be located on the left side of the bus if, and only if, the bus is only used to deliver students to the left side of one-way streets.

1. A ramp device may be used in lieu of a mechanical lift if the ramp meets all the requirements of the Americans with Disabilities Act (ADA) as found in 36 CFR §1192.23, *Vehicle ramp*.

2. A ramp device that does not meet the specifications of ADA, but does meet the specifications of paragraph C of this section, may be installed and used, when, and only when, a power lift system is not adequate to load and unload students having special and unique needs. A readily accessible ramp may be installed for emergency exit use. If stowed in the passenger compartment, the ramp must be properly secured and placed away from general passenger contact. It must not obstruct or restrict any aisle or exit while in its stowed or deployed position.

3. All specially equipped school buses shall provide a level-change mechanism or boarding device (e.g., lift or ramp), complying with paragraph B or C of this section, with sufficient clearances to permit a wheelchair user to reach a securement location.

B. Vehicle lift and installation

1. General: Vehicle lifts and installations shall comply with the requirements set forth in FMVSS 403 (*Platform Lift Systems for Motor Vehicles*), and FMVSS 404 (*Platform Lift Installations in Motor Vehicles*).

2. Design loads: The design load of the lift shall be at least 800 pounds. Working parts, such as cables, pulleys and shafts, which can be expected to wear, and upon which the lift depends for support of the load, shall have a safety factor of at least six, based on the ultimate strength of the material. Non-

working parts, such as platform, frame and attachment hardware that would not be expected to wear, shall have a safety factor of at least three, based on the ultimate strength of the material.

3. Lift capacity: The lifting mechanism and platform shall be capable of operating effectively with a wheelchair and occupant mass of at least 800 pounds.

4. Controls: (See 49 CFR 571.403, S6.7, *Control systems.*)

5. Emergency operations: (See 49 CFR 571.403, S6.9, *Backup operation*.)

6. Power or equipment failures: (See 49 CFR 571.403, S6.2.2, *Maximum platform velocity*.)

7. Platform barriers: (See 49 CFR 571.403, S6.4.7, *Wheelchair retention*.)

8. Platform surface: (See 49 CFR 571.403, S6.4.2, S6.4.3, *Platform requirements*.)

9. Platform gaps and entrance ramps: (See 49 CFR 571.403, S6.4.4, *Gaps, transitions and openings*.)

10. Platform deflection: (See 49 CFR 571.403, S6.4.5, *Platform deflection*.)

11. Platform movement: (See 49 CFR 571.403, S6.2.3, *Maximum platform acceleration*.)

12. Boarding direction: The lift shall permit both inboard and outboard facing of wheelchair and mobility aid users.

13. Use by standees: Lifts shall accommodate persons who are using walkers, crutches, canes or braces, or who otherwise have difficulty using steps. The platform may be marked to indicate a preferred standing position.

14. Handrails: (See 49 CFR 571.403, S6.4.9, *Handrails*.)

15. Circuit breaker: A resettable circuit breaker shall be installed between the power source and the lift motor if electrical power is used. It shall be located as close to the power source as possible, but not within the passenger/driver compartment.

16. Excessive pressure: (See 49 CFR 571.403, S6.8, *Jacking prevention*.)

17. Documentation: The following information shall be provided with each vehicle equipped with a lift:

a. A phone number where information can be obtained about installation, repair and parts. (Detailed written instructions and parts list shall be available upon request.)

b. Detailed instructions regarding use of the lift shall be readily visible when the lift door is open, including a diagram showing the proper placement and positions of wheelchair/mobility aids on the lift.

18. Training materials: The lift manufacturer shall make training materials available to ensure the proper use and maintenance of the lift. These may include instructional videos, classroom curriculum, system test results or other related materials.

19. Identification and certification: Each lift shall be permanently and legibly marked or shall incorporate a non-removable label or tag that states it conforms to all applicable requirements of the current National School Transportation Specifications and Procedures. In addition and upon request of the original titled purchaser, the lift manufacturer or an authorized representative shall provide a notarized Certificate of Conformance, either original or photocopied, which states that the lift system meets all the applicable requirements of the current National School Transportation Specifications and Procedures.

C. Vehicle ramp

1. If a ramp is used, it shall be of sufficient strength and rigidity to support the special device, occupant and attendant(s). It shall be equipped with a protective flange on each longitudinal side to keep the special device on the ramp.

2. The surface of the ramp shall be constructed of non-skid material.

3. The ramp shall be equipped with handles and shall be of weight and design to permit one person to put the ramp in place and return it to its storage place.

4. Ramps used for emergency evacuation purposes may be installed in raised floor buses by manufacturers. They shall not be installed as a substitute for a lift when a lift is capable of serving the need.

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 (*Seat Belt Assembly Anchorages*), 49 CFR § 571.210, and FMVSS No. 213 (*Child Restraint Systems*).

92. Seating Arrangements.

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

A. Flexibility in seat arrangements to accommodate special devices shall be permitted due to the constant changing of passenger requirements. All seating shall meet the requirements of FMVSS 222 (*School Bus Passenger Seating and Crash Protection).*

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. **A cluster light "LIFT" is allowed.**

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.

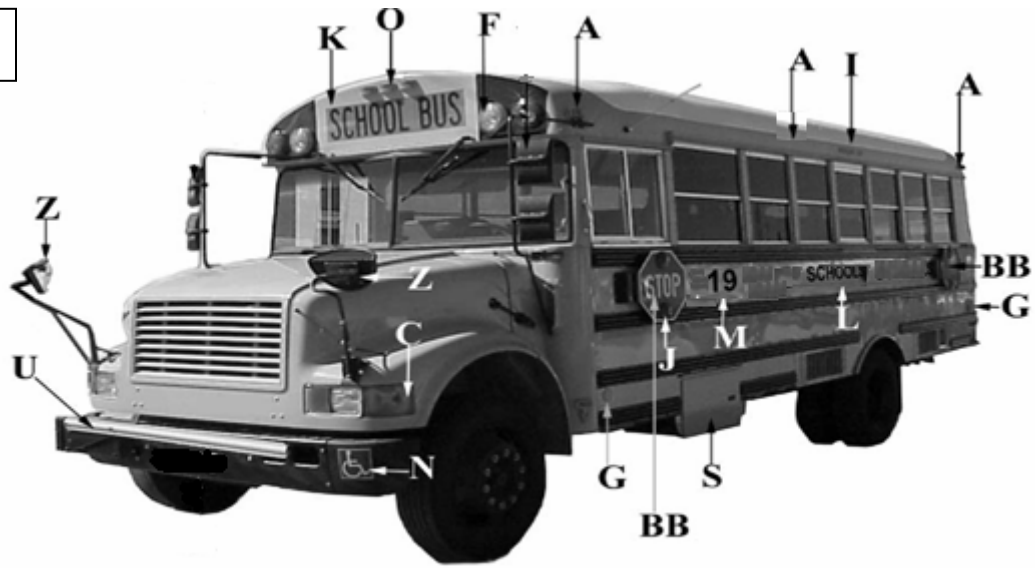
TYPE C:

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

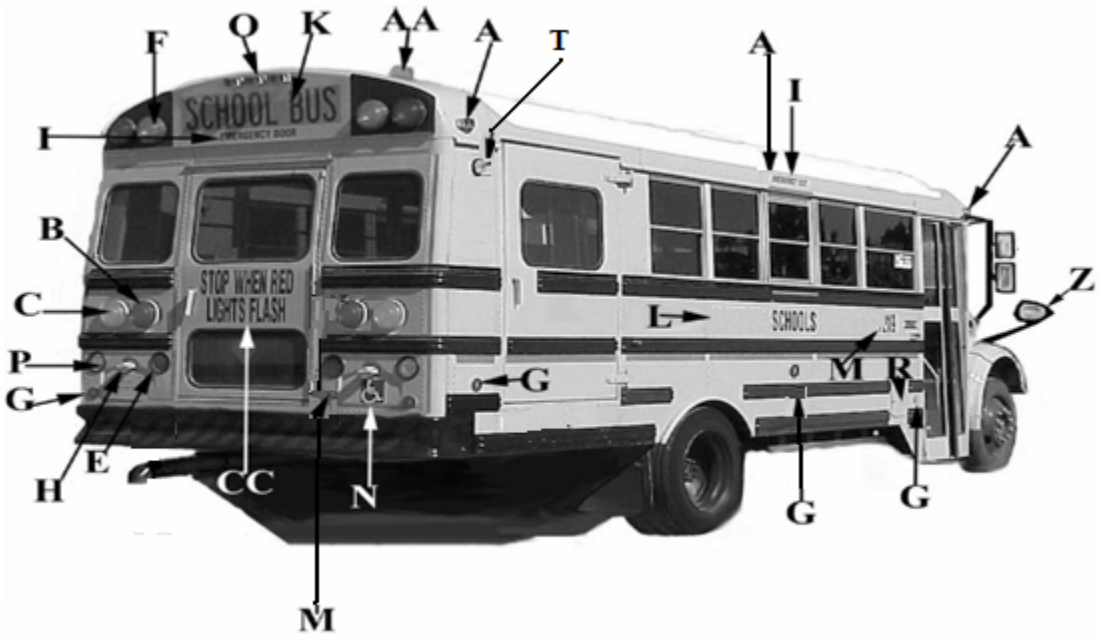


MINIMUM LETTERING AND LIGHTING REQUIREMENTS

A	Clearance lights (see item 55 A(1))	L	Name of Division (see item 50 A(3))
BB	Octagonal Stop Arm (2nd optional-see item 56-10(g))	M	Bus Numbers (see item 50 A(2))
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 55 A(8))	S	Battery Box (see item 50 A (5c)
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 retroflective yellow background		

ATTACHMENT A

Diagram 2



MINIMUM LETTERING AND LIGHTING REQUIREMENTS

A	Clearance lights (see item 55 A(1))	M	Bus Numbers (see item 50 A(2))
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 (see item 50 A(4))
G	Reflectors (see item 55 A(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 retroflective yellow background	CC	Rear Door Lettering (optional see item 50 A 5 (e))
L	Name of Division (see item 50 A(3))		

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 bee maintained at 100 degrees Fahrenheit; (2) soaking the bus at 100 degrees Fahrenheit with windows open for a t 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.

ATTACHMENT A

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.

ATTACHMENT A

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

TYPE "A" 16 & 24 PASSENGER CONVENTIONAL

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

ATTACHMENT A

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.

ATTACHMENT A

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

TYPE "C" 35 PASSENGER CONVENTIONAL

GVWR	**21,000**
WHEELS	**8-STUD DISC – 22.5" X 6.75"**
TIRES	**9R22.5 – 12 PLY**
FRAME	**ONE PIECE SIDE MEMBER – FRONT TOW HOOKS**
STEERING	**POWER – MEETING VIRGINIA SPECIFICATIONS**
FRONT BUMPER	**3/16" STEEL**
FRONT AXLE	**6,000 LB.**
REAR AXLE	**15,000 LB.**
BRAKES	**HYDRAULIC DISC W/ABS (WITH ALLISON 22OO PTS ONLY) – OR -FULL AIR – 13.2 CFM COMPRESSOR – AIR DRYER (5 SPEED DIRECT OR ALLISON 2100 PTS ONLY)**
SUSPENSION	**FRT. SPRINGS 3,000 LB. EA. @ GRD. REAR SPRINGS 7,500 LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS**
ENGINE	**175 H.P. ELECTRONIC ~~HAND THROTTLE~~ SPEED LIMITER ~~ECM SPEED LIMITING DEVICE~~ SET TO MAXIMUM OF ~~55~~ 60 MPH**
TRANSMISSION	**5 SPEED DIRECT, ALLISON 2200 PTS, OR ALLISON 2100 PTS, SEE BRAKES FOR AUTHORIZED CONFIGURATIONS. MEETING VIRGINIA SPECIFICATIONS.**
DRIVE SHAFT	**GUARDS ON ALL SHAFTS**
FUEL TANK	**30 GALLON (See Item 16)**
AIR CLEANER	**DRY ELEMENT TYPE WITH RESTRICTION GAUGE**
OIL FILTER	**1-QUART – PER MANUFACTURER**
BATTERY	**750CCA**
ALTERNATOR	**~~130~~ 160 AMP 4 GA. CHARGING AND GROUND CIRCUITS**
HORN	**PER FMVSS**
LIGHTS	**PER FMVSS AND DAYTIME RUNNING LIGHTS**
GAUGES	**SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP, VOLTMETER , & AIR PRESSURE GAUGE AS REQUIRED**
COLOR	**FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - -BACK OF MIRRORS, NON GLOSS BLACK - -BALANCE YELLOW**

ATTACHMENT A

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

TYPE "C1" 16 TO 30 PASSENGER CONVENTIONAL

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

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

TYPE "D" 42 PASSENGER ENGINE FRONT

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

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

TYPE "C" 53 PASSENGER CONVENTIONAL

GVWR	**25,000**
WHEELS	**8-STUD DISC – 22.5" X 6.75"**
TIRES	**9R22.5 – 12 PLY**
FRAME	**ONE PIECE SIDE MEMBER – FRONT TOW HOOKS**
STEERING	**POWER – MEETING VIRGINIA SPECIFICATIONS**
FRONT BUMPER	**3/16" STEEL**
FRONT AXLE	**8,000 LB.**
REAR AXLE	**17,000 LB.**
BRAKES	**HYDRAULIC DISC W/ABS (WITH ALLISON 24OO ONLY) – OR - FULL AIR – 13.2 CFM COMPRESSOR – AIR DRYER (5 SPEED DIRECT OR ALLISON 2000 ONLY)**
SUSPENSION	**FRT. SPRINGS4,000 LB. EA. @ GRD. REAR SPRINGS 8,500 LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS**
ENGINE	**175 H.P. ELECTRONIC ~~HAND THROTTLE~~ ~~ECM~~ SPEED LIMITER DEVICE SET TO MAXIMUM OF ~~55~~ 60 MPH**
TRANSMISSION	**5 SPEED DIRECT, ALLISON 2200 PTS, OR ALLISON 2100 PTS, SEE BRAKES FOR AUTHORIZED CONFIGURATIONS. MEETING VIRGINIA SPECIFICATIONS.**
DRIVE SHAFT	**GUARDS ON ALL SHAFTS**
FUEL TANK	**30GALLON (See Item 16)**
AIR CLEANER	**DRY ELEMENT TYPE WITH RESTRICTION GAUGE**
OIL FILTER	**1-QT. PER MANUFACTURER**
BATTERY	**750CCA**
ALTERNATOR	**~~130~~ 160 AMP 4 GA. CHARGING AND GROUND CIRCUITS**
HORN	**PER FMVSS**
LIGHTS	**PER FMVSS AND DAYTIME RUNNING LIGHTS**
GAUGES	**SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP, VOLTMETER, & AIR PRESSURE GAUGE AS REQUIRED**
COLOR	**FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - -BACK OF MIRRORS, NON GLOSS BLACK - -BALANCE YELLOW**

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

TYPE "D" 53 PASSENGER ENGINE FRONT

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

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COLOR	**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

GVWR	**27,500**
WHEELS	**10-STUD DISC – 22.5" X 7.5"**
TIRES	**10R22.5 – 12 PLY**
FRAME	**ONE PIECE SIDE MEMBER – FRONT TOW HOOKS**
STEERING	**POWER – MEETING VIRGINIA SPECIFICATIONS**
FRONT BUMPER	**3/16" STEEL**
FRONT AXLE	**10,000 LB.**
REAR AXLE	**17,500LB.**
BRAKES	**FULL AIR – 13.2 CF COMPRESSOR –AIR DRYER**
SUSPENSION	**FRT. SPRINGS5,000 LB. EA. @ GRD. REAR SPRINGS 8,750LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS**
ENGINE	**175 H.P. ELECTRONIC ~~HAND THROTTLE~~ ~~ECM~~ SPEED LIMITER DEVICE SET TO MAXIMUM OF ~~55~~ 60 MPH**
TRANSMISSION	**5 SPEED DIRECT OR ALLISON 2500 PTS. MEETING VIRGINIA SPECIFICATIONS**
DRIVE SHAFT	**GUARDS ON ALL SHAFTS**
FUEL TANK	**30 GALLON (See Item 16)**
AIR CLEANER	**DRY ELEMENT TYPE WITH RESTRICTION GAUGE**
OIL FILTER	**1-QT. PER MANUFACTURER**
BATTERY	**750CCA**
ALTERNATOR	**~~130~~ 160 AMP 4 GA. CHARGING AND GROUND CIRCUITS**
HORN	**PER FMVSS**
LIGHTS	**PER FMVSS AND DAYTIME RUNNING LIGHTS**
GAUGES	**SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP, VOLTMETER, & AIR PRESSURE**
COLOR	**FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - -BACK OF MIRRORS, NON GLOSS BLACK - -BALANCE YELLOW**

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

TYPE "C" 65 PASSENGER CONVENTIONAL HYDRAULIC BRAKE

GVWR	**27,500**
WHEELS	**10-STUD DISC – 22.5" X 7.5"**
TIRES	**10R22.5 – 12 PLY**
FRAME	**ONE PIECE SIDE MEMBER – FRONT TOW HOOKS**
STEERING	**POWER – MEETING VIRGINIA SPECIFICATIONS**
FRONT BUMPER	**3/16" STEEL**
FRONT AXLE	**10,000 LB.**
REAR AXLE	**17,500LB.**
BRAKES	**HYDRAULIC DISC W/ABS**
SUSPENSION	**FRT. SPRINGS5,000 LB. EA. @ GRD. REAR SPRINGS 8,750LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS**
ENGINE	**175 H.P. ELECTRONIC ~~HAND THROTTLE~~ ~~ECM~~ SPEED LIMITER DEVICE SET TO MAXIMUM OF ~~55~~ 60 MPH**
TRANSMISSION	**ALLISON 2200 PTS. MEETING VIRGINIA SPECIFICATIONS**
DRIVE SHAFT	**GUARDS ON ALL SHAFTS**
FUEL TANK	**30 GALLON (See Item 16)**
AIR CLEANER	**DRY ELEMENT TYPE WITH RESTRICTION GAUGE**
OIL FILTER	**1-QT. PER MANUFACTURER**
BATTERY	**750CCA**
ALTERNATOR	**~~130~~ 160 AMP 4 GA. CHARGING AND GROUND CIRCUITS**
HORN	**PER FMVSS**
LIGHTS	**PER FMVSS AND DAYTIME RUNNING LIGHTS**
GAUGES	**SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP. & VOLTMETER**
COLOR	**FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - -BACK OF MIRRORS, NON GLOSS BLACK - -BALANCE YELLOW**

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

TYPE "D" 65 PASSENGER ENGINE FRONT

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

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

TYPE "D" 66 PASSENGER ENGINE REAR

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

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COLOR	**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

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

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COLOR	**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

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

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COLOR	**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

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

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GAUGES	**SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP, VOLTMETER, & AIR PRESSURE**
COLOR	**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

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

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LIGHTS	**PER FMVSS AND DAYTIME RUNNING LIGHTS**
GAUGES	**SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP, VOLTMETER, & AIR PRESSURE**
COLOR	**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

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

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LIGHTS	**PER FMVSS AND DAYTIME RUNNING LIGHTS**
GAUGES	**SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP, VOLTMETER, & AIR PRESSURE**
COLOR	**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

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

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LIGHTS	**PER FMVSS AND DAYTIME RUNNING LIGHTS**
GAUGES	**SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP, VOLTMETER & AIR PRESSURE**
COLOR	**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

GVWR	**32,000**
WHEELS	**10-STUD DISC – 22.5" X 8.25"**
TIRES	**11R22.5 – 14 PLY**
FRAME	**ONE PIECE SIDE MEMBER – FRONT TOW HOOKS**
STEERING	**POWER – MEETING VIRGINIA SPECIFICATIONS**
FRONT BUMPER	**3/16" STEEL**
FRONT AXLE	**13,000 LB.**
REAR AXLE	**19,000LB.**
BRAKES	**FULL AIR– 13.2 CF COMP– 16.5" X 5" FRT– 16.5" X 7" REAR–AIR DRYER**
SUSPENSION	**FRT. SPRINGS 6,500 LB. EA. @ GRD.** **REAR SPRINGS 9,500 LB. EA. @ GRD.** **FRT. AND REAR SHOCK ABSORBERS**
ENGINE	**210 H.P.** **ELECTRONIC ~~HAND THROTTLE~~** **~~ECM~~ SPEED LIMITER DEVICE SET TO MAXIMUM OF ~~55~~ 60 MPH**
TRANSMISSION	**ALLISON 3000 PTS. MEETING VIRGINIA SPECIFICATIONS**
DRIVE SHAFT	**GUARDS ON ALL SHAFTS**
FUEL TANK	**30 GALLON (See Item 16)**
AIR CLEANER	**DRY ELEMENT TYPE WITH RESTRICTION GAUGE**
OIL FILTER	**1-QT. PER MANUFACTURER**
BATTERY	**750CCA**
ALTERNATOR	**~~130~~ 160 AMP**

ATTACHMENT A

	4 GA. CHARGING AND GROUND CIRCUITS
HORN	**PER FMVSS**
LIGHTS	**PER FMVSS AND DAYTIME RUNNING LIGHTS**
GAUGES	**SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP, VOLTMETER, & AIR PRESSSURE**
COLOR	**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

GVWR	**33,000**
WHEELS	**10-STUD DISC – 22.5" X 8.25"**
TIRES	**11R22.5 – 14 PLY**
FRAME	**ONE PIECE SIDE MEMBER – FRONT TOW HOOKS**
STEERING	**POWER – MEETING VIRGINIA SPECIFICATIONS**
FRONT BUMPER	**3/16" STEEL**
FRONT AXLE	**12,000 LB.**
REAR AXLE	**21,000 LB.**
BRAKES	**FULL AIR– 13.2 CF COMP– 16.5" X 5" FRT– 16.5" X 7" REAR–AIR DRYER**
SUSPENSION	**FRT. SPRINGS 6,000 LB. EA. @ GRD. REAR SPRINGS 10,500 LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS**
ENGINE	**210 H.P. ELECTRONIC ~~HAND THROTTLE~~ ~~ECM~~ SPEED LIMITER DEVICE SET TO MAXIMUM OF ~~55~~ 60MPH**
TRANSMISSION	**ALLISON 3000 PTS. MEETING VIRGINIA SPECIFICATIONS**
DRIVE SHAFT	**GUARDS ON ALL SHAFTS**
FUEL TANK	**30 GALLON (See Item 16)**
AIR CLEANER	**DRY ELEMENT TYPE WITH RESTRICTION GAUGE**
OIL FILTER	**1-QT. PER MANUFACTURER**
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ATTACHMENT A

	4 GA. CHARGING AND GROUND CIRCUITS
HORN	**PER FMVSS**
LIGHTS	**PER FMVSS AND DAYTIME RUNNING LIGHTS**
GAUGES	**SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP, VOLTMETER, & AIR PRESSURE**
COLOR	**FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - -BACK OF MIRRORS, NON GLOSS BLACK -BALANCE YELLOW**

ATTACHMENT B – Public Comment on Proposed School Bus Specifications
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4. Battery 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.	There is some concern that these cut-off switches can be activated when a bus hits a bump in the road causing the engine to stall. Although the language is permissible, the group wanted to raise this safety concern.	Leave original specification. Committee did not have a concern.
12. Engine C. Optional Equipment: Cruise control is optional equipment and shall only be used on activity trips and be operated in accordance with regulation speeds.	I propose deleting the language in bold for the following reasons: Many school buses transport students to programs during the regular school day that are similar in length and type to activity trips. As an example: students are transported to the Governors' schools and rides may exceed one hour. Additionally, placement of students may require lengthy rides to the site of the program, with no intervening stops following the last pickup; or from the program to first drop-off. Use of limited-access highways, interstates, etc. may provide expedient travel to these programs, as well as to other alternative, county-wide programs. The cruise control option during these trips could be an asset. Region II is not in favor of cruise control devices on yellow school buses. These devices should be restricted to the non-yellow activity school buses and move to the Activity Bus specification section.	Have as option for activity buses only and move to Section 80. Change language to: C. Optional Equipment: Cruise control is optional equipment and shall only be used on activity buses and operated in accordance with regulation speeds.

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13. Exhaust System 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.	Type A exhaust on the GM and Ford cut-away chassis are supplied to us with exhausts that exit at the right side behind the rear axle. We do offer options where TBB will modify the exhaust so that it will extend to the rear bumper, just to the right of the rear emergency door, and these options would be used if a lift was ordered for the bus. Our modifications are minimal in order to reduce the effects of exhaust back pressure and its role in engine performance, engine longevity and the drive train warranty. This however, is not the opposite side as the lift door. If the wording was changed to say either: "The exhaust on Type A shall extend to the rear bumper whenever a bus is equipped with a special service entrance" or "The exhaust on Type A shall not exit directly on the same side of the vehicle as a special service entrance" we could meet this spec.	Leave original specification.
19. Instrument and Instrument Panel A. 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;	I believe that ours as well as others are now digital and require a key to read. Please delete or change to say with key on if digital.	Delete the wording about use of key. Change language to: A.2. Odometer which will show accrued mileage, including tenths of miles, tenths of miles can be accrued with trip odometer.
28. Tires and Rims D. All tires on given vehicles shall be	What about flat floor offerings? Request to read tires on the same axle versus bus.	Leave original specification.

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of same size and ply rating.		
38. Color 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." 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.	Option rear bumper stripping is usually diagonal stripping.	Language will read: 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."
39. Communication System – Optional Equipment 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.	Section D in particular talks about the camera being attached to the front header. Most of the newer systems I have seen have a small dome shaped camera that attaches to the roof, with the actual recorder mounted underneath the left front passenger seat. I also have a DOE approved pilot form for an optional second camera roof mounted approximately midway of the bus. This system allows a much better view of the rear half of the bus, where most problems occur, and has been very beneficial.	Change language to: D. Camera. Both equipment and installation shall be subject to the Department of Education fleet assessment. 1. The equipment must be installed in an area at the front of the bus. 2. The equipment is outside the federal head impact zone FMVSS 222 (*School Bus Passenger Seating and Crash Protection*). 3. The equipment is located in an area not likely to cause student injury. 4. The equipment will have no sharp edges or projections.

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40. Construction, Type B, C, and D Vehicles. 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	I may be reading this wrong but no manufacturer has side strainers other than rub rails but I saw conflicting statements on the definition of a side strainer. Window line rub rail should meet this requirement since it is not a required rail.	Delete this language.

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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.		
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.	Isn't this required to be reflective material?	Change language to: A. All lettering shall be of black paint or vinyl decal and conform to "Series B" for Standard Alphabets for Highway Signs. The words "School Bus" shall be on reflective yellow background. See Diagrams 1 and 2.
50. Identification of School Buses 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.	Do we want to go to numbers on left side of the bus and on the bumper. Numbers on the left side cause a problem for students to identify bus. Numbers placed on the bumper may have to be replaced often if there is bumper damage.	Language change to: 2. The 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 number is required on the left side of the bumper (driver's side). The number shall be placed on the rear body of the bus and shall be 4 inches high.
50. Identification of School Buses 4.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	Need a definition of alternative fuel – does this include biodiesel?	Move this from an option (4.c) to required (4 under 50.A.) Language will read: 4. Type of Fuel – Identification of fuel type shall be in 2 inch lettering adjacent to

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than 4 ¾ inches x 3 ¼ inches.		the fuel filler opening.
50. Identification of School Buses 4.f. Stop for Railroad Crossing Sign – The sign shall be placed on the rear of the bus.	Where is this sign to be placed on the rear of the school bus? This is not listed on Page 52, Diagram 2.	Diagram is correct.
50. Identification of School Buses 4.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.	The American Flag protocols describe the proper way to display the flag. This should be a part of this regulation. Loudoun County Public Schools asks that the requirement for a "non-reflective" be changed to "either reflective or non-reflective", or not specified.	Leave original specification.
50. Identification of School Buses 4.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 Hotline 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	Need details on placement on the bus.	Change language to: 4.h. Bus Safety Hotline Sign – A sign with yellow lettering on black background may be mounted in the center of the rear bumper with the letters "School Bus Safety Hotline Call (area) xxx-xxxx." The sign is not to exceed 3 ¼" high x 10 inches wide.

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no larger than 2 ½ inches high and mounted to the right of the rear license plate.		
55. Lights and Signals A.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.	Last sentence delete or change to be mounted in accordance with FMVSS 108 guidelines.	Change language to: A.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 in accordance with FMVSS 108 (*Lamps, Reflective Devices, and Associated Equipment*).
55. Lights and Signals A.9.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	This was a pilot program – was it approved?	No change to the language. This will continue to be an option for participation in an approved pilot program.

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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.		
55. Lights and Signals A.9. School bus traffic warning lights.	Somewhere in here we need to have reference to steering wheel switches as being acceptable.	Add the following language: 55.A.9.l. There shall be no controls and/or switches located in the steering wheel for operation of any system except controls and/or switches of the horn or optional cruise control. All controls and/or switches shall be labeled according to their function and shall meet the standards of FMVSS 101 (*Controls and Displays).*
55. Lights and Signals A.9.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.	Recommend changing the last sentence to "There shall be a rocker style momentary that when depressed and released deactivates the stoplights, crossing arm and stop arm. The driver need not depress or reactivate the switch in any way for the continued operation of the non-sequential system. This feature will allow for railroad crossing operations and momentary deactivation in the case that the lights are accidentally activated and no stops need to be made. There shall also be a master cancel switch that would allow for deactivation of this feature during maintenance operation. These switches	Change language to: A.9.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 be a rocker style momentary that when depressed and released deactivates the stoplights, crossing arm and stop arm. The driver need not depress or reactivate the switch in

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	shall be labeled according to their functions and shall meet standards of FMVSS 102, *Controls and Displays*."	any way for the continued operation of the non-sequential system. This feature will allow for railroad crossing operations and momentary deactivation in the case that the lights are accidentally activated and no stops need to be made. There shall also be a separate master cancel switch that would allow for deactivation of this feature during maintenance operation. These switches shall be labeled according to their functions and shall meet standards of FMVSS 101, (C*ontrols and Displays).*
55. Lights and Signals A.9.g. Three-inch black painted border around the lamps is required and must be equipped with a black painted hooded housing.	IC is at best marginal and all the Thomas C-2's are illegal. Request the wording allow minimum of 1" border at bottom of light or an identifiable black border around light.	Change language to: A.9.g. A black border 1 ¼ to 3 inches wide shall be painted around the lights and must be equipped with a black painted hooded housing.
55. Lights and Signals 12.a. Strobe warning light 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.	Need to include specifications for the strobe – the minimum output in lumens.	Change language to: 12.a. Strobe warning light Each bus shall be equipped with a white flashing strobe light meeting the following requirements: 1. Shall have self-contained power supply. 2. Construction: Base shall be Lexan™ or other polycarbonate or corrosion resistant metallic material. Lens shall be clear Lexan™ or other

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		polycarbonate material or equal or better strength, resilience, and durability. Unit shall be sealed to protect against intrusion of dust and moisture. All external fasteners including mounting screws shall be stainless steel. Unit shall have mounting gasket to isolate the light assembly from vibration. 3. Electrical characteristics: Shall have a flash energy of minimum 8 joules. Shall have 80 (plus or minus 10) single or double flashes per minute. Shall have integral fuse or circuit breaker protection and reverse polarity protection. Maximum current draw shall be 2 amperes at 12 volts. 4. Dimensions and location: Overall height of unit shall be approximately 4 inches to 6 inches, with lens diameter approximately 4 inches to 6 inches. Mounting location is to be centered (laterally) on roof of bus, approximately 48 inches (longitudinally) from rear edge of rear roof cap. 5. SAE Specifications: Shall meet SAE J575 and J1318. Body circuitry: Shall include a

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		separate, clearly labeled driver's panel mounted switch, with a clearly labeled pilot light.
60. Overall Length A. Overall length of bus shall not exceed 40 feet.	Does overall length (40') include traffic control devices (crossing gate)?	Change language to: A. Overall length of bus shall not exceed 40 feet when measured from bumper to bumper.
64. Seats 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.	States 3-3 seating, does this apply to special needs buses? Some special needs buses with track floor and wheelchair tiedowns cannot have 3-3 seating, depending on wheelchair position floor plan because you cannot have a 30" seat (3-3) seating across from a wheelchair tiedown and maintain a 30" aisle from wheelchair positions to exit door. This item will unnecessarily increase restrictions on localities that really need more flexibility regarding seating plans for the future. We like the flexibility to use a 2 and 2 seat plan for SE buses. This gives us more aisle space. We may want to look at a 3 and 2 or a 4 and 1 seating plan to address 3 point seat belts in the future and mitigate the loss of seating (not that we are advocating this). Localities should have the option to order	Change language to: D. Seating plans for buses with wheelchair positions see Item 92A. 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.

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	different seating configurations (3-2, 2-2) on special ed units. This would allow for wider aisles and increased seating flexibility. Seldom if ever are three special ed students placed in one seat. Also, once NHTSA makes public its findings and recommendations on seat belts this fall, lap belts will become obsolete. Therefore localities that want to install lap/shoulder harness seat belts will be unable to do so under the current regulations. The lap/shoulder harness seat belts are only available in a 2-2, 3-2 configuration. The recommendation, from what we have heard, will also have language with respect to higher seat backs so the 19-24 inch height requirement should be deleted. Thomas Built Buses maintains it cannot meet FMVSS standards with a 24" seat back and after reviewing buses we have delivered for the last several years we have found that our seat back is 26" high. Our high back seat is 30" high. It is my belief that this will become the industry standard in the near future. It only makes sense to clean these items up now, rather than waiting for these NHTSA recommendations and then scrambling to comply with them.	

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	With the expected recommendations coming this fall from NHTSA, as well as our current operational needs, Loudoun County Public Schools asks that the specification requirement of a 3-3 seating configuration be adjusted to allow school divisions the option to use a 3-2 or 2-2 configuration for special needs buses. These configurations would allow Loudoun to use the lap/shoulder harness seat belts. At the current time these can only be used in a 3-2 or 2-2 configuration.	
64. Seats 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.	This seems to imply that all seats shall be of similar height. Does that mean that if integrated child seats are installed in the first several rows that the remaining seats in the bus shall be high back to match them in height?	Leave original specification.
64. Seats 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.	What about 3 point seat belts? Buses with 3 point seat belts are either 3-2 or 2-2 seating. Rump space has to increase with 3 point belts to use 3 point seat belts. Industry uses 15" for rump space instead of 13" – is this covered on page 37 section M? I would like to recommend this wording be deleted altogether or at least changed to: "Seat back heights shall be between 19 and	Change language to: M. Seat back heights shall be between 26 and 30 inches measured from cushion level. Exception: Seats with optional child safety restraining system shall comply with FMVSS 222 (*School Bus Passenger Seating and Crash Protection*).

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	24 inches measured from the seating reference point." Rewording would reflect a more accurate and industry and standard method of measuring seats. The NHTSA is considering making high back seats mandatory and will likely do so in the very near future because of the added benefits to compartmentalization. The National Congress on School Transportation has already made high back seats required. They define the seat back to be 24 inches above the seating reference point. Our seat back heights from the seating reference point (SRP) are 23" for a low back and 27" for a high back. This yields a measurement from the cushion surface of 26" and 30" respectively. Our seats have been this way for more than 20 years. Defining the seat back height based on the cushion does not give any indication of how a person will sit relative to the top of the seat back. How a person sits in the seat relative to the top of the seat back is due to the geometry of the seatback/cushion interface and the "softness" or density of the foam used in the cushion – which cannot be determined by simply measuring to the surface. Currently, all seats on the market that are	

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	equipped with integrated child seats and lap/shoulder belt restraint systems already incorporate a high back design. So using these dimensions, based on the seating reference point, will also allow the use of these seats and will remove the need for the following exception: Exception: Seats with optional child safety restraint system shall comply with FMVSS 222. Although this specification has existed for many years, I believe it is no longer valid. The seat back heights on our current buses measure 26 inches and I understand from the bus manufacturer that it is unable to comply with Federal Motor Vehicle Safety Standards and limit the seat back height to 26 inches. In addition, there have been initiatives in some states to increase the seat back height to 28 inches for great safety and comfort. We should delete this requirement altogether and simply specify a minimum height and allow a greater range of flexibility.	
64. Seats 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.	This should be moved to the activity bus specifications and removed from this section.	Move this language to Item 80 E.

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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.	Request step maximum height be changed to 16".	Change language to: A. First step at service door shall not be less than 10 inches and not more than 16 inches from ground, based on standard chassis specifications.
66. Steps 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 20^0 F and 130^0 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	What about Koroseal? Koroseal is vinyl.	Change language to: F. Step covering. All steps, including the floor line platform area, shall be covered with an elastomer floor covering having a minimum overall thickness of 0.187 inch. 1. The step covering shall be permanently bonded to a durable backing material that is resistant to corrosion. 2. Steps, including the floor line platform area, shall have a 1 ½ inch nosing that contrasts in color by at least 70% measured in accordance with the contrasting color specification in 36 CFR, Part 1192, ADA, *Accessibility Guidelines for Transportation Vehicles.* 3. Step treads shall have the following characteristics: a. Abrasion resistance: Step tread material weight loss shall not exceed 0.40 percent, as tested under ASTM D-4060, *Standard Test Method for Abrasion Resistance of Organic Coatings by the Taber Abraser*, (CS-17 Wheel, 1000 gram, 1000 cycle)

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Proposed Specification Presented at July Meeting	Comment Received	Recommended Action from Specifications Committee
		b. Weathering resistance: Step treads shall not break, crack, or check after ozone exposure (7 days at 50 phm at 40 degrees C) and Weatherometer exposure (ASTEM D-750, Standard Test method for Rubber Deterioration in Carbon-Arc Weathering Apparatus, 7 days) c. Flame resistance: Step treads shall have a calculated burn rate of .01 or less using the test methods, procedures and formulas listed in FMVSS No. 302 (*Flammability of Interior Materials).*
79. Wiring 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.	IC does 27" and the other guys are lucky to hit 36" intervals.	Delete this Item.
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.)	As written, this section will encompass all buses used in this type of mission to include commercial charter buses contracted by schools for field trips. Loudoun County Public Schools asks if this statement was written to include non-government owned commercial charter buses, and if so, Loudoun County Public Schools would have to oppose that language.	Change language to: A. Activity buses shall meet all specification 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.)

ATTACHMENT B – Public Comment on Proposed School Bus Specifications
Public Comment Period: July 26- August 30, 2007

Proposed Specification Presented at July Meeting	Comment Received	Recommended Action from Specifications Committee
80. Activity Buses B.2. The name of the school division or individual school shall be lettered in at least 6 inch height in the beltline area.	In the specifications related to identification of the buses, it is stated in Section 50.3 that the school name will be four inches high at the beltline. Loudoun County Public Schools asks why the proposed specifications have changed this requirement on activity buses from 4" to 6". Loudoun supports the original 4" requirement.	Change language to: B.2. The name of the school division or individual school shall be lettered in at least 4 inch height in the beltline area.
85. Heaters A. An additional heater shall be installed in the rear portion of the bus behind wheel wells as required in Item 53I, 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.	Request BTU rating of 34,000 be changed to 30,000 to match vendor supplied wall heater.	Leave original specification.
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	We are not certain what "securely on the ground" means and we find this specification to be confusing. Does securely mean flat on the ground? If so, this specification would be impossible to comply with since students are frequently loaded and discharged on unlevel ground. In addition, this specification as written appears to contradict at least one major lift manufacturer's (RICON) specifications for	Change language to: A. The power lift shall be located on the right side of the bus body. Exception: The lift may be located on the left side of the bus if, and only if, the bus is only used to deliver students to the left side of one-way streets. 1. A ramp device may be used in lieu of a mechanical lift if the ramp meets all the requirements of the Americans with

Proposed Specification Presented at July Meeting	Comment Received	Recommended Action from Specifications Committee
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	lift arm adjustments which states that when the retaining device affixed to the outer edge of the platform is fully extended (ground level), the lift arms should be ¾ - 1 inch off the ground. It appears that this specification is covered in paragraph 88 H and no further specification is needed. However, if paragraph 88 E is retained, it should be expanded to fully and clearly explain what is actually required.	Disabilities Act (ADA) as found in 36 CFR §1192.23, *Vehicle ramp*. 2. A ramp device that does not meet the specifications of ADA, but does meet the specifications of paragraph C of this section, may be installed and used, when, and only when, a power lift system is not adequate to load and unload students having special and unique needs. A readily accessible ramp may be installed for emergency exit use. If stowed in the passenger compartment, the ramp must be properly secured and placed away from general passenger contact. It must not obstruct or restrict any aisle or exit while in its stowed or deployed position. 3. All specially equipped school buses shall provide a level-change mechanism or boarding device (e.g., lift or ramp), complying with paragraph B or C of this section, with sufficient clearances to permit a wheelchair user to reach a securement location. B. Vehicle lift and installation 1. General: Vehicle lifts and installations shall comply with the requirements set forth in FMVSS 403 (*Platform Lift Systems for Motor Vehicles)*, and FMVSS 404 (*Platform Lift Installations in Motor*

Proposed Specification Presented at July Meeting	Comment Received	Recommended Action from Specifications Committee
platform to minimize the incline from the lift platform to the ground level. This plate, if so designed, may also suffice as the restraining device described in subsection H. above. The lift platform shall be skid resistant. J. A circuit breaker or fuse energized through the ignition side of the accessory solenoid shall be installed between power source and lift motor if electrical power is used. K. The lift mechanism shall be equipped with adjustable limit switches or by-pass valves to prevent excessive pressure from building in the hydraulic system when the platform reaches the full up position or full down position. L. Handrails shall be required. M. Sharp or protruding edges or components shall be padded. N. A safety cut off master switch may be installed.		*Vehicles).* 2. Design loads: The design load of the lift shall be at least 800 pounds. Working parts, such as cables, pulleys and shafts, which can be expected to wear, and upon which the lift depends for support of the load, shall have a safety factor of at least six, based on the ultimate strength of the material. Non-working parts, such as platform, frame and attachment hardware that would not be expected to wear, shall have a safety factor of at least three, based on the ultimate strength of the material. 3. Lift capacity: The lifting mechanism and platform shall be capable of operating effectively with a wheelchair and occupant mass of at least 800 pounds. 4. Controls: (See 49 CFR 571.403, S6.7, *Control systems.*) 5. Emergency operations: (See 49 CFR 571.403, S6.9, *Backup operation*.) 6. Power or equipment failures: (See 49 CFR 571.403, S6.2.2, *Maximum platform velocity*.) 7. Platform barriers: (See 49 CFR 571.403, S6.4.7, *Wheelchair retention*.) 8. Platform surface: (See 49 CFR 571.403, S6.4.2, S6.4.3, *Platform requirements*.) 9. Platform gaps and entrance ramps:

Proposed Specification Presented at July Meeting	Comment Received	Recommended Action from Specifications Committee
		(See 49 CFR 571.403, S6.4.4, *Gaps, transitions and openings*.) 10. Platform deflection: (See 49 CFR 571.403, S6.4.5, *Platform deflection*.) 11. Platform movement: (See 49 CFR 571.403, S6.2.3, *Maximum platform acceleration*.) 12. Boarding direction: The lift shall permit both inboard and outboard facing of wheelchair and mobility aid users. 13. Use by standees: Lifts shall accommodate persons who are using walkers, crutches, canes or braces, or who otherwise have difficulty using steps. The platform may be marked to indicate a preferred standing position. 14. Handrails: (See 49 CFR 571.403, S6.4.9, *Handrails*.) 15. Circuit breaker: A resettable circuit breaker shall be installed between the power source and the lift motor if electrical power is used. It shall be located as close to the power source as possible, but not within the passenger/driver compartment. 16. Excessive pressure: (See 49 CFR 571.403, S6.8, *Jacking prevention*.) 17. Documentation: The following information shall be provided with each vehicle equipped with a lift: a. A phone number where information

Proposed Specification Presented at July Meeting	Comment Received	Recommended Action from Specifications Committee
		can be obtained about installation, repair and parts. (Detailed written instructions and parts list shall be available upon request.) b. Detailed instructions regarding use of the lift shall be readily visible when the lift door is open, including a diagram showing the proper placement and positions of wheelchair/mobility aids on the lift. 18. Training materials: The lift manufacturer shall make training materials available to ensure the proper use and maintenance of the lift. These may include instructional videos, classroom curriculum, system test results or other related materials. 19. Identification and certification: Each lift shall be permanently and legibly marked or shall incorporate a non-removable label or tag that states it conforms to all applicable requirements of the current National School Transportation Specifications and Procedures. In addition and upon request of the original titled purchaser, the lift manufacturer or an authorized representative shall provide a notarized Certificate of Conformance, either original or photocopied, which states that the lift system meets all the applicable

Proposed Specification Presented at July Meeting	Comment Received	Recommended Action from Specifications Committee
		requirements of the current National School Transportation Specifications and Procedures. C. Vehicle ramp 1. If a ramp is used, it shall be of sufficient strength and rigidity to support the special device, occupant and attendant(s). It shall be equipped with a protective flange on each longitudinal side to keep the special device on the ramp. 2. The surface of the ramp shall be constructed of non-skid material. 3. The ramp shall be equipped with handles and shall be of weight and design to permit one person to put the ramp in place and return it to its storage place. 4. Ramps used for emergency evacuation purposes may be installed in raised floor buses by manufacturers. They shall not be installed as a substitute for a lift when a lift is capable of serving the need.
92. Seating Arrangements A. Flexibility in seat spacing to accommodate special devices shall be permitted due to the constant changing of passenger requirements.	Change language to read "Flexibility in seat arrangements to accommodate special devices shall be permitted due to the constant changing of passenger requirements. All seating shall meet the requirements of FMVSS No. 222, *School Bus Passenger Seating and Crash Protection."*	Change language to: A. Flexibility in seat arrangements to accommodate special devices shall be permitted due to the constant changing of passenger requirements. All seating shall meet the requirements of FMVSS 222 (*School Bus Passenger Seating and Crash Protection).*

ATTACHMENT B – Public Comment on Proposed School Bus Specifications
Public Comment Period: July 26- August 30, 2007

Proposed Specification Presented at July Meeting	Comment Received	Recommended Action from Specifications Committee
95. Special Service Entrance Doors 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.	Request that cluster light stating LIFT be allowed.	Change language to: 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. A cluster light "LIFT" is allowed.
Specifications for Lift-Gate School Buses	We recommend changing the terminology from lift-gate to power lift or wheelchair lift throughout the document for consistency.	Change for consistency to "wheelchair lift".
Chassis Specification sheets **Type C 77 Passenger**	Engine horsepower be changed from 210 to 200	Leave original specification.
Chassis specification sheets – all models	Change alternator to be 185 amp	Leave original specification.

Board of Education Agenda Item

Item: G. **Date:** October 18, 2007

Topic: Final Review of a Request for a Continued Rating of Conditionally Accredited from Sussex County Public Schools for Annie B. Jackson and Ellen W. Chambliss Elementary Schools

Presenter: Mrs. Kathleen M. Smith, Director, Office of School Improvement, Division of Student Assessment and School Improvement
Dr. Charles Harris, Superintendent, Sussex County Public Schools

Telephone Number: (804) 225-2865 E-Mail Address: Kathleen.Smith@doe.virginia.gov

Origin:

____ Topic presented for information only (no board action required)

_X_ Board review required by
____ State or federal law or regulation
_X_ Board of Education regulation
____ Other: _____

_X_ Action requested at this meeting ___Action requested at future meeting:

Previous Review/Action:

____ No previous board review/action

_X_ Previous review/action
date September 26, 2007
action Board accepted for first review a request for a continued rating of Conditionally Accredited

Background Information:

8 VAC 20-131-300.C states that a school shall be rated Accreditation Denied based on its academic performance during academic years ending in 2006 and beyond, if it fails to meet the requirements to be rated Fully Accredited, for the preceding three consecutive years or for three consecutive years anytime thereafter.

As outlined in 8 VAC 20-131-315, as an alternative to the memorandum of understanding required for schools rated Accreditation Denied, a local school board may choose to reconstitute the school and apply to the Board of Education for a rating of Conditionally Accredited. The application shall outline specific responses that address all areas of deficiency that resulted in the Accreditation Denied status.

As defined by the Standards of Accreditation, “reconstitution” means a process that may be used to initiate a range of accountability actions to improve pupil performance, curriculum, and instruction to address deficiencies that caused a school to be rated Accreditation Denied that may include, but not be limited to, restructuring a school’s governance, instructional program, staff or student population.

Summary of Major Elements

Sussex County Public Schools has requested a continuation of the rating Conditionally Accredited based on a change in student population at Ellen W. Chambliss Elementary and Annie B. Jackson Elementary. Implemented last year, this change moved the 3rd grade from Annie B. Jackson Elementary to Ellen W. Chambliss Elementary.

The English pass rate at Ellen W. Chambliss Elementary increased from fifty percent (3rd and 5th grades) to seventy-three percent (3rd grade only). Mathematics pass rates increased from forty-one to ninety-three percent. The English pass rate at Annie B. Jackson Elementary School increased from fifty percent (3rd and 5th grade) to sixty-five percent (4th and 5th grades). Mathematics pass rates increased from forty-one percent to fifty-nine percent.

The letter requesting the continued rating of Conditionally Accredited indicates that the school division is continuing its efforts to close those schools but has not been successful in receiving funding from the Board of Supervisors to consolidate its elementary schools into one modern school. Efforts will continue to restructure the grades at Jackson Elementary while continuing to seek the construction of the new elementary school.

The following recommendations are indicated for both Annie B. Jackson Elementary and Ellen W. Chambliss Elementary:

1. The department will appoint an auditor through the academic review process or the PASS program to monitor the implementation of the school's reconstitution efforts monthly.
2. LEA staff assigned to work with the school throughout the year will attend in-service provided by the department regarding district support and the district framework needed to restructure and support low-performing schools. This in-service will be provided by the Virginia Foundation of Educational Leadership, the Appalachian Regional Comprehensive Center, and the Center for Innovation and Improvement.
3. The division will adhere to any additional recommendations indicated in the Conditional Request and Follow-up form or by the auditor throughout the year and will comply with any reporting requirements requested (submission of ARDT data on a regular basis, monthly reporting to the board).

Additionally, the auditor appointed by the department will follow the reading and mathematics programs closely and make recommendations to the superintendent regarding the program's continued implementation and/or modifications that are needed in order to ensure that student achievement is improved.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education approve the continued request for a rating of Conditionally Accredited from Sussex County Public Schools for Annie B. Jackson and Ellen W. Chambliss Elementary Schools with the inclusion of the recommendations listed.

Impact on Resources:

None

Timetable for Further Review/Action:

None

Attachment A

Virginia Department of Education
Division of Student Assessment and School Improvement
Conditional Request & Follow-Up

Name of Division: Sussex County	Name of School: Annie B. Jackson Elementary	
Title I: Yes	School Improvement Status: Corrective Action	
Subjects Warned in 2005: English, Mathematics, Science	Subjects Warned in 2006: English, Mathematics, Science	Subjects Warned in 2007: English, Mathematics, History, Science
Primary Reconstitution Request: Student Population	Additional Reconstitution Request:	
Committee Make-up		
Overview	This is the 2nd conditional request. Pass rates at grade 4 and 5 have demonstrated improvement in mathematics and English.	

PASS Rates	2006	2007
Grade 3 and 5 English (2006) Grade 3, 4, and 5 English (2007)	50	65
Grade 4 , 6, 7, 8, and EOC (2006) Grade 6, 7, 8 and EOC English (2007)	61 (Grade 4 only)	
Mathematics	41	59
Grade 3 History	64	
History	71	55
Grade 3 Science	60	
Science	44	50

Recommendations

The department recommends the following for each school requesting a rating of Conditionally Accredited:

- The department will appoint an auditor through the academic review process or the PASS program to monitor the implementation of the school's reconstitution efforts.
- LEA staff assigned to work with the school throughout the year will attend in-service provided by the department regarding district support and the district framework needed to restructure and support low-performing schools. This in-service will be provided by the Virginia Foundation of Educational Leadership, the Appalachian Regional Comprehensive Center, and the Center for Innovation and Improvement.
- The division will adhere to any additional recommendations indicated in the Conditional Request and Follow-up form or by the auditor throughout the year and will comply with any reporting requirements requested (submission of ARDT data on a regular basis, monthly reporting to the board).

Additionally, the auditor assigned by the department will follow the reading and mathematics programs closely and make recommendations to the superintendent regarding the program's continued implementation and/or modifications that are needed in order to ensure that student achievement is improved.

Approved by Board of Education	
Assigned PASS/AR Auditor	
Monitoring Report Nov 30	
Monitoring Report Jan 30	
Monitoring Report March 30	
Monitoring Report May 30	

Virginia Department of Education
Division of Student Assessment and School Improvement
Conditional Request & Follow-Up

Name of Division: Sussex County		Name of School: Ellen W. Chambliss Elementary
Title I: Y	School Improvement Status:	
Subjects Warned in 2005: English, Mathematics, Science	Subjects Warned in 2006: English, Mathematics, Science	Subjects Warned in 2007: English
Primary Reconstitution Request: Student Population		Additional Reconstitution Request:
Committee Make-up		
Overview	This is the 2nd conditional request. Pass rates at grade 3 have demonstrated improvement in mathematics and English.	

PASS Rates	2006	2007
Grade 3 and 5 English (2006) Grade 3, 4, and 5 English (2007)	50	73
Grade 4 , 6, 7, 8, and EOC (2006) Grade 6, 7, 8 and EOC English (2007)	61 (Grade 4 only)	
Mathematics	41	93
Grade 3 History	64	91
History	71	
Grade 3 Science	60	86
Science	44	

Recommendations

The department recommends the following for each school requesting a rating of Conditionally Accredited:

- The department will appoint an auditor through the academic review process or the PASS program to monitor the implementation of the school's reconstitution efforts.
- LEA staff assigned to work with the school throughout the year will attend in-service provided by the department regarding district support and the district framework needed to restructure and support low-performing schools. This in-service will be provided by the Virginia Foundation of Educational Leadership, the Appalachian Regional Comprehensive Center, and the Center for Innovation and Improvement.
- The division will adhere to any additional recommendations indicated in the Conditional Request and Follow-up form or by the auditor throughout the year and will comply with any reporting requirements requested (submission of ARDT data on a regular basis, monthly reporting to the board).

Additionally, the auditor assigned by the department will follow the reading and mathematics programs closely and make recommendations to the superintendent regarding the program's continued implementation and/or modifications that are needed in order to ensure that student achievement is improved.

Approved by Board of Education	
Assigned PASS/AR Auditor	
Monitoring Report Nov 30	
Monitoring Report Jan 30	
Monitoring Report March 30	
Monitoring Report May 30	

Board of Education Agenda Item

Item: H. **Date:** October 18, 2007

Topic: First Review of the Annual Report for State-Funded Remedial Programs

Presenter: Mrs. Kathleen M. Smith, Director, Office of School Improvement, Division of Student Assessment and School Improvement

Telephone Number: 804-225-2865 **E-Mail Address:** Kathleen.Smith@doe.virginia.gov

Origin:

____ Topic presented for information only (no board action required)

_X_ Board review required by
- _X_ State or federal law or regulation
- ____ Board of Education regulation
- ____ Other: _____

_X_ Action requested at this meeting ___ Action requested at future meeting: _____

Previous Review/Action:

_X_ No previous board review/action

__ Previous review/action
Date_____ Action:_____

Background Information:

§22.1-199.2.B. of the Code of Virginia (*Code*) requires the Virginia Board of Education to collect, compile, and analyze data required to be reported by local school divisions to accomplish a statewide review and evaluation of remediation programs. The *Code* further requires that the Board annually report its analysis of the data submitted and a statewide assessment of remediation programs, with any recommendations, to the Governor and the General Assembly beginning December 1, 2000.
In May 2007, the Virginia Board of Education approved remedial plans for local school divisions.

Summary of Major Elements:

Data for the summer 2006 remedial summer programs were collected after the results of the 2007 Standards of Learning assessments were released. A summary of the remedial plans for all school divisions for summer remedial programs held in 2006 and intercession programs in the case of year-round schools in 2006-2007 is included in the report as Appendix A. Appendix B contains the regulations specifying standards for state-funded remedial programs.

The attached report also contains a summary of funding amounts provided to each local school division (Appendix C) for Standards of Learning Remediation and Standards of Learning Remedial Summer School.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Virginia Board of Education waive first review and accept the attached report for submission to the Governor and General Assembly as required by §22.1-199.2.B. of the *Code.*

Impact on Resources:

None

Timetable for Further Review/Action:

None

VIRGINIA BOARD OF EDUCATION

REPORT

ANALYSIS AND ASSESSMENT OF STATE-FUNDED REMEDIAL PROGRAMS

OCTOBER 2007

DIVISION OF STUDENT ASSESSMENT
AND SCHOOL IMPROVEMENT

Introduction

Analysis and Assessment of State-Funded Remedial Programs

§22.1-199.2.B. of the Code of Virginia (Code) requires the Virginia Board of Education (Board) to collect, compile, and analyze data required to be reported by local school divisions to accomplish a statewide review and evaluation of remediation programs. The Code further requires that the Board annually report its analysis of the data submitted and a statewide assessment of remediation programs, with any recommendations, to the Governor and the General Assembly.

Regulations for State-Funded Remedial Programs

Background

Section 22.1-199.2 of the Code required the Virginia Board of Education to promulgate regulations establishing standards for remediation programs that receive state funding, without regard to state funding designations. After Board approval on January 14, 2003, regulation 8 VAC 20-630 was placed in the *Virginia Register of Regulations* on February 25, 2003, and became effective on March 28, 2003.

Regulation 8 VAC 20-630, Appendix B, institutes a maximum pupil-teacher ratio for state-funded summer remedial programs and requires school divisions to submit a remediation plan, record and report specified data pertaining to their state-funded remedial programs, maintain an individual student record indicating the student's expected remediation goal, and annually evaluate the success of those programs. Appendix B also provides standards for state-funded remedial programs.

Language contained in Item 135.B.15, Chapter 837, 2007 Acts of Assembly, states that school divisions may choose to use state payments provided for Standards of Quality prevention, intervention, and remediation in both years as a block grant for remediation purposes without restrictions or reporting requirements other than reporting necessary as a basis for determining funding for the program. For the 2006-2007 fiscal year, school divisions choosing to use Standards of Quality remediation funds as block grants were not subject to restrictions or reporting requirements. Consequently, data for the 2006-2007 fiscal year were not reported for this program because all school divisions were participating in the block grant program.

Description of State-Funded Remedial Program

Standards of Learning Remedial Summer School

The Standards of Quality §22.1-253.13:1 require division superintendents to provide a program of prevention, intervention, or remediation that may include remedial summer school to students who are educationally at-risk including, but not limited to:

a. those who fail to achieve a passing score on any Standards of Learning assessment in grades 3 through 8; or
b. those who fail an end-of-course test required for the award of a verified unit of credit required for the student's graduation.

The 2006-2008 appropriation act provides funds to each local school division for the operation of programs designed to remediate students who are required to attend. The act requires that students attending these programs not be charged tuition and/or awarded high school credit.

Appendix A

Data Reported by School Division
Required by 8 VAC 20-630

8-VAC 20-630-50 requires each local division to annually collect and report to the Department of Education, online or on forms provided by the Department, the following data pertaining to eligible students:

1. The number of students failing a state sponsored test required by the Standards of Quality or Standards of Accreditation;
2. A demographic profile of students attending state-funded remedial programs;
3. The academic status of each student attending state-funded remedial programs;
4. The types of instruction offered;
5. The length of the program(s);
6. The cost of the program(s);
7. The number of disabled students and those with limited English proficiency;
8. As required, the pass rate on Standards of Learning assessments; and,
9. The percentage of students at each grade level who have met their remediation goals.

Data reported for summer remedial programs held in 2006.

Type of Program(s) Offered in the Summer of 2006 or in the case of year-round schools (2006-2007)	**Percentage of Localities**
An integrated summer remedial program in K-5 or intersession program in the case of year-round schools (2006-2007)	77.5%
A summer remedial program or intersession program in the case of year-round schools (2006-2007) in one or more content areas grades K-8	98.4%
A summer remedial program or intersession program in the case of year-round schools (2006-2007) in one or more content areas for secondary programs	91.4%

Demographic Profile	Number Reported	Percent of Total
A demographic profile of the students who attended remedial programs in 2006 or in the case of year-round schools (2006-2007)		
Total Number	100,457	100%
Male	54,994	55%
Female	45,388	45%
Unspecified	1,797	2%
American/Indian Alaska Native	283	<1%
Asian/Pacific Islander	3,678	3.66%
Black or African American, not of Hispanic origin	44,201	44%
Hispanic	14,844	15%
White, not of Hispanic origin	35,654	35%
The number of students who attended remedial programs in 2006 or in the case of year-round schools (2006-2007) and who failed a state sponsored test required by the Standards of Quality or Standards of Accreditation		
Kindergarten-8th Grade	27,572	32%
Grades 9-12	6,584	8%
The academic status of each student is defined as students who attended remedial programs in 2006 or in the case of year-round schools (2006-2007) and who were retained in 2005-2006.	13,241	15%

The number of disabled students and those with limited English proficiency who attended remedial programs in 2006 or in the case of year-round schools (2006-2007)	**Number Reported**	**Percent of Total**
Disabled Students	20,183	24%
Limited English Proficiency	20,394	24%

SOL Goal Attainment The percentage of students who attended remedial summer school in 2006 at each grade level who have met their remediation goals either **benchmark tests or SOL tests.**	**English**	**Math**	**Science**	**Social Studies**
3	66	66	51	65
4	62	64	▬	57
5	68	62	62	47
6	73	57	▬	88
7	61	56	▬	80
8	62	60	81	82
9-12	66	71	68	72

Note: 8 VAC 20-630-30 requires each local school division to record, for each eligible student attending a state-funded remedial program: (i) the state or local criteria used to determine eligibility; (ii) the expected remediation goal for the student in terms of a target score on a locally designed or selected test which measures the SOL content being remediated; and (iii) whether the student did or did not meet the expected remediation goal. The percentages indicated reflect the number of students who met their remediation goal, including the SOL assessment, if appropriate.

SOL Goal Attainment The percentage of students who attended remedial summer school in 2006 at each grade level who have met their remediation goals of **SOL only**.	**English**	**Math**	**Science**	**Social Studies**
3	64	82	56	69
4	65	65	▬	54
5	65	59	56	46
6	73	37	▬	66
7	65	43	▬	72
8	50	42	93	82
9-12	70	61	64	66

Cost of Program		
The cost of the program(s) for remedial programs in 2006.	**State Funds Expended**	$22,915,564.89
	Non-State Funds Expended	$26,364,639.80
Cost per pupil: $547.67	**Total**	$49,280,204.69

Appendix B

Standards for State-Funded Remedial Programs
8 VAC 20-630

8 VAC 20-630-10 Definitions.

The following words and terms when used in this regulation, shall have the following meanings, unless the context clearly indicates otherwise:
"*Eligible students*" are those students who meet either *(i)* the criteria identifying students who are educationally at risk, which have been established by the local school board, or *(ii)* the state criteria identifying students who are educationally at risk as specified in §22.1-253.13:1.
"*Regular instructional day"* means the length of the school day in which instruction is provided for all children, but excluding before- and after-school programs for state-funded remedial programs.
"*Regular school year*" means the period of time during which the local school division provides instruction to meet the Standards of Quality, exclusive of summer school, Saturday sessions, or intersession periods.
"State-funded remedial programs" include those programs defined in the local school division's remediation plan which serve eligible students from state funding sources.

8 VAC 20-630-20 Remediation plan development and approval.

Each local school division shall develop a remediation plan designed to strengthen and improve the academic achievement of eligible students. Local school divisions shall submit these plans at a time to be determined by the Superintendent of Public Instruction for approval by the Virginia Board of Education. Following approval of the plan, each local school division shall submit a budget for the remediation plan that identifies the sources of state funds in the plan.

8 VAC 20-630-30 Individual student record.

Each local school division shall record, for each eligible student attending a state-funded remedial program: (i) the state or local criteria used to determine eligibility; (ii) the expected remediation goal for the student in terms of a target score on a locally designed or selected test which measures the SOL content being remediated; and (iii) whether the student did or did not meet the expected remediation goal.

8 VAC 20-630-40 Program evaluation.

Each local school division shall annually evaluate and modify, as appropriate, their remediation plan based on an analysis of the percentage of students meeting their remediation goals. The pass rate on the Standards of Learning

assessments shall also be a measure of the effectiveness of the remedial program.

8 VAC 20-630-50 Reporting requirements.

Annually, each local school division shall collect and report to the Department of Education, online or on forms provided by the Department, the following data pertaining to eligible students:

1. The number of students failing a state sponsored test required by the Standards of Quality or Standards of Accreditation;
2. A demographic profile of students attending state-funded remedial programs;
3. The academic status of each student attending state-funded remedial programs;
4. The types of instruction offered;
5. The length of the program(s);
6. The cost of the program(s);
7. The number of ungraded and disabled students, and those with limited English proficiency;
8. As required, the pass rate on Standards of Learning assessments; and
9. The percentage of students at each grade level who have met their remediation goals.

8 VAC 20-630-60 Teacher qualifications and staffing ratios.

Each local school division implementing a state-funded remedial summer school program shall provide a minimum of 20 hours of instruction per subject, exclusive of field trips, assemblies, recreational activities, lunch or post-program testing time.

For state-funded remedial summer school programs in grades K-5 that offer an integrated curriculum, a minimum of 40 hours of instruction shall be required.

The pupil-teacher ratios for state-funded summer remedial programs shall not exceed 18:1.

Individuals who provide instruction in the state-funded remedial programs shall be licensed to teach in Virginia or work under the direct supervision of an individual who is licensed to teach in Virginia; be qualified to provide instruction in the area to be remediated; and be trained in remediation techniques.

8 VAC 20-630-70 Transportation formula.

Pursuant to the provisions of the state's Appropriation Act, funding for transportation services provided for students who are required to attend state-funded remedial programs outside the regular instructional day shall be based on a per pupil per day cost multiplied by the number of student days the program

operates (i.e., the number of instructional days the state-funded remedial programs are offered multiplied by the number of students who attend the state-funded remedial programs). The per pupil per day cost shall be based on the latest prevailing cost data used to fund pupil transportation through the Standards of Quality.

For state-funded remedial programs that operate on days that are in addition to the regular school year, 100 percent of the per pupil per day cost shall be used in the formula. For state-funded remedial programs that begin before or end after the regular instructional day, 50 percent of the per pupil per day cost shall be used in the formula. The state share of the payment shall be based on the composite index.

Appendix C

FY 2006 Remedial Summer School Payment
Summer 2006 or Intersession 2006-07

Code	Division	First & Final Payment Remedial Summer School Payment
001	ACCOMACK	56,135
002	ALBEMARLE	153,485
003	ALLEGHANY	39,334
004	AMELIA	44,385
005	AMHERST	99,583
006	APPOMATTOX	79,444
007	ARLINGTON	352,837
008	AUGUSTA	241,640
009	BATH	4,367
010	BEDFORD	247,669
011	BLAND	6,577
012	BOTETOURT	30,624
013	BRUNSWICK	159,516
014	BUCHANAN	66,629
015	BUCKINGHAM	107,448
016	CAMPBELL	229,507
017	CAROLINE	76,114
018	CARROLL	120,028
019	CHARLES CITY	0
020	CHARLOTTE	52,473
021	CHESTERFIELD	1,359,291
022	CLARKE	27,133
023	CRAIG	31,171
024	CULPEPER	65,810
025	CUMBERLAND	122,979
026	DICKENSON	21,134
027	DINWIDDIE	126,856
028	ESSEX	41,152
029	FAIRFAX	739,035
030	FAUQUIER	71,955
031	FLOYD	26,568
032	FLUVANNA	58,719
033	FRANKLIN	168,001
034	FREDERICK	0

035	GILES	34,327
036	GLOUCESTER	97,658
037	GOOCHLAND	16,645
038	GRAYSON	49,974
039	GREENE	31,584
040	GREENSVILLE	138,845
041	HALIFAX	251,469
042	HANOVER	205,007
043	HENRICO	659,387
044	HENRY	137,761
045	HIGHLAND	2,834
046	ISLE OF WIGHT	97,546
047	JAMES CITY	115,901
048	KING GEORGE	30,233
049	KING QUEEN	29,791
050	KING WILLIAM	40,778
051	LANCASTER	13,783
052	LEE	0
053	LOUDOUN	0
054	LOUISA	65,019
055	LUNENBURG	50,106
056	MADISON	68,989
057	MATHEWS	6,331
058	MECKLENBURG	147,338
059	MIDDLESEX	12,766
060	MONTGOMERY	160,240
062	NELSON	54,276
063	NEW KENT	28,220
065	NORTHAMPTON	68,830
066	NORTHUMBERLAND	42,763
067	NOTTOWAY	91,394
068	ORANGE	100,340
069	PAGE	49,561
070	PATRICK	147,111
071	PITTSYLVANIA	206,851
072	POWHATAN	52,248
073	PRINCE EDWARD	49,406
074	PRINCE GEORGE	66,903
075	PRINCE WILLIAM	1,663,870
077	PULASKI	176,338

078	RAPPAHANNOCK	3,449
079	RICHMOND CO	31,676
080	ROANOKE CO	71,762
081	ROCKBRIDGE	38,200
082	ROCKINGHAM	322,187
083	RUSSELL	118,771
084	SCOTT	180,154
085	SHENANDOAH	220,706
086	SMYTH	125,265
087	SOUTHAMPTON	140,409
088	SPOTSYLVANIA	217,071
089	STAFFORD	568,545
090	SURRY	5,601
091	SUSSEX	99,289
092	TAZEWELL	162,225
093	WARREN	45,569
094	WASHINGTON	129,573
095	WESTMORELAND	61,993
096	WISE	90,888
097	WYTHE	39,880
098	YORK	101,986
101	ALEXANDRIA	187,048
102	BRISTOL	48,924
103	BUENA VISTA	33,864
104	CHARLOTTESVILLE	60,858
106	COLONIAL HEIGHTS	53,070
107	COVINGTON	28,303
108	DANVILLE	425,475
109	FALLS CHURCH	15,574
110	FREDERICKSBURG	26,576
111	GALAX	40,699
112	HAMPTON	942,189
113	HARRISONBURG	161,467
114	HOPEWELL	93,748
115	LYNCHBURG	175,677
116	MARTINSVILLE	71,354
117	NEWPORT NEWS	1,509,259
118	NORFOLK	1,177,701
119	NORTON	15,737
120	PETERSBURG	166,399

121	PORTSMOUTH	341,619
122	RADFORD	22,956
123	RICHMOND CITY	1,174,768
124	ROANOKE CITY	255,423
126	STAUNTON	56,315
127	SUFFOLK	428,857
128	VIRGINIA BEACH	1,053,481
130	WAYNESBORO	75,806
131	WILLIAMSBURG	13,266
132	WINCHESTER	119,953
134	FAIRFAX CITY**	0
135	FRANKLIN CITY	135,122
136	CHESAPEAKE	1,645,398
137	LEXINGTON	8,182
138	EMPORIA**	0
139	SALEM	81,136
140	BEDFORD CITY**	0
142	POQUOSON	32,302
143	MANASSAS	112,498
144	MANASSAS PARK	104,386
202	COLONIAL BEACH	33,111
207	WEST POINT	30,448
	Total	**24,024,170**

*Frederick County Public Schools, Loudoun County Public Schools, Lee County Public Schools, and Charles City County Public Schools did not offer a summer remedial program in 2006.

**Fairfax City Public Schools offered a program through Fairfax County Public Schools. Bedford City is included in Bedford County Public Schools results. Therefore, information for Fairfax City and Bedford City can be found included in their county statistics above. Emporia City is included in Greensville County Public Schools results.

Board of Education Agenda Item

Item: I. **Date:** October 18, 2007

Topic: First Review of Proposed Process for Initiating a Governor's Career and Technical Academy

Presenter: Dr. Linda M. Wallinger, Assistant Superintendent for Instruction

Telephone Number: (804) 225-2034 **E-Mail Address:** Linda.Wallinger@doe.virginia.gov

Origin:

____ Topic presented for information only (no board action required)

_X_ Board review required by
- ____ State or federal law or regulation
- ____ Board of Education regulation
- _X_ Other: Requirement of Virginia's Proposal to the National Governors Association Center for Best Practices Science, Technology, Engineering, and Mathematics Center Grant Program

____ Action requested at this meeting _X_ Action requested at future meeting: November 29, 2007

Previous Review/Action:

_X_ No previous board review/action
____ Previous review/action
Date
Action

Background Information:
Virginia has received a $500,000 grant from the National Governors Association Center for Best Practices to improve science, technology, engineering, and mathematics (STEM) education. It provides the opportunity to develop STEM-focused Governor's Career and Technical Academies that are partnerships of business and industry; public school divisions; higher education institutions, including community colleges, universities, and/or private postsecondary institutions, as applicable; and may also include local government, including workforce and economic development entities. These academies will have the primary focus of increasing the readiness of high school graduates for college-level work and other postsecondary pathways in STEM areas.

Summary of Major Elements:
Attachment A, *Process for Initiating a Governor's Career and Technical Academy*, describes the proposed process and administrative guidelines for initiating a Governor's Career and Technical Academy. The proposed process includes the following elements:

- Requirements to establish a planning committee of involved partners that addresses the rationale for the Academy, a brief description of the program and agreements with local businesses, industries and institutions of higher learning;
- Review of the proposed plan by both the State Council of Higher Education for Virginia and the Board of Education, with the ultimate designation as a Governor's Career and Technical Academy resting with the Board;
- Technical assistance provided by the Department of Education, the State Council for Higher Education, and the Virginia Community College System for planning and implementation as needed, and
- An Administrative Procedures Guide that provides the planning committee more detail in developing the program description, objectives and performance measures, course and career pathway descriptions, participant benchmarks, work-based experiences, evaluation processes and administrative procedures.

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Board of Education accept for first review the proposed *Process for Initiating a Governor's Career and Technical Academy*.

Impact on Resources:
The Department of Education will facilitate the review and approval process.

Timetable for Further Review/Action:
The proposed guidelines will be presented to the Board for final review and approval in November 2007.

Attachment A
October 18, 2007

Virginia Board of Education
PROPOSED
Process for Initiating a Governor's Career and Technical Academy

Developing and implementing the program and administrative arrangements for a Governor's Career and Technical Academy involves extensive planning and discussions among the participating partners. Additionally, the Academy must be approved by both the State Council of Higher Education for Virginia (SCHEV) and the Board of Education. Partners should take this process into consideration when preparing a planning and implementation timeline. The process includes the following steps:

1. Governor's Career and Technical Academies must be partnerships of business and industry; public school divisions; higher education institutions, including community colleges, universities, and/or private postsecondary institutions, as applicable; and may include local government, including workforce and economic development entities. They may also include local government, including workforce and economic development entities.

2. Partnerships desiring to implement a Governor's Career and Technical Academy shall provide the Department of Education with documentation of the following:

   a. The existence of an active, on-going Governor's Career and Technical Academy Planning Committee of superintendents or their designees from the participating school divisions and representatives from other partnering organizations. To the extent possible, these councils will come from existing regional industry advisory boards convened under the auspices of the regional workforce investment boards, community college workforce offices and Tech Prep/Career Pathways leadership teams convened by colleges and schools.

   b. A statement that demonstrates the need/rationale for the Academy. This statement should be concise and state the important reasons to have a Governor's Career and Technical Academy that provides enhanced or additional offerings in science, technology, engineering, and mathematics (STEM), and career and technical education.

   c. Identification of the fiscal agent.

   d. A brief description of the proposed program, including site location, number of students, grade levels, and general curriculum design.

   e. A written memorandum of agreement, among school divisions, local businesses, and postsecondary institutions, and any other partners. This agreement will suggest ways in which community resources will contribute to the Governor's Career and Technical Academy to broaden the scope of the students' educational experiences.

   f. A statement of assurance that the Governor's Career and Technical Academy Planning Committee has reviewed provisions of the attached *Administrative Procedures Guide for the Establishment of Governor's Career and Technical Academies* and agrees to follow the guidelines set forth in the document.

g. A statement of assurance that, if applicable, an on-going Governing Board will be established to reflect current Board of Education regulations relative to jointly operated schools and programs.

3. The Department of Education will review the proposal and documentation and forward the completed proposal to the State Council of Higher Education for Virginia (SCHEV).

4. SCHEV will review the proposal to determine if it meets the criteria for a Governor's Career and Technical Academy, with particular focus on postsecondary components, and will make a report to the Council with a recommendation. The Council will vote to recommend or not recommend the proposal to the Board of Education.

5. The Department of Education will make a report to the Board of Education with a recommendation, noting SCHEV's recommendation in its report. The Board of Education will approve or deny designation as a Governor's Career and Technical Academy.

6. At any point in the process, the applicant may withdraw its proposal from consideration and resubmit at a later time if desired.

7. The DOE, VCCS, and SCHEV will provide technical assistance to programs during the planning and implementation process as needed.

Attachment A
October 18, 2007

PROPOSED
ADMINISTRATIVE PROCEDURES GUIDE FOR THE ESTABLISHMENT OF A GOVERNOR'S CAREER AND TECHNICAL ACADEMY

I. Introduction

The Governor's Career and Technical Academies shall provide expanded options for the general population of students to acquire science, technology, engineering and mathematics (STEM) literacy and other critical knowledge, skills, and credentials that will prepare them for high-demand, high-wage, and high-skills careers in Virginia.

II. The Role of the Department of Education

The Department of Education will act as a resource for these programs, providing technical assistance related to program and curriculum design, instructional strategies, and evaluation.

III. Program Description

Each Governor's Career and Technical Academy planning committee shall develop cooperatively with local school divisions, business, community, and higher education partners and have available for review and dissemination, a program description that includes the following:

A. Statement of program goals addressing the following criteria:
   1. Incorporate rigorous academic content with career and technical instruction;
   2. Have an emphasis on STEM career pathways;
   3. Develop individualized high school plans to ensure course selections that are aligned with students' transition and career goals after high school;
   4. Ensure that graduates complete a college and work readiness curriculum, minimally at the level specified for Commonwealth Scholars Course of Study (State Scholars Core) [http://www.vcef.net/page.php?id=10] with the possibility of pre-approved substitution of equivalent courses where there may be more relevant course selections for a particular career pathway;
   5. Be designed (or later adapted) to ensure that graduates will qualify for the new Technical or Advanced Technical Diplomas to be developed by the Board of Education; and
   6. Incorporate Virginia's Workplace Readiness Skills.

B. Statement of program objectives and performance measures to:
   1. Improve academic achievement of Academy students;
   2. Increase completion of dual enrollment courses;
   3. Provide workplace readiness experiences for students through strong partnerships with businesses;
   4. Increase high school graduation rates;
   5. Reduce dropout rates;
   6. Increase enrollment and retention in postsecondary education;

7. Increase the proportion of students completing a college and workplace ready curriculum in high school;
8. Reduce the proportion of students requiring remediation in college;
9. Increase the number of industry certifications awarded to high school students; and
10. Increase the number of graduates employed in high wage, high demand and high skill careers.

C. Evidence of participation in the Governor's Exemplary Standards Award Program for Career and Technical Education

D. Program and course descriptions
   1. At least two well-articulated career pathways must be included that meet the following criteria:
      a. Each career pathway must include opportunities to earn industry credentials, postsecondary certificates, diplomas or associate degrees while in high school and pursue additional industry credentials and academic degrees at the associate, bachelors and graduate levels. These pathways may be in the same or different career clusters.
      b. At least one career pathway must be in a field identified by a statewide authority or organization, such as the Virginia Economic Development Partnership or the Virginia Research and Technology Advisory Commission, as a strategic growth area for Virginia. Examples include biosciences, information technology, automotive technology and motor sports, as well as modeling and simulation and nanotechnology.
      c. At least one career pathway must address regional and local workforce demand in a high wage, high skill field as identified by employers and workforce officials.
      d. Of the two pathways described above, at least one must be in a STEM-related field. This career pathway should drive the innovative capacity of the region and/or the state.
      e. Additional career pathways may address one of the areas described above, or an area identified by the partnership as an area of interest, growth, or expansion for students in the service area of the Academy.
   2. Academy graduates must achieve one or more of the following benchmarks:
      a. Earn one or more industry certifications or state occupational licenses, and/or demonstrate competencies on an assessment instrument recognized by postsecondary institutions such as CLEP examinations, collaboratively designed or mutually approved end-of-course tests, college placement tests, or student portfolios reviewed by a team of college and high school faculty; or
      b. Earn at least 9 transferable college credits as defined in the Early College Scholars program (includes dual enrollment, Advanced Placement and other options); or
      c. Earn an Associate Degree.
   3. Significant work-based experience must be included, such as:
      a. Additional instruction or training beyond the classroom;
      b. Cooperative Education;
      c. Internships;
      d. Job Shadowing;
      e. Mentorships;

f. Project-based learning;
g. Service learning; or
h. A combination of the above.

E. Length of program and daily schedule
1. Governor's Career and Technical Academies will be defined by program content, not by the location or delivery system of courses. Courses may be delivered on a high school, technical center or community college campus, online, or in other innovative ways.
2. Governor's Career and Technical Academies may be full day or part-day, academic-year programs.

F. Assurance from the fiscal agent that operating funds and facilities are available to support the Governor's Career and Technical Academy and are adequate to meet the needs of the program.

G. Materials and equipment to be provided to accomplish program goals and objectives.

H. Evidence of an internal evaluation process to effect program improvement, including
1. A review of the Academy's policies, procedures, and outcomes;
2. A review of the program design and instructional delivery;
3. Consideration of feedback from students, staff, parents, the community, and partnership members; and
4. Annual collection and reporting of data to the Department of Education related to student achievement, goal achievement, and other indicators.

IV. Administrative Procedures

Each regional Governor's Career and Technical Academy will maintain procedures developed cooperatively with participating partners that address the following topics:

A. Partnerships - The role of business and industry, public school divisions, and postsecondary institutions in the partnership. The role of workforce and economic development entities should also be included if they are among the partners.

B. Student recruitment, selection criteria, and admissions.

C. Code of student conduct and attendance.

D. Transportation provided by the school division or consortium that is in compliance with all applicable federal and state regulations.

E. Staff recruitment, selection, and assignment. - The Governor's Career and Technical Academy shall hire staffs who meet the Virginia teacher licensure requirements and/or postsecondary faculty qualifications. Where applicable, they must have industry-specific education with training and experience, including industry certification.

F. Staff development - The program will provide appropriate staff training in addition to staff planning time.

G. Staff evaluation – Staff will be evaluated according to the human resources policies of the agency or institution employing Academy personnel.

H. Parent, student and community involvement
   1. Preparation for entering the Academies should begin by eighth grade.
   2. Students, parents, teachers, and counselors should work collaboratively to:
      a. Complete career interest inventories;
      b. Prepare academic and career plans outlining an intended course of study in high school;
      c. Review multiple postsecondary pathways and the steps required to pursue them;
      d. Participate in career assessments to identify areas students should strengthen to qualify for their selected pathways; and
      e. Discuss available diplomas, seals, and other recognitions, as well as the requirements for admission to specialized programs including Governor's Academies.

I. Documentation that insurance and other fiscal information will be provided

V. Evaluation

The Department of Education may conduct a periodic evaluation of each Governor's Career and Technical Academy.

Board of Education Agenda Item

Item: J. **Date:** October 18, 2007

Topic: First Review, Study of High School Dropout and Graduation Rates in the Commonwealth (SJR 329)

Presenter: Dr. Deborah Jonas, Executive Director for Research and Strategic Planning

Telephone Number: 804-225-2067 **E-Mail Address:** Deborah.Jonas@doe.virginia.gov

Origin:

____ Topic presented for information only (no board action required)

__X__ Board review required by

__X__ State or federal law or regulation

____ Board of Education regulation

____ Other: _____

__X__ Action requested at this meeting ____ Action requested at future meeting: _____ (date)

Previous Review/Action:

__X__ No previous board review/action

____ Previous review/action

date _____

action _____

Background Information:

Joint resolution 329 (SJR 329) from the 2007 General Assembly Session required the Virginia Board of Education (BOE) to study high school dropout and graduation rates in the Commonwealth. The legislation required the Board of Education to:

- Evaluate the relevancy of the current process and procedures for defining, counting, and reporting school dropout statistics and consider the need for revisions in such process and procedures and compliance by school divisions;
- Determine the number of students who dropped out of school before the seventh grade and the reasons therefor and the number of students who graduated annually, for school years 2003, 2004, 2005, and 2006;
- Ascertain whether, by whom, and the manner in which students at risk of dropping out are counseled to remain in school;
- Identify local school division initiatives and efforts to retain and retrieve students at risk of dropping out, particularly student populations with low high school graduation rates; and

- Recommend such policy, statutory, fiscal, or regulatory changes as the Board may deem necessary to increase the high school graduation rates, particularly among student populations with high dropout rates.

To meet the requirements of the study, the BOE and the Virginia Department of Education (VDOE):

- Reviewed relevant education and scientific literature;
- Reviewed VDOE current policies;
- Collected and analyzed data from the VDOE Education Information Management System (EIMS); and
- Conducted a survey of local school divisions to gather information about initiatives and efforts to retain and retrieve students at risk of dropping out of school, including counseling services. Eighty-five (85) percent of Virginia's 132 school divisions responded to the survey.

Summary of Major Elements

Results of the study showed that:

- VDOE's definition of a student dropout is consistent with the definition developed by the National Center for Education Statistics.
- Historically, VDOE has calculated an annual (or event) dropout rate for students in grades 7-12. The rate reflects the number of students who drop out of school in a given year.
- Experts have recommended that state departments of education report cohort dropout rates for each group of students who enter ninth grade. This rate requires at-least four years of student-level data, which will be available for the first time in the fall of 2008.
- Based on two years of available data, less than one percent of all students enrolled in grades K-6 voluntarily withdraw from school.
- In grades 7-12, the annual dropout rate dropped from 2.2 percent in the 2002-2003 to 1.9 percent in the 2004-2005 school year, and remained constant at 1.9 percent in the 2005-2006 school year.
- All school divisions reported that counseling is available to students at risk of dropping out of middle and high school; 97 percent of responding divisions provide counseling to at-risk elementary school students.
- Students are counseled by a variety of professionals, including school counselors, principals, assistant principals, school psychologists, and social workers.
- School divisions offer a wide variety of programs and services to students at-risk of dropping out and those who drop out and return to school. The services described are consistent with those that research suggests can support students and help more students complete high school.
- More than half of school divisions responding to VDOE's survey reported that they provide specific support services to student populations considered to be at high risk of dropping out of school. Several divisions also reported that all of their services are available to all students.

Based on these findings, the following recommendations are made:

1. Beginning in 2008, the Virginia Department of Education should report both the annual and cohort dropout rates.

a. The annual rate should be reported as the rate of student dropouts in grades 7-12 and grades 9-12 to provide a more complete picture of high school dropouts. The primary purpose of continuing to report the annual dropout rate is to facilitate a comparison with previous years' data.

b. The cohort rate should provide information on the four-year, five-year, and six-year dropout rates.

2. Dropout rates should be published in the context of other information, including

   a. Graduation rates;

   b. Completion rates that include graduates and students who earn an alternative completion credentials (e.g., General Education Development certificate (GED); and

   c. A 'remain in school' rate for years 5 and 6.

3. The Board of Education should support initiatives that encourage schools and school divisions to verify the status of students who exit Virginia public schools.

4. The Department of Education should continue to partner with other stakeholders, such as the Department of Juvenile Justice, to develop strategies for dropout prevention, and provide training opportunities to school staff and others who work to prevent or recover dropouts.

5. The General Assembly should continue to support programs targeted at increasing the graduation rate, such as Project Graduation

6. The BOE should encourage school divisions to provide professional development related to dropout prevention and recovery to help teachers and other professionals who work with at-risk students provide stronger support services.

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the Study of High School Dropout and Graduation Rates in the Commonwealth (SJR 329) and submit to the Governor and General Assembly.

Impact on Resources:
No additional resources are required.

Timetable for Further Review/Action: Following approval, the report will be forwarded to the Governor and the General Assembly.

VIRGINIA BOARD OF EDUCATION

REPORT

Study of High School Dropout and Graduation Rates in the Commonwealth (SJR 329)

SUBMITTED TO

GOVERNOR TIMOTHY M. KAINE
AND
THE VIRGINIA GENERAL ASSEMBLY

OCTOBER 18, 2007

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Executive Summary

Joint resolution 329 (SJR 329)[1] from the 2007 General Assembly Session required the Virginia Board of Education (BOE) to study high school dropout and graduation rates in the Commonwealth. The legislation required the Board of Education to:

- Evaluate the relevancy of the current process and procedures for defining, counting, and reporting school dropout statistics and consider the need for revisions in such process and procedures and compliance by school divisions;
- Determine the number of students who dropped out of school before the seventh grade and the reasons therefor and the number of students who graduated annually, for school years 2003, 2004, 2005, and 2006;
- Ascertain whether, by whom, and the manner in which students at risk of dropping out are counseled to remain in school;
- Identify local school division initiatives and efforts to retain and retrieve students at risk of dropping out, particularly student populations with low high school graduation rates; and
- Recommend such policy, statutory, fiscal, or regulatory changes as the Board may deem necessary to increase the high school graduation rates, particularly among student populations with high dropout rates.

To meet the requirements of the study, the BOE and the Virginia Department of Education (VDOE):

- Reviewed relevant education and scientific literature;
- Reviewed VDOE current policies;
- Collected and analyzed data from the VDOE Education Information Management System (EIMS); and
- Conducted a survey of local school divisions to gather information about initiatives and efforts to retain and retrieve students at risk of dropping out of school, including counseling services. Eighty-five (85) percent of Virginia's 132 school divisions responded to the survey.

Results of the study showed that:

- VDOE's definition of a student dropout is consistent with the definition developed by the National Center for Education Statistics.
- Historically, VDOE has calculated an annual (or event) dropout rate for students in grades 7-12. The rate reflects the number of students who drop out of school in a given year.
- Experts have recommended that state departments of education report cohort dropout rates for each group of students who enter ninth grade. This rate requires at-least four years of student-level data, which will be available for the first time in the fall of 2008.
- Based on two years of available data, less than one percent of all students enrolled in grades K-6 voluntarily withdraw from school.

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[1] See Appendix A for a copy of the legislation.

- In grades 7-12, the annual dropout rate dropped from 2.2 percent in the 2002-2003 to 1.9 percent in the 2004-2005 and 2005-2006 school years.
- All school divisions reported that counseling is available to students at risk of dropping out of middle and high school; 97 percent of responding divisions provide counseling to at-risk elementary school students.
- Students are counseled by a variety of professionals, including school counselors, principals, assistant principals, school psychologists, and social workers.
- School divisions offer a wide variety of programs and services to students at-risk of dropping out and those who drop out and return to school. The services described are consistent with those that research suggests can support students and help more students complete high school.
- More than half of school divisions responding to VDOE's survey reported that they provide specific support services to student populations considered to be at high risk of dropping out of school. Several divisions also reported that all of their services are available to all students.

Based on these findings, the Board of Education recommends the following:

7. Beginning in 2008, the Virginia Department of Education should report both the annual and cohort dropout rates.
   d. The annual rate should be reported as the rate of student dropouts in grades 7-12 and grades 9-12 to provide a more complete picture of high school dropouts. The primary purpose of continuing to report the annual dropout rate is to facilitate a comparison with previous years' data.
   e. The cohort rate should provide information on the four-year, five-year, and six-year dropout rates.
8. Dropout rates should be published in the context of other information, including
   a. Graduation rates;
   b. Completion rates that include graduates and students who earn an alternative completion credentials (e.g., General Education Development certificate (GED); and
   c. A 'remain in school' rate for years 5 and 6.
9. The Board of Education should support initiatives that encourage schools and school divisions to verify the status of students who exit Virginia public schools.
10. The Department of Education should continue to partner with other stakeholders, such as the Department of Juvenile Justice, to develop strategies for dropout prevention, and provide training opportunities to school staff and others who work to prevent or recover dropouts.
11. The General Assembly should continue to support programs targeted at increasing the graduation rate, such as Project Graduation.
12. The BOE should encourage school divisions to provide professional development related to dropout prevention and recovery to help teachers and other professionals who work with at-risk students provide stronger support services.

Introduction

Joint resolution 329 (SJR 329)[2] from the 2007 General Assembly Session required the Virginia Board of Education (BOE) to study high school dropout and graduation rates in the Commonwealth. The legislation required the Board of Education to:

- Evaluate the relevancy of the current process and procedures for defining, counting, and reporting school dropout statistics and consider the need for revisions in such process and procedures and compliance by school divisions;
- Determine the number of students who dropped out of school before the seventh grade and the reasons therefor and the number of students who graduated annually, for school years 2003, 2004, 2005, and 2006;
- Ascertain whether, by whom, and the manner in which students at risk of dropping out are counseled to remain in school;
- Identify local school division initiatives and efforts to retain and retrieve students at risk of dropping out, particularly student populations with low high school graduation rates; and
- Recommend such policy, statutory, fiscal, or regulatory changes as the Board may deem necessary to increase the high school graduation rates, particularly among student populations with high dropout rates.

To meet the requirements of the study, the BOE and the Virginia Department of Education (VDOE):

- Reviewed relevant education and scientific literature;
- Reviewed VDOE current policies;
- Collected and analyzed data from the VDOE Education Information Management System (EIMS); and
- Conducted a survey of local school divisions to gather information about initiatives and efforts to retain and retrieve students at risk of dropping out of school, including counseling services.

This report provides the information requested in SJR 329, including recommendations for changes aimed at increasing the high school graduation rate across the Commonwealth.

[2] See Appendix A for a copy of the legislation.

Defining, counting, and reporting dropout statistics

Consistent with the National Center for Education Statistics' (NCES) definition of a dropout (Laird, DeBell, Kienzl, & Chapman, 2007), the BOE and VDOE define a dropout as an individual who:[3]

- Was enrolled in school at some time during the previous school year and was not enrolled on October 1 of the current school year, or
- Was not enrolled on October 1 of the previous school year although expected to be in membership; and
- Has not graduated from high school or completed a state- or district-approved educational program; and
- Does not meet any of the following exclusionary conditions:
  - Transfer to another public school district, private school, or state- or district-approved education program;
  - Temporary school-recognized absence due to suspension or illness;
  - Death.

Through the 2001-2002 school year, VDOE relied on the local school divisions to count the number of students who drop out of school each year. Beginning in the 2002-2003 school year, VDOE began collecting records for all students enrolled in Virginia public schools through its Education Information Management System (EIMS). This system requires school divisions to report the status of all students enrolled in the public schools three times per year. Beginning in the 2004-2005 school year, VDOE implemented the use of a state testing identifier, which allows the Department to track students over time. Using EIMS, VDOE is able to identify students who exit Virginia public schools for any reason.

As of the 2006-2007 school year, the EIMS provided 36 different exit options that can be used to describe why students exited a particular school (see Appendix B). The codes provide consistent definitions that school divisions use to document why students exited school. They identify students who graduate; transfer schools; die; and students who drop out of school. School divisions are not required to use all options. There are 10 major category codes that provide basic information about why students left school. As well, some codes have subcategories that provide more detail about the reason for exiting. School divisions choose whether to code students only with major categories, or whether to code students who exit using subcategories. For example, school divisions can codes students who transfer out of the school as a transfer student (W3), or they can specify the subcategory of school the student transferred to, such as a private, non-religiously affiliated school in another state.

VDOE also requires that school divisions document students who were in membership the last day of school the previous year but did not return during the current year by October 1. These students are known as summer dropouts. For example, this code identifies students who completed the 2006-2007 school year, were expected to enroll in school in the 2007-2008 school year, but did not enroll in school in the 2007-2008 school year. If the school

[3] http://www.pen.k12.va.us/VDOE/Publications/NCLB/new_data_definitions.html#dropout

division cannot document that the student is enrolled in another school, these students are counted as dropouts in the 2006-2007 school year.

The information from EIMS is used to count students and calculate a dropout rate that is often called an event rate or an annual dropout rate. Virginia's annual dropout rate for students in grades 7-12 is published each year on VDOE's Web site at https://p1pe.doe.virginia.gov/reportcard/. Data are available at the State, division, and school level with dropout rates disaggregated by the following student subgroups: all students, female, male, unspecified, black, Hispanic, white, Asian, American Indian, and Native Hawaiian. Aggregated division-level data are available on the Department's Web site at http://www.doe.virginia.gov/VDOE/Publications/rep_page.htm. VDOE also sends each school division a report that includes the dropout rate for grades 7-12 (the publicly reported rate) and the dropout rate calculated only for students in grades 9-12.

The annual dropout rates that are reported on the VDOE Web site are calculated using the following equation:

> Dropout rate = Total number of dropouts grades 7-12 / Fall membership grades 7-12 as of September 30.

The number of dropouts is based on data collected using EIMS. The number of students enrolled as of September 30 is the fall membership count that school divisions report in the Fall Student Records Collection. Fall enrollment figures exclude special education preschool pupils, pupils in hospitals, clinics or detention homes, and local programs such as vocational and alternative education centers, i.e., centers or schools that receive but do not officially enroll students. In calculating the dropout rate, any student that is not accounted for by October 1 automatically is counted as dropout in the previous school year. Using individual student identifiers in EIMS helps VDOE locate students that transferred to other divisions who would have otherwise been marked as a dropout. VDOE cannot independently locate students who transfer to private or home schools, or schools in other states or countries. The responsibility lies with the school division to obtain documentation for such transfer students.

Relevancy of current procedures

The question of how to define dropouts and how to calculate and report the dropout rate is not new to education. In 1985, for example, the Illinois State Task Force on Hispanic Student Dropouts stated that "the lack of uniformity in a definition has kept policy and lawmakers from understanding the nature, scope, and dimension of the dropout problem" (as cited in Morrow, 1986). In the 22 years since that comment, experts have continued to criticize the reporting of both graduation and dropout statistics as being inconsistent and inflated (Barton, 2005). As well, several experts, including the United States Department of Education's National Center on Education Statistics, have provided definitions and recommended methods to calculate dropout rates. Nonetheless, there continues to be a lack of nationwide uniformity in calculating dropout rates.

Virginia's definition of dropouts is consistent with that provided by the National Center on Education Statistics. It is also consistent with expert panel recommendations that suggest

that students for whom there is no information about their leaving school are documented as non-graduates or dropouts (National Governors Association, 2005). The National Governors Association (2005) recommends that school division records be audited to support the accuracy of the exit codes school divisions report. Although VDOE does not audit school records, VDOE uses its student-level data system to verify student movement within the state, and to conduct verification of the data VDOE collects from the local school divisions. For example, VDOE uses the student information system to verify the enrollment of students who transfer within the state, and ensure their exit codes are accurate. As well, VDOE uses the student information system to verify that students coded as dropouts are *not* enrolled in another school or division in Virginia. This latter verification can reduce the number of students counted as dropouts. However, the system also provides VDOE with a tool to ensure that all students are accounted for—all students who are enrolled in school must be accounted for in the system. If the school division cannot provide information that a student exited school for a valid reason (e.g., graduated, transferred schools, or died), VDOE considers the student a dropout. At the same time, school divisions have incentives to ensure all students enrolled in school are included in the state data system because the student counts used to calculate funding allocations for school divisions use data from the EIMS database. As such, VDOE's student record capability makes it difficult for school divisions to under-report students who leave school.

As described previously in this report, VDOE reports an annual or event dropout rate. Nonetheless, there is general consensus in the literature that calculating a cohort dropout rate is the gold standard in education (Creech, 2000; National Research Council, 2001; Neild and Balfanz, 2006). This rate provides information on the percent of students who entered ninth grade in a given year and dropped out of school without completing high school with a diploma or other credential. Experts recommend that the cohort rate be calculated for more than four years, be disaggregated and, that it be reported in a richer context of information, such as in conjunction with (Creech, 2000; Daugherty & Lord, 2005; National Research Council, 2001; Neild & Balfanz, 2006; NGA, 2006):

- Four-, five- and six-year cohort graduation rates;
- Four-, five- and six-year cohort rates for students earning completion credentials other than a diploma, e.g., GED;
- Four-, five-, and six-year cohort dropout rates;
- The percent of students who have not completed school but are still enrolled;
- Annual dropout rates; and
- In-grade retention rates.

In 2006, the Board of Education approved the implementation of a new calculation for graduation rates beginning in the fall of 2008. This rate reflects the percent of students who were first time ninth graders in 2004-2005 and graduated in the 2007-2008. (See report to the Governor and General Assembly at http://leg2.state.va.us/dls/h&sdocs.nsf/By+Year/HD812006/$file/HD81.pdf).

The percent of students who did not graduate in four years (1 – graduate rate) is *not* the percent of students who dropped out in a given year. The inverse of the graduation rate includes students who:

- Are still enrolled in school;
- Completed school with a credential other than one of the Board of Education's five approved diplomas;
- Transferred to another school/division/state; or
- Dropped out of school.

Calculating a cohort dropout rate requires the state to collect student-level data for at least four years. VDOE will have sufficient student-level data to calculate a cohort dropout rate for the first time in the fall of 2008. Calculating this rate would be complementary to the cohort graduation rate adopted by the Virginia Board of Education in 2006.

Voluntarily withdrawal from school, grades K-6

VDOE began collecting information on students who voluntarily withdrew from school in grades K-6 in the 2004-2005 school year. It was not until the 2006-2007 school year that the Department required school divisions to provide a reason that these students left school; the reasons students in grades K-6 left school in 2006-2007 were not available at the time of this writing. Figure 1 shows the number of students who voluntarily withdrew from school in grades K-6 for the two years of data that are available. Figure 2 shows that these students represent less than one percent of the total enrollment in grades K-6 in those two school years. Both figures show students who exited school and did not return during the school year and those who are considered summer withdrawals. This latter group represents students who completed the school year (e.g., 2005-2006), did not re-enroll in the subsequent school year (e.g., 2006-2007) and for whom there is no evidence that the student transferred or died.

Figure 1. Total number of students in Virginia, grades K-6, who voluntarily withdrew from school, 2004-2005 and 2005-2006.

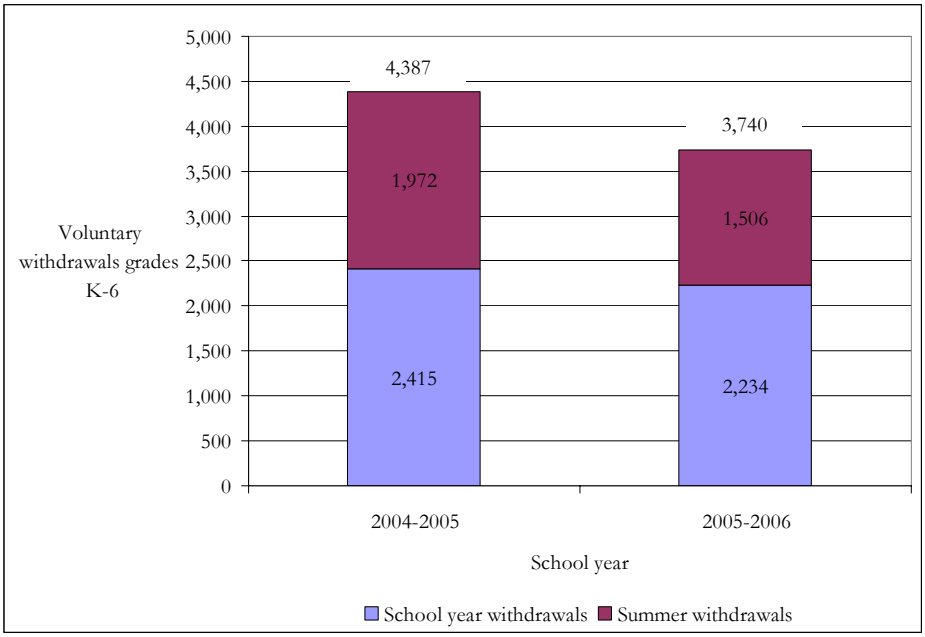
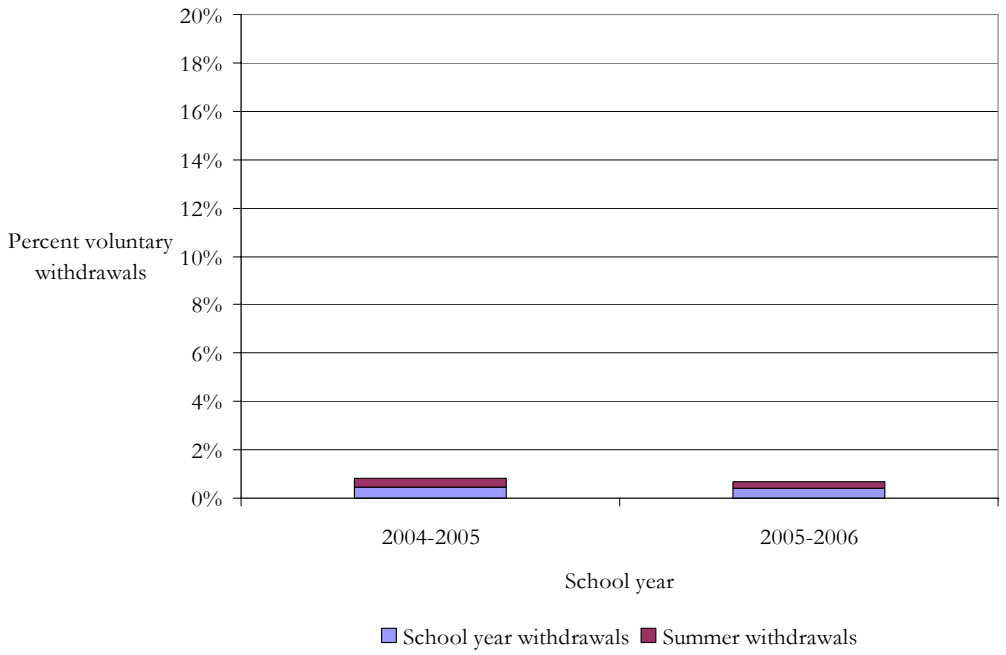


Figure 2. Percent of students in Virginia, grades K-6, who voluntarily withdrew from school, 2004-2005 and 2005-2006.



Dropout rate, grades 7-12

For grades 7-12, VDOE collects data on the number of students who dropped out annually, and the reasons they exited school. Figure 3 shows that the number of students who dropped out of school dropped by almost 1,000 students in 2004-2005, with a slight increase in numbers the following year. The event dropout rate for 2004-2005 and 2005-2006 remained the same, at 1.9 percent (see Figure 4).

Figure 3. Number of students who dropped out annually, grades 7-12.

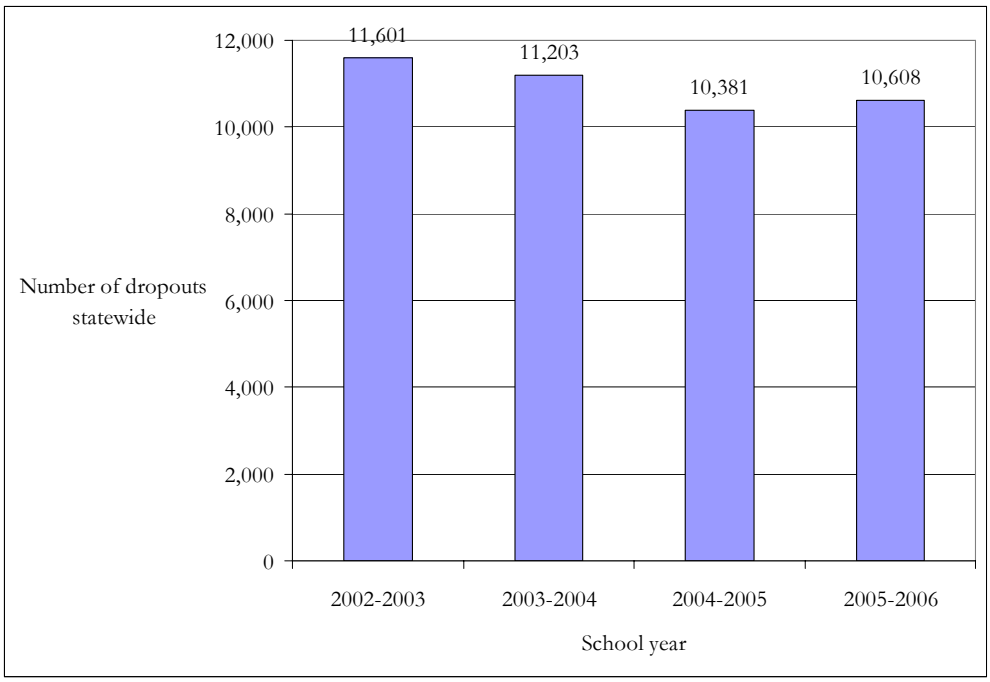
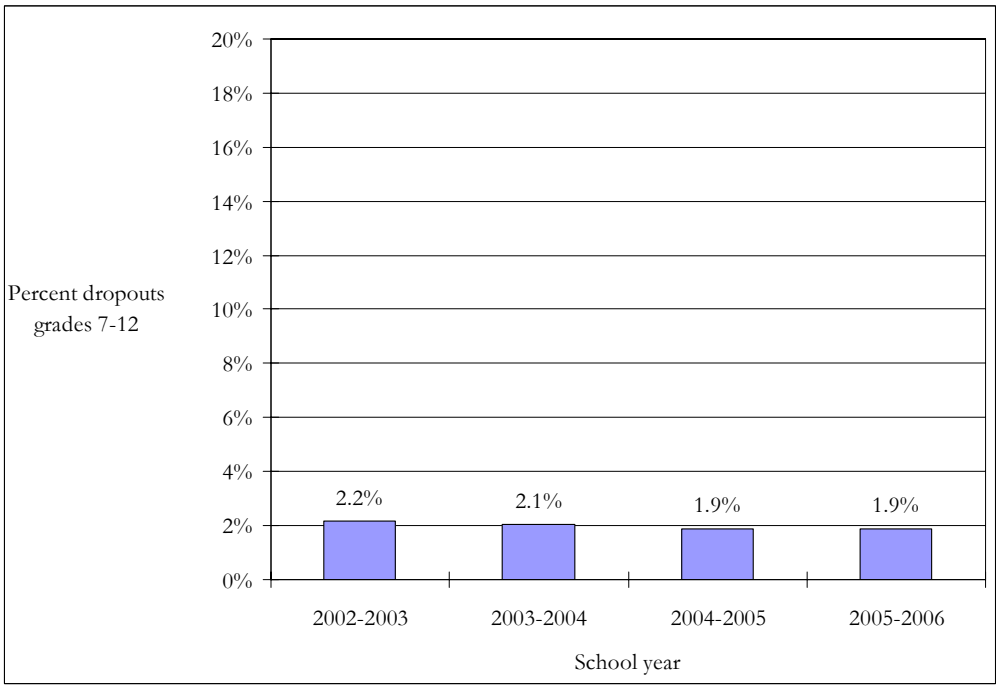


Figure 4. Event dropout rate, grades 7-12.



VDOE requires school divisions to report the reasons students dropped out of school. As shown in Figure 5 and Table 1, in each of the past three school years for which there are complete data, achievement was the most frequently reported reason for students to drop out of school, followed by moving and then behavioral reasons. Note that students

documented as dropping out because they "moved" are technically defined as students who no longer reside in the area and their status was unknown after appropriate investigation by the attendance officer (Department of Education, 2003).

Figure 5. Distribution of the reasons students in grades 7-12 dropped out of high school as recorded by the VDOE.

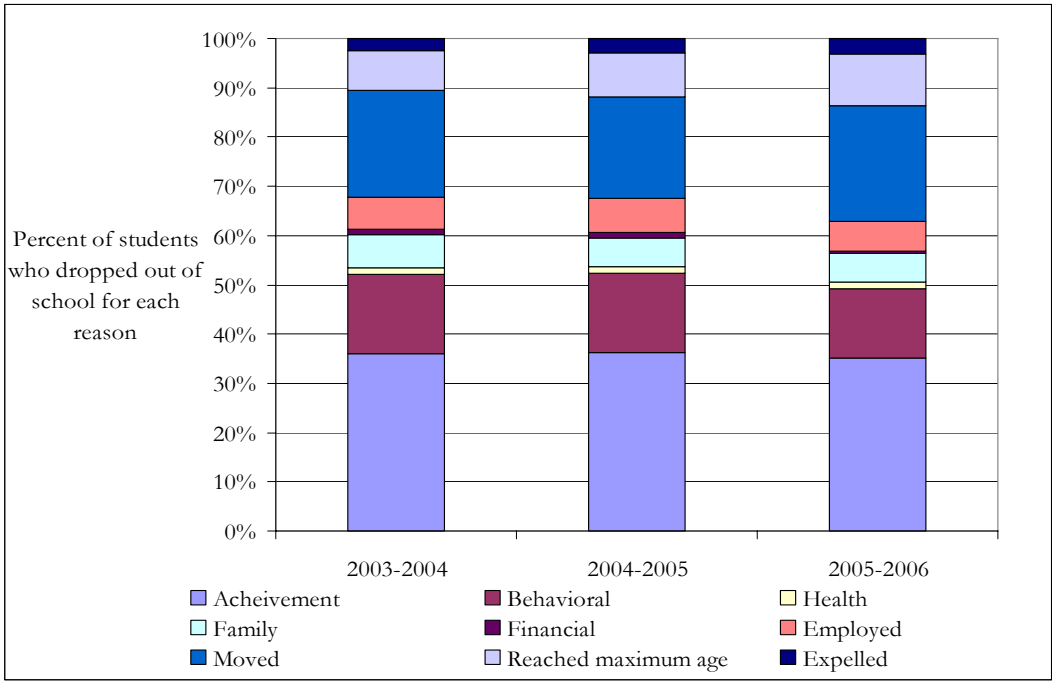


Table 1. Percent of students who dropped out of school for each reason.

	2003-2004	2004-2005	2005-2006
Achievement	36%	36%	35%
Behavioral	16%	16%	14%
Health	1%	1%	1%
Family	7%	6%	6%
Financial	1%	1%	0%
Employed	6%	7%	6%
Moved	22%	20%	23%
Reached maximum age	8%	9%	11%
Expelled	2%	3%	3%

High school graduates and completers

Figure 6 shows the number of students who completed high school each year from the 2002-2003 school year, through the 2005-2006 school year. The figure shows students who earned a Board of Education approved diploma, and students who completed an alternative program and earned a credential. The number of students completing high school in Virginia has increased each year since the 2002-2003 school year. Figure 7 shows the number of students earning each type of diploma or certificate. Data show that even with increased graduation requirements in place for the 2005-2006 school year, more of Virginia's students earned standard and advanced studies diplomas each year since 2003-2004. The percent of students in grade 12 earning a diploma has remained fairly consistent at 95 percent (Figure 8).

Figure 6. Number of students who completed high school each year from the 2002-2003 school year through the 2005-2006 school year.

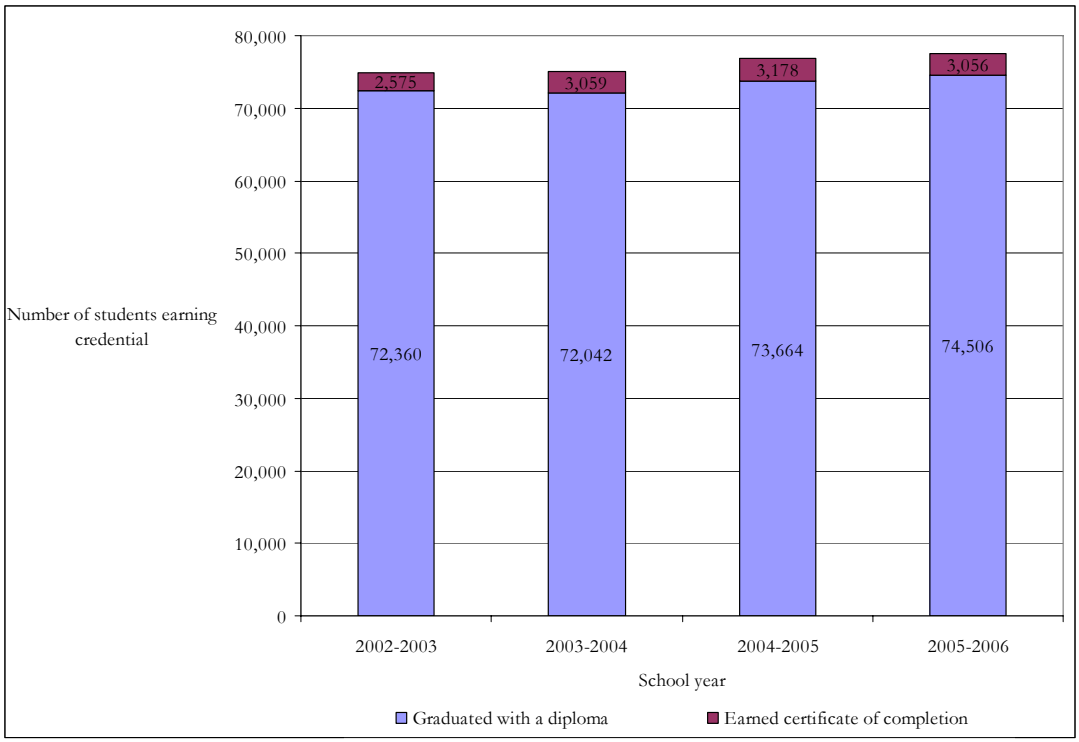
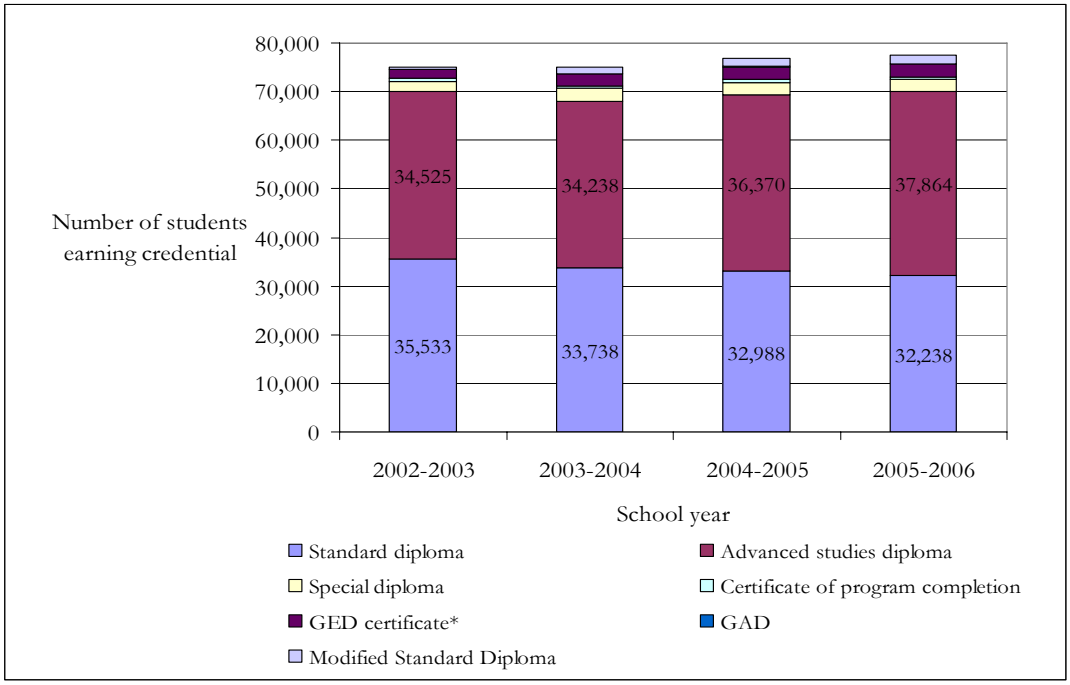


Figure 7. Number of diplomas and other completion credentials awarded from 2003-2003 to the 2005-2006 school year, disaggregated by type of credential.



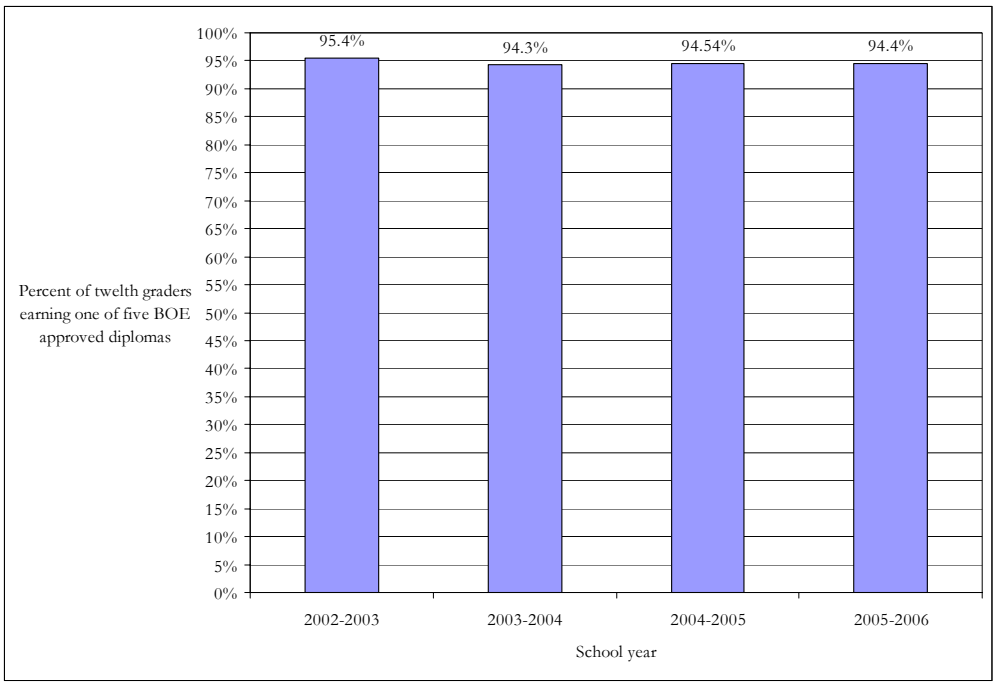
*GED and GAD were first reported separately in 2004-2005. Students earning a GED as part of an ISAEP program are included in the GED total. VDOE reports these numbers separately.

Table 2. Number of diplomas and other completion credentials awarded from 2003-2003 to the 2005-2006 school year, disaggregated by type of credential.

	2002-2003	2003-2004	2004-2005	2005-2006
Standard diploma	35,533	33,738	32,988	32,238
Advanced studies diploma	34,525	34,238	36,370	37,864
Special diploma	1,942	2,630	2,585	2,471
Certificate of program completion	682	646	571	513
GED certificate*	1,893	2,413	2,607	2,543
GAD	NA	NA	15	34
Modified Standard Diploma	360	1,436	1,706	1,899
Total	74,935	7,5101	76,842	77,562

*GED and GAD were first reported separately in 2004-2005. Students earning a GED as part of an ISAEP program are included in the GED total. VDOE reports these numbers separately.

Figure 8. Percent of students in grade 12 who earned a diploma.



Programs and services provided to students at-risk of dropping out and who dropped out of school

SJR 329 required the Board of Education to report information related to counseling services available to students at risk of dropping out and who dropped out and returned to school, and information about school division efforts to keep more students in school. VDOE does not regularly collect this information, and developed a survey to collect data from school divisions to meet the requirements in this report.

In response to the request from VDOE, 85 percent of the 132 school divisions responded to the survey. The 2005-2006 dropout rate for students in grades 7-12 in school divisions that responded ranged from 0.0 to 5.15, compared to a range of 0.0 to 6.81 for divisions that did not respond. There was no statistically significant difference in dropout rates between school divisions that completed the survey and school divisions that did not complete the survey. As well, school divisions from all of the State Superintendent's regional study groups responded to the survey; school divisions that did not respond were distributed across the state.[4]

In providing programs and services to students at risk of dropping out, experts recommend identifying students at-risk of dropping out early in their careers (Creech, 2000; National Research Council, 2001; Jerald, 2006). This enables schools to target resources more effectively, and tailor the approach to their students' individual needs. There is general consensus that dropping out is a process of disengaging from the social or academic aspects of school, or both, and students on a path to drop out tend to give warning signals. Nonetheless, identifying the most likely students to be on a pathway towards dropping out is a challenge. Two recent studies (Allensworth & Easton, 2005; Neild & Balfanz, 2006) were successful in developing statistical models that identify students likely to be at risk of dropping out. This has allowed Chicago and Philadelphia school districts to use the information from the statistical models to target resources to schools and students in the most need. Comparable models have not yet been developed at the state level.

In Virginia, most schools use individual referrals to identify students who are at risk of dropping out of school. Thirty-eight (38) percent of school divisions that responded to the VDOE survey reported using a checklist or other tool in high school as a method of identifying students who are at-risk of dropping out. Divisions reported that similar checklists are used in 30 percent of middle schools and 22 percent of elementary schools. About half of divisions using these tools reported that they have evidence to support the tool as an accurate predictor of students who will drop out.

Counseling for at-risk students and students who dropped out

Counseling is considered a critical component of dropout prevention strategies and for helping students who have already dropped out return to and remain in school (National Research Council, 2001). In response to VDOE's survey, all responding school divisions

[4] School divisions that did not respond to the survey represented seven of the eight regional study groups. The distribution was fairly even across these seven groups.

reported that at least one method of counseling is available to middle and high school students who are at risk of dropping out of school. In elementary school, 97 percent of divisions reported that counseling is available. Table 3 shows the percent of responding school divisions who reported the availability of different types of counseling for students at risk of dropping out of school.

Table 3. Percent of responding school divisions that provide different types of counseling for students who are at risk of dropping out of school.

Type of counseling available to students at risk of dropping out of school	Elementary School	Middle School	High school
Individual counseling for at risk students	83%	95%	99%
Employment counseling	5%	24%	82%
Transition counseling	26%	54%	80%
Classroom guidance centered around career exploration	71%	84%	68%
Group counseling for at-risk students	54%	65%	58%
Classroom guidance centered around student decision-making	82%	82%	56%
Classroom guidance centered around student problem solving	84%	79%	50%
Other classroom guidance	18%	19%	22%
Other	9%	13%	19%

All but one division (99 percent) reported that counseling is provided by a school counselor (see Table 4). Principals and assistant principals are also available to counsel at-risk students in more than 87 percent of school divisions. School divisions also use social workers, school psychologists, and instructional staff to counsel students at risk of dropping out. Only 9 percent of school divisions reported using a dropout specialist. Thirty-seven percent of school divisions reported that counseling for at-risk students is provided by another staff member including:

- Administrative staff other than principal/assistant principal
- Alternative education staff
- At-risk liaison
- Attendance counselors
- Career and technical education teachers
- Career coaches
- Career specialists
- Case managers
- Classroom teachers
- Nurses
- Outside providers of mental health services
- Response to intervention teams
- Special education staff
- Student assistance counselors
- Counselors from partner organizations, (e.g., Department of Social Services)
- Truancy officers

Table 4. Staff members that provide counseling to students who are at risk of dropping out of school.

Staff who counsel at-risk students	Percent of Divisions
School counselor	99%
Principal	89%
Assistant principal	87%
School social worker	56%
School psychologist	54%
Other	37%
Instructional staff	35%
Dropout specialist	9%

School divisions reported separately the staff members that counsel students who dropped out and then returned to school. Responses are shown in Table 5. Nearly all school divisions provide a school counselor to students who dropped out and returned to school. Other staff members who counsel returning students include:

- Adult learning personnel
- Alternative education staff
- Attendance specialists with counseling credentials
- Case managers
- Dean of students
- Instructional staff with specialized training
- Nurses
- School-to-work/Career preparation academy coordinators
- Student assistance teams
- Substance abuse counselors
- Teachers with long history of success working with students who drop out and return
- Transitional specialists
- Youth risk prevention coordinator

Table 5. Staff members that provide counseling to students who dropped out and returned to school.

Staff who counsel students who dropped out and returned to school	Percent of Divisions
School counselor	98%
Principal	84%
Assistant principal	79%
School psychologist	47%
School social worker	45%
Instructional staff	28%
Other	20%
Dropout specialist	12%

Programs and services for students at risk of dropping out of school

A great many research studies have been conducted to evaluate the effectiveness of dropout prevention programs and strategies. Although most of these studies did not use the most rigorous scientific methodology (Rumberger, 2001), the available evidence provides useful information for designing dropout prevention programs and implementing strategies. The National Center for Dropout Prevention lists 15 effective strategies in four categories of support: school and community perspectives; early intervention; basic core strategies; and effective instruction (http://www.dropoutprevention.org/effstrat/default.htm). A recent review of risk factors and exemplary dropout prevention program identified 22 categories of services and strategies in exemplary dropout prevention programs (Hammond, Linton, Smink, & Drew, 2007). As well, that study provided the following lessons learned that can be gleaned from research on risk factors and evidence-based programs (Hammond, et al., 2007):

- The likelihood of dropping out increases as the number of risk factors increases, and prevention strategies should take this into account and target as many risk factors as possible.
- Multiple strategies should be used to help assure program impact.
- When practitioners adopt existing programs, research suggests the programs should be fully implemented and implemented as they were designed.
- The strategies chosen to support at-risk students should be evidence-based, aligned with the risk factors they need to target, and grounded in best practices.
- Strategies should be evaluated to assure effectiveness.

In response to the survey provided by VDOE, school divisions reported using a wide variety of programs and services designed to keep students in school, and retrieve students who have already dropped out of school. The percent of school divisions providing each service listed in the VDOE survey questionnaire is listed in Appendix C. In this section, we describe the types of programs and services provided at each level of schooling (i.e., elementary, middle, and high school) building on categories developed by Prevatt and Kelley (2003). These researchers conducted a comprehensive and systematic review of the literature available about intervention programs designed to reduce student dropouts, and found that the specific interventions reported in the existing literature could be grouped into seven

types of strategies that dropout prevention programs use to support students:

- Academic (e.g., study skills, reading lab, tutoring);
- Mentoring (e.g., volunteer adults, peer buddy system, teacher-as-advisor);
- Monitoring children as they progress through school.
- Psycho-social skills (e.g., conflict resolution, anger management);
- School/classroom structure (e.g., reduced class size, adjusted schedules, cooperative learning);
- Teacher/parent training (e.g., behavior management, home visits); and
- Vocational/work (e.g., vocational exploration, work release).

For reporting purposes, we included a category of transition programs, which may cut across the Prevatt and Kelley categories. Table 6 shows the percent of responding school divisions at each grade level who reported providing services in each category (see Appendix C for more details).

Table 6. Percent of responding school divisions who reported providing services in each category.

Number of responding school divisions that reported offering at least one program or service for students at-risk of dropping out of school			
	Elementary School	**Middle School**	**High school**
Academic	13%	18%	58%
Community outreach/resources	77%	80%	82%
Mentoring	70%	77%	80%
Psycho-social skills	79%	95%	94%
School/classroom structure	46%	76%	97%
Teacher/parent training	84%	94%	95%
Transition program	56%	73%	71%
Vocational/work	11%	21%	74%

Academic resources

Half of the responding school divisions reported that they offer credit recovery programs to high school students. As well, several school divisions reported offering a variety of other types of academic services to at-risk students in all grade levels. Examples included:

- Commercially available academic packages developed to support at-risk students' successful completion of high school coursework;
- Partnerships with tutoring organizations (including commercial and non-profit);
- Partnerships with community colleges;
- Summer school and after-school support; and
- School-based GED services.

Community outreach and resources

The majority of responding school divisions (77 to 82 percent) reported that they integrated outreach services into all grade levels in a variety of ways. In the survey, we asked about

several specific outreach services, including referral to legal aide services; professional development designed to ensure that teachers have information about community resources available to support students who are at risk of dropping out; referrals to community advocacy groups; and coordination with businesses in the community. Respondents also reported the following other outreach services:

- Referrals to the family assistance planning team to help identify community mentors and/or in-home family counseling;
- Conducting interagency student support team meetings; and
- Implementing a truancy prevention plan developed by the locality.

Mentoring

Most school divisions offered peer-to-student or teacher-to-student mentoring, and several divisions offered both. Three school divisions also reported using mentors from outside organizations. The National Dropout Prevention Center lists mentoring as an effective dropout prevention strategy, particularly for at-risk students.

Psycho-social skills development

School divisions use a variety of strategies to support students' psycho-social skills development. These are strategies such as social skills training, discipline intervention strategies (e.g., anger management, conflict resolution), and various support services that address such issues as teen pregnancy, substance abuse, suicide prevention, and other mental and physical health needs. More than 94 percent of middle and high schools and 79 percent of elementary schools reported offering these types of services to students at risk of dropping out. Several school divisions reported that they use community resources to support students' psycho-social skills development. As well, some school divisions use commercially available products to support psycho-social skills development that were developed specifically for students who are at-risk of dropping out of school. In a recent review of exemplary dropout prevention programs (Hammond, et al., 2007), 60 percent of exemplary dropout prevent programs employed psycho-social (or *life skills)* development strategies.

School/classroom structure

Strategies for at-risk students that affect the school or classroom structure include reduced class size, adjusted or flexible schedules, cooperative learning; alternative schools or programs (e.g., Individualized Student Alternative Education Plan (ISAEP)); schools-within-schools and more. In response to the survey, 97 percent of high schools reported using at least one of these strategies. Three quarters of the divisions employ at least one strategy to affect school or classroom structure in middle schools, and just less than half of elementary schools employ such strategies. The General Assembly has supported this type of strategy for more than a decade—the K-3 class size reduction program provides funds to school divisions serving substantial percentages of economically disadvantaged children for the purposes of reducing class sizes for these children. This program was established in 1995. As well, the General Assembly established Virginia's regional alternative education centers in 1994 to provide educational options for students whose needs were not met in a traditional school setting. Further, some school divisions offer local alternative schools that provide

students an education outside of the traditional classroom setting.

Teacher/parent training

Eighty-three (83) percent of elementary schools and nearly 95 percent of responding middle and high schools employ at least one type of teacher/parent training strategy in support of students at-risk of dropping out of school. Teacher training may involve strategies such as providing professional development focused on student-centered instruction or classroom management; improved communication between teachers within grades, between grades, and between schools, and more. The National Dropout Prevention Center lists teacher training as one of several core strategies in their list of 15 effective dropout prevention strategies. Divisions reported that they provide professional development focused on ensuring that teachers are equipped with instructional methods of student-centered instruction in 81 and 86 percent of middle and high schools, respectively, as part of their efforts to support students at risk of dropping out. Seventy-three (73) percent of divisions reported using this approach in elementary school.

Parent training may involve home visits, child behavior management programs, and approaches that increase parents' involvement in their children's education. The National Dropout Prevention Center and the recent study on exemplary programs (Hammond, et la., 2007) list these interventions as effective strategies for dropout prevention.

Transition program

The transition from elementary to middle school and the transition from middle to high school are considered potential "tripping points" for students—that is, key time points that can impact a students' likelihood of dropping out of school. In response to the survey, 29 and 36 percent of elementary and middle schools, respectively, reported offering a transition program for students moving from elementary to middle school. Forty-nine (49) and 56 percent of middle and high schools, respectively, reported providing a transition program for students moving from middle to high school. Transition programs for ninth grade students have been shown to be effective in increasing graduation rates as they provide specialized programming to students who are making the difficult transition to high school (Bottoms, 2006; Letgers, & Kerr, 2001; Neild, Stoner-Eby, & Furstenburg, 2001). There is evidence that the transition from elementary to middle school is "bumpy" for many students (see Mullins & Irvin, 2000, for a review), however there is scant evidence to support the effectiveness of transition programs from elementary to middle school as effective dropout prevention strategies.

Vocational/work

The majority of responding school divisions (74 percent) reported that they offer career and workforce development opportunities to high school students at risk of dropping out. In Virginia, career counseling is required as part of the ISAEP program. Fewer elementary and middle schools used these types of strategies (11 and 21 percent, respectively). An evaluation of dropout prevention strategies (Rossi, 1993) suggested that effective dropout prevention strategies include a vocational or career component for students in grades 6 and higher.

Populations with high dropout rates

The National Center for Education Statistics (Kaufman, Alt, & Chapman, 2001) reports that:

- The dropout rate for students from the lowest 20% of all family incomes is six times that of their peers from families in the highest 20%.
- The dropout rate for Asian/Pacific Islander youth is 4% compared with 28% for Hispanics, 13% for blacks and 7% for whites.

VDOE asked school divisions whether they provide any unique services to student populations that have high dropout rates. Several school divisions noted that they provide the same range of services to all students in need. Nearly half of school divisions reported that they provide unique services targeted to a particular population in every level of school. The percent of divisions offering programs were fairly evenly distributed across different populations. Survey results are shown in Table 7.

Table 7. Percent of responding school divisions that provide unique services to student populations that have high dropout rates.

Group targeted	Elementary School	Middle School	High School
Unique services to at least one population group	44%	48%	52%
Students with disabilities	36%	30%	36%
Students with limited English proficiency	24%	29%	33%
Students identified as disadvantaged	25%	29%	32%
Black	16%	20%	22%
Hispanic	15%	19%	22%
Other	12%	11%	16%

Other groups who were provided targeted services include:

- Males
- Females
- Pregnant teens and students with children
- Students identified as at risk due to academic achievement concerns (e.g., D's and F's in prior years).

School divisions described offering the following specific services to target groups:

- Substance abuse counseling from certified professionals
- Minority achievement counselors
- Counselors in the High Intensity Language Training (HILT) program for English language learners
- Career and transition services for students with disabilities
- Translators for English language learners
- Advocates for English language learners
- Girl Power program for middle school girls
- Coordination with rehabilitative services to support students with disabilities
- Group counseling conducted separately for minority males and minority females

- Peer and teacher advisors for students who are parents
- Alternative school for pregnant teens and young women who have children
- College partnership programs
- Diversity counseling
- Bullying prevention
- Parent liaisons
- Parent support and information sessions
- Partnerships with community service organizations
- Efforts to assist students from economically disadvantaged families prepare for college, such as the State Council of Higher Education for Virginia's (SCHEV) Gear-up/ACCESS program.

Programs and services for students who dropped out and have returned to school

VDOE requested separate information from school divisions about the programs and services provided to students who dropped out and then returned to school. Most school divisions involve the courts, and nearly all provide counseling related to alternative education programs to high school students. Responses are shown in Table 8.

Table 8. Activities reported in an effort to bring students who have dropped out back to school.

Activities to bring students back to school	Elementary School	Middle School	High school
Counseling on alternative programs (GED, night school, GAD[1])	12%	38%	95%
Court involvement	76%	84%	86%
Assignment of a truancy officer	55%	64%	69%
Assignment to a school social worker	46%	51%	51%
Other	10%	12%	19%

[1]General Achievement Diploma

School divisions reported a variety of other methods to bring dropouts back to school, including:

- Truancy teams;
- Interagency teams (e.g., family assistance planning teams);
- Community counselors;
- Media advertisements and announcements;
- Involvement of other government partners (e.g., Department of Social Services, Sheriff's office); and
- Community service organizations.

Once students return to school, school divisions use a variety of strategies to keep them in school and help them be successful. Table 9 shows the activities school divisions reported in their efforts to bring students who have dropped out back to school, using the categories based on Prevatt and Kelley's (2003) work described earlier.

Table 9. Percent of responding school divisions who reported providing services in each category to students who have dropped out and returned to school.

	Elementary School	Middle School	High school
Academic	3%	13%	50%
Community outreach/resources	60%	73%	83%
Mentoring	39%	56%	66%
Psycho-social skills	34%	51%	59%
School/classroom structure	25%	54%	59%
Teacher/parent training	56%	70%	83%
Transition program	29%	54%	56%
Vocational/work	4%	13%	66%

Most services for students who dropped out and returned to school are provided in high school. In addition to these services, several school divisions also reported unified programs that integrate approaches to keeping students in school. Some of these programs involve commercially available support packages, and many involve other community resources, such as community service organizations and partner government agencies. Several school divisions offer returning students flexible opportunities at alternative schools. Some of these schools do not offer State of Virginia diplomas, but do provide students a path to earning an alternative completion certificate, for example through the ISAEP program or other programs that provide students the opportunity to earn a GED certificate. Less than one percent of responding divisions that have high school dropouts[5] did not report providing any services to high school students who drop out and return to school.

Twenty (20) percent of responding school divisions did not report that they provide any services to students in elementary grades who drop out of school, and 11 percent of responding divisions did not report providing services to middle school students who dropped out and returned to school. Many of these school divisions commented that they have no dropouts in the lower grades, or that they have not had students drop out and return to school in elementary and middle grades.[6] This partially explains the lower percentage of divisions providing services in elementary and middle schools. Several school divisions further commented that truancy officers typically get involved if students in the lower grades do not come to class.

[5] Note that a few divisions do not report any dropouts in grades 7-12. In 2005-2006, Craig County, Highland County, and West Point reported no dropouts.
[6] Technically, Virginia does not include students who leave in grades K-6 as dropouts.

Recommendations

1. Beginning in 2008, the Virginia Department of Education should report both the annual and cohort dropout rates.
   a. The annual rate should be reported as the rate of student dropouts in grades 7-12 and grades 9-12 to provide a more complete picture of high school dropouts. The primary purpose of continuing to report the annual dropout rate is to facilitate a comparison with previous years' data.
   b. The cohort rate should provide information on the 4-year, 5-year, and 6-year dropout rates.
2. Dropout rates should be published in the context of other information, including
   a. Graduation rates;
   b. Completion rates that includes graduates and students who earn an alternative (non-diploma) completion credentials; and
   c. A 'remain in school' rate for years 5 and 6.
3. The Board of Education should support initiatives that encourage schools and school divisions to verify the status of students who exit Virginia public schools.
4. The Department of Education should continue to partner with other stakeholders, such as the Department of Juvenile Justice, to develop strategies for dropout prevention, and provide training opportunities to school staff and others who work to prevent or recover dropouts.
5. The General Assembly should continue to support programs targeted at increasing the graduation rate, such as Project Graduation.
6. The BOE should encourage school divisions to provide professional development related to dropout prevention and recovery to help teachers and other professionals who work with at-risk students provide stronger support services.

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Appendix A: Senate Joint Resolution 329

Requesting the Board of Education to study high school dropout and graduation rates in the Commonwealth. Report.
Agreed to by the Senate, February 6, 2007
Agreed to by the House of Delegates, February 20, 2007

WHEREAS, national leaders, state governors, and the business community have focused attention on the declining high school graduation rate, and the No Child Left Behind Act, Title I, Part H, established the school dropout prevention program to increase high school graduation rates; and

WHEREAS, the United States Department of Education estimates that every day 5,000 students drop out of school before graduation; and

WHEREAS, the National Governors Association (NGA) in its newly released report, "Graduation Counts: A Report of the NGA Task Force on State High School Graduation Data," indicated that "high school reform is at the forefront of the national and state education agendas; however, the quality of data concerning graduation and dropout rates is alarmingly poor, exceptionally difficult to track accurately, and often grossly inaccurate and misleading"; and

WHEREAS, the Educational Testing Service (ETS) analyzed the National Center on Education Statistics' data on dropout rates and stated in its report, "Dreams Deferred: High School Dropouts in the United States," that "dropouts comprise nearly half of the heads of households on welfare, and a similar percentage of the prison population"; and

WHEREAS, Focus Adolescent Services cited the following dropout statistics: (i) students in large cities are twice as likely to leave school before graduating than nonurban youth; (ii) more than one in four Hispanic youths drop out and nearly half leave by the eighth grade; (iii) Hispanics are twice as likely as African Americans to drop out. White and Asian American students are least likely to drop out; (iv) more than half the students who drop out leave by the tenth grade, 20 percent quit by the eighth grade, and three percent drop out by the fourth grade; (v) nearly 25 percent changed schools two or more times, with some changing for disciplinary reasons; (vi) almost 20 percent were held back a grade, and almost one-half failed a course; (vii) almost one-half missed at least 10 days of school, one-third cut class at least 10 times, and one-quarter were late at least 10 times; (viii) eight percent spent time in a juvenile home or shelter; (ix) one-third were put on in-school suspension, suspended, or put on probation, and more than 15 percent were either expelled or told they could not return; and (x) 12 percent of dropouts ran away from home; and

WHEREAS, in February 2005, the Educational Testing Service released its report, "One-Third of a Nation: Rising Dropout Rates and Declining Opportunities," in which it stated that one-third of students are leaving high school without a diploma, high school completion rates have not been accurately reported, and, from 1990 to 2000, the graduation rate declined in all but seven states and the rate declined by eight percent or more in 10 states; and

WHEREAS, the Educational Testing Service also reported that "there is a shortage of guidance counselors available to work with students at risk of dropping out and their families, the opportunity for dropouts to resume education and training is diminishing, the earning power of

high school dropouts has been in almost continuous decline over the past three decades, and the United States ranks 10th in the world in high school completion rates"; and
WHEREAS, the personal and social costs of dropping out of school have increased, and the gap between dropouts and more educated people is widening as opportunities increase for more highly skilled workers and all but disappear for the less skilled; and

WHEREAS, it is estimated that high school dropouts will earn $200,000 less than high school graduates and more than $800,000 less than college graduates during their lifetime; and

WHEREAS, truancy, health conditions, poor academic performance, substance abuse, family dysfunction, behavioral problems, crime, and other sociocultural issues influence the dropout rate; and

WHEREAS, declining graduation rates present significant challenges to the stability of the nation's and the Commonwealth's social and economic global standing and ability to maintain a competitive advantage among industrialized nations; and

WHEREAS, federal agencies and nationally recognized organizations have directed states' attention to the need to address the declining graduation rate; now, therefore, be it

RESOLVED by the Senate, the House of Delegates concurring, That the Board of Education be requested to study high school dropout and graduation rates in the Commonwealth. In conducting its study, the Board of Education shall (i) evaluate the relevancy of the current process and procedures for defining, counting, and reporting school dropout statistics and consider the need for revisions in such process and procedures and compliance by school divisions; (ii) determine the number of students who dropped out of school before the seventh grade and the reasons therefor and the number of students who graduated annually, for school years 2003, 2004, 2005, and 2006; (iii) ascertain whether, by whom, and the manner in which students at risk of dropping out are counseled to remain in school; (iv) identify local school division initiatives and efforts to retain and retrieve students at risk of dropping out, particularly student populations with low high school graduation rates; and (v) recommend such policy, statutory, fiscal, or regulatory changes as the Board may deem necessary to increase the high school graduation rates, particularly among student populations with high dropout rates. All agencies of the Commonwealth shall provide assistance to the Board of Education for this study, upon request.

The Board of Education shall complete its meetings by November 30, 2007, and shall submit to the Governor and the General Assembly an executive summary and a report of its findings and recommendations for publication as a House or Senate document. The executive summary and report shall be submitted as provided in the procedures of the Division of Legislative Automated Systems for the processing of legislative documents and reports no later than the first day of the 2008 Regular Session of the General Assembly and shall be posted on the General Assembly's Web site.

Appendix B: Exit withdrawal codes allowed by the Virginia Department of Education to document students who leave school.[7]

(Required) Short Exit/Withdrawal Code	(Optional) Long Exit/Withdrawal Code	Exit/Withdrawal Definition
W1	W115	Transfer to another room in the same school - A student who transfers to another room within the same school.
W1	W118	Transfer to a special education program from regular education program within the school - A student who transfers to a special education program within the same school from a regular education program during the school year.
W1	W119	Transfer to regular education program from special education program within the same school - A student who transfers during the school year to a regular education program from a special education program within the same school.
W2	W201	Transfer to a public school in the same local education agency - A student who transfers to a public school that is located within the administrative boundaries of the same local education agency.
W2	W212	Transfer to a charter school in the same local education agency - A student who transfers to a charter school, operated in accordance with state regulations, within the same local education agency.
W2	W214	Matriculation to another school within the same local education agency - A student who enters another school after successful completion and promotion from the highest instructional level of the current school to the next higher level.
W2	W217	Transfer to homebound instruction - A student who transfers to a period of homebound instruction provided by the local education agency.
W2	W218	Transfer to a special education program from regular education program that is located within the same local education agency - A student who transfers to a special education program that is located within the same local education agency.

[7] http://www.doe.virginia.gov/VDOE/Publications/student-coll/exit_withdrawal_codes.xls

(Required) Short Exit/Withdrawal Code	(Optional) Long Exit/Withdrawal Code	Exit/Withdrawal Definition
W2	W219	Transfer to regular education program from special education program that is located within the same local education agency - A student who transfers during the school year to a regular education program from a special education program within the same local education agency.
W2	W221	Transfer from an Individualized Student Alternative Education Program (ISAEP) to a regular education program in a school within the same local education agency - A student who discontinues involvement in an ISAEP and transfers to a regular education program in a school within the same local education agency.
W2	W222	Transfer to home-based instruction - A student who transfers to a period of home-based instruction provided by the local education agency.
W3	W304	Transfer to a private, non-religiously-affiliated school in the same local education agency - A student who transfers to a private school (operated by a non-governmental, non-religious group or organization) that is located within the administrative boundaries of the same local education agency, including hospital teaching programs.
W3	W305	Transfer to a private, non-religiously-affiliated school in a different local education agency in the same state - A student who transfers to a private school (operated by a non-governmental, non-religious group or organization) that is not located within the administrative boundaries of the same local education agency but is in the same state, including hospital teaching programs.
W3	W306	Transfer to a private, non-religiously-affiliated school in a different state - A student who transfers to a private school (operated by a non-governmental, non-religious group or organization) that is located in another state, including hospital teaching programs.
W3	W307	Transfer to a private, religiously-affiliated school in the same local education agency - A student who transfers to a private school (affiliated with and operated by a non-governmental, religious group or organization) that is located within the administrative boundaries of the same local education agency, including hospital teaching programs.

(Required) Short Exit/Withdrawal Code	(Optional) Long Exit/Withdrawal Code	Exit/Withdrawal Definition
W3	W308	Transfer to a private, religiously-affiliated school in a different local education agency in the same state - A student who transfers to a private school (affiliated with and operated by a non-governmental, religious group or organization) that is not located within the administrative boundaries of the same local education agency but is in the same state, including hospital teaching programs.
W3	W309	Transfer to a private, religiously-affiliated school in a different state - A student who transfers to a private school (affiliated with and operated by a non-governmental, religious group or organization) that is located in another state, including hospital teaching programs.
W3	W310	Transfer to a school outside of the country - A student who transfers to a school outside the country that is not a United States overseas dependents school (includes private and public school systems). Students who leave the United States are not considered to be dropouts even if the school district cannot document the student's subsequent enrollment in school.
W3	W312	Transfer to a charter school that is not located within the administrative boundaries of the same local education agency but is in the same state- A student who transfers to a charter school, operated in accordance with state regulations, that is not located within the administrative boundaries of the same local education agency but is in the same state.
W3	W313	Transfer to home schooling - A student who transfers to a period of instruction in a home environment for reasons other than health.
W3	W314	Transfer to public post-secondary education institution in Virginia - A student who withdraws to enter a public post-secondary program of instruction or institution of higher education in Virginia and is not concurrently enrolled in a school in the local education agency.
W3	W320	Transfer to a private post-secondary education - A student who withdraws to enter a private post-secondary program of instruction or institution of higher education and is not concurrently enrolled in a school in the local education agency.
W4	W402	Transfer to a public school in a different local education agency in the same state - A student who transfers to a public school that is not located within the administrative boundaries of the same local education agency but is in the same state.

(Required) Short Exit/Withdrawal Code	(Optional) Long Exit/Withdrawal Code	Exit/Withdrawal Definition
W4	W411	Transfer to a state-operated institution - A student who transfers to a state-operated institution that has an educational program. This includes mental health institutions, correctional institutions, juvenile service agencies, care shelters, and detention facilities.
W4	W412	Transfer out of a state-operated institution - A student who transfers out of a state-operated institution. Use this code if no other code applies. This code can only be used by mental health institutions, correctional institutions, juvenile service agencies, care shelters, and detention facilities.
W5	W503	Transfer to a public school in a different state - A student who transfers to a public school that is located in another state or to a United States overseas dependents school.
W5	W520	Transfer to post-secondary education outside of Virginia - A student who withdraws to enter a post-secondary program of instruction or institution of higher education outside of Virginia and is not concurrently enrolled in a school in the local education agency.
W6	W650	Death - A student whose membership is terminated because he or she died during or between regular school sessions.
W7	W730	Graduated with diploma - A student who has received a standard, advanced studies, International Baccalaureate or other type of diploma upon completion of state and local requirements for both coursework and assessment.
W7	W731	Completed school with other credentials - A student who has received a GED, certificate of completion, or other credential in lieu of a high school diploma.
W7	W732	Completed grade 12, but did not pass required test(s) - A student who has completed the state and local coursework requirements for graduation but has not met the assessment requirements.
W8	W880	Discontinued schooling - A student who stops attending school and is considered to constitute "dropping out."
W9	W960	Withdrawn after being absent fifteen (15) consecutive days for extended illness - A student who left school for an indefinite period of time because of a physical, extended illness and is expected to return to school.
W9	W961	Suspension exceeding 15 days - A student who left school involuntarily due to a school-approved suspension that exceeded 15 days and is expected to return to school.

(Required) Short Exit/Withdrawal Code	(Optional) Long Exit/Withdrawal Code	Exit/Withdrawal Definition
W9	W970	Withdrawn after being absent fifteen (15) consecutive days - A student who has been absent for fifteen (15) consecutive days who is expected to re-enter school. At the end of the school year, a student who has not returned to school should be recoded to the appropriate exit/withdrawal type.
W0	W016	Withdrawal to enter Individualized Student Alternative Education Program (ISAEP) - A student who withdraws from school and enrolls in a GED preparation program as a part of an ISAEP as defined in *Code of Virginia* § 22.1-254.D and Board of Education guidelines. A student in an ISAEP will maintain this withdrawal code until he or she exits the program. A student in an ISAEP shall be counted in the membership and average daily membership (ADM) of the local education agency.

Appendix C: Percent of school divisions responding to individual items on the VDOE survey.

1a) How does your school division identify students at risk of dropping out of school?

	Elementary School	Middle School	High school
Refers at-risk students to the school counselor or to an administrative leader in the school	73%	86%	90%
Uses a checklist or other tool	22%	30%	38%
Identifies students who are at-risk of dropping out, but does not use a unified approach	22%	23%	24%
Does not identify students as being at risk of dropping out	17%	2%	1%

1b) If your school division uses a checklist or other tool that identifies students who are at risk of dropping out, does your school division have evidence that supports the tool as an accurate predictor?

Tool is validated	17%
Tool is NOT validated	17%
Unknown about validation of tool	11%

2) What programs and services are provided to students who are at risk of dropping out of school that are specifically focused on keeping students in school?

	Elementary School	Middle School	High school
Outreach services	50%	58%	58%
Peer-to-peer mentoring	20%	31%	43%
Teacher-to-student mentoring	69%	73%	76%
Professional development specifically focused on helping school personnel identify potential dropouts	30%	42%	52%
Professional development focused on ensuring that teachers are equipped with instructional methods of student-centered instruction	73%	81%	86%
Professional development specifically focused on ensuring teachers have information about community resources available to support students who are at risk of dropping out	36%	39%	46%
Schools-within-schools for at risk students	7%	21%	32%
Reduced student-teacher ratio for students identified as at-risk for dropping out	29%	39%	49%
A transition program for students moving from elementary to middle school.	47%	46%	NA
A transition program for students moving from middle to high school	NA	67%	72%
Flexible programs and schedules (e.g., evening classes; study blocks; extra class periods)	29%	48%	71%
An alternative school that offers a high school curriculum and gives students the opportunity to earn a high school diploma	13%	32%	72%
Individual Student Alternative Education Plan (ISAEP)	13%	28%	91%
Credit recovery programs	NA	NA	58%
Career and workforce development opportunities, such as a school-to-work program	11%	21%	74%
Discipline intervention programs	56%	74%	69%
A deliberate approach to improving the school climate to improve the safety and orderliness of the school	71%	79%	76%
A deliberate approach to involve families in the students' education	70%	79%	82%
Referrals to advocacy organizations for students and families	56%	63%	63%
Referrals to legal aide organizations for students and families	24%	26%	28%
Coordination/collaboration with businesses and non-profit organizations	41%	52%	63%
Support services to address substance abuse, teen pregnancy and young parenthood, suicide prevention, and other mental and physical health issues.	53%	81%	85%
Other	8%	9%	21%

3) What methods of counseling are provided to students who are at risk of dropping out of school?

	Elementary School	Middle School	High school
Individual counseling for at risk students	83%	95%	99%
Employment counseling	5%	24%	82%
Transition counseling	26%	54%	80%
Classroom guidance centered around career exploration	71%	84%	68%
Group counseling for at-risk students	54%	65%	58%
Classroom guidance centered around student decision-making	82%	82%	56%
Classroom guidance centered around student problem solving	84%	79%	50%
Other classroom guidance	18%	19%	22%
Other	9%	13%	19%
No specific counseling targeted to students who are at risk of dropping out	9%	4%	1%

4) What staff members are responsible for counseling students at risk of dropping out?

Staff credentials	Percent of divisions
School counselor	99%
Principal	89%
Assistant principal	87%
School social worker	56%
School psychologist	54%
Other	37%
Instructional staff	35%
Dropout specialist	9%

5) Do you provide any unique services to student populations in your school division who have high dropout rates?

	Elementary School	Middle School	High school
No	56%	52%	48%
Yes (please check all that apply)	44%	48%	52%
Students with disabilities	36%	30%	36%
Students with limited English proficiency	24%	29%	33%
Students identified as disadvantaged	25%	29%	32%
Black	16%	20%	22%
Hispanic	15%	19%	22%
Other	12%	11%	16%

6) What activities does your school division conduct to retrieve students who have dropped out—that is, to bring them back to school?

	Elementary School	Middle School	High school
Counseling on alternative programs (GED, night school, GAD)	12%	38%	95%
Court involvement	76%	84%	86%
Assignment of a truancy officer	55%	64%	69%
Assignment to a school social worker	46%	51%	51%
Other	10%	12%	19%

7) What programs and services does your school division provide to students who have dropped out and returned to school?

	Elementary School	Middle School	High school
Outreach services	30%	46%	57%
Peer-to-peer mentoring	13%	21%	33%
Teacher-to-student mentoring	40%	56%	65%
Professional development specifically focused on helping school personnel identify potential dropouts	23%	34%	45%
Professional development focused on ensuring that teachers are equipped with instructional methods of student-centered instruction.	46%	59%	68%
Professional development specifically focused on ensuring teachers have information about community resources available to support students who are at risk of dropping out	28%	31%	41%
Schools-within-schools for at risk students	5%	18%	28%
Reduced student-teacher ratio for students returning to school after dropping out	13%	19%	31%
A transition program for students moving from elementary to middle school.	29%	36%	NA
A transition program for students moving from middle to high school	NA	49%	56%
Flexible programs and schedules (e.g., evening classes; study blocks; extra class periods)	13%	36%	66%
An alternative school that offers a high school curriculum and gives students the opportunity to earn a high school diploma	7%	28%	72%
Individual Student Alternative Education Plan (ISAEP)	8%	28%	86%
Credit recovery programs	3%	13%	50%
Career and workforce development opportunities, such as a school-to-work program	4%	13%	66%
Discipline intervention programs	34%	51%	59%
A deliberate approach to involve families in the students' education	47%	54%	71%
Referrals to advocacy organizations for students and families	38%	44%	57%
Referrals to legal aide organizations for students and families	18%	26%	30%
Coordination/collaboration with businesses and non-profit organizations	22%	32%	49%
Student support services to address substance abuse, teen pregnancy and young parenthood, suicide prevention, and other mental and physical health issues.	32%	58%	76%
Other	25%	7%	6%

8) What staff members are responsible for counseling students who dropped out and are returning to school?

Staff credentials	Percent of divisions
School counselor	98%
Principal	84%
Assistant principal	79%
School psychologist	47%
School social worker	45%
Instructional staff	28%
Other	20%
Dropout specialist	12%

9) What methods of counseling are provided to students who dropped out and returned to school?

	Elementary School	Middle School	High school
Individual counseling for at risk students	71%	83%	94%
Employment counseling	4%	26%	79%
Transition counseling	20%	44%	75%
Classroom guidance centered around career exploration	46%	56%	56%
Classroom guidance centered around student decision-making	59%	61%	50%
Classroom guidance centered around student problem solving	59%	60%	50%
Group counseling for at risk students	37%	50%	49%
Other classroom guidance	12%	12%	10%
Other	10%	9%	10%

Board of Education Agenda Item

Item: K. **Date:** October 18, 2007

Topic: First Review of Proposed Revised *History and Social Science Standards of Learning*

Presenter: James Firebaugh, Director, Middle and High School Instruction

Telephone Number: (804) 225-2651 **E-Mail Address:** Jim.Firebaugh@doe.virginia.gov

Origin:

____ Topic presented for information only (no board action required)

_X_ Board review required by
- _X_ State or federal law or regulation
- ____ Board of Education regulation
- ____ Other: _____
- ____ Action requested at this meeting _X_ Action requested at future meeting: After public comment

Previous Review/Action:

____ No previous board review/action

_X_ Previous review/action
Date January 10, 2007
Action Board of Education approved the timeline to proceed with the review process.

Background Information:
New academic content *Standards of Learning* for history and social science were first developed in 1995 and revised in 2001. The *Standards of Quality* require the Board of Education to review the *Standards of Learning* on a regular schedule. The *History and Social Science Standards of Learning* were scheduled for review in 2008. As a result, on January 10, 2007, the Board approved a plan to review these standards during the 2007-2008 academic year. In accordance with the plan, the Department of Education took the following steps to produce a draft of the proposed revised *History and Social Science Standards of Learning* for the Board's first review:

- Solicited online comments from stakeholders, including teachers, parents, and administrators;
- Selected a review committee that consisted of recommended individuals solicited from school divisions as well as other stakeholder groups (representatives from professional organizations, universities, etc.) to participate in the process;
- Met with the review committee July 10 and 11, 2007;

Received additional comment from academic experts throughout the summer;

- Contacted selected review committee members in September 2007, to review the draft document; and
- Developed a draft of the proposed revised *History and Social Science Standards of Learning*.

Summary of Major Elements:
The attached draft of the proposed revised *History and Social Science Standards of Learning* (Attachment A) consists of the following elements:

Introduction
The study of history and social science is vital in promoting a civic-minded and democratic society. All students need to know and understand our national heritage in order to become informed participants in shaping our nation's future. The *History and Social Science Standards of Learning* were developed with the assistance of educators, parents, business leaders, academic experts, and others with an interest in public education and a civil society.

- **Goals**
  The *History and Social Science Standards of Learning* are designed to develop the knowledge and skills of history, geography, civics, and economics that enable students to place the people, ideas, and events that have shaped our state and our nation in perspective.

- **Strands/Reporting Categories**
  The *History and Social Science Standards of Learning* for each course are grouped into categories that address related content and skills.

Standards
The *History and Social Science Standards of Learning* for Virginia Public Schools describe the Commonwealth's expectations for student learning and achievement in grades K-12.

Summary of the Proposed Reviewed *History and Social Science Standards of Learning*
The major elements of the attached proposed revised *History and Social Science Standards of Learning* include:

- Edits to enhance clarity, specificity, rigor, alignment of skills and content, and a reflection of the current academic research and practice;
- Emphasis on encouragement of civic participation and increased knowledge of local and state government;
- Addition of events relating to history, geography, economics, and civics since the 2001 revision; and
- Increase in international and global emphasis.

A review justification matrix (Attachment B) indicates reasons for the proposed changes and additions to the proposed standards.

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Board of Education accept for first review the proposed revised *History and Social Science 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 responsibilities related to this activity, other services may be impacted.

Timetable for Further Review/Action:
The *Standards of Learning* review work plan calls for public hearings, final review, and adoption of the *Standards of Learning* by the Board of Education by winter 2008.

Proposed Revised History and Social Science Standards of Learning

for
Virginia
Public Schools

First Review
October 18, 2007

Goals

The study of history and social science is vital in promoting a civic-minded and a democratic society. All students need to know and understand our national heritage in order to become informed participants in shaping our nation's future. The History and Social Science Standards of Learning were developed with the assistance of educators, parents, business leaders, and others with an interest in public education and a civil society.

The History and Social Science Standards of Learning are designed to

- develop the knowledge and skills of history, geography, civics, and economics that enable students to place the people, ideas, and events that have shaped our state and our nation in perspective;
- instill in students a thoughtful pride in the history of America through an understanding that what "We the People of the United States" launched more than two centuries ago was not a perfect union, but a continual effort to build a "more perfect" union, one which has become the world's most successful experiment in constitutional self-government;
- enable students to understand the basic values, principles, and operation of American constitutional democracy;
- prepare students for informed, ~~and~~ responsible, and participatory citizenship;
- develop students' skills in debate, discussion, and writing; and
- provide students with a framework for continuing education in history and the social sciences.

History

History should be the integrative core of the curriculum, in which both the humanities (such as art and literature) and the social sciences (political science, economics, and geography) come to life. Through the study of history, students can better understand their own society as well as others. ~~By understanding the relationship between past and present, students will be equipped to deal with problems that might arise in the future~~. Students will understand chronological thinking and the connections between causes and effects and between continuity and change. History enables students to see how people in other times and places have grappled with the fundamental questions of truth, justice, and personal responsibility, to understand that ideas have real consequences, and to realize that events are shaped both by ideas and the actions of individuals. History shows the relationship between past, current, and future issues.

Geography

The goal of geography instruction is to provide an understanding of the human and physical characteristics of the Earth's places and regions, how people of different cultural backgrounds interact with their environment, and how the United States and the student's home community are affected by conditions and events in distant places. Geographic themes include location, place, human-environment interaction, movement, and region. Geographic skills include the ability to use maps, globes, and aerial imagery; to interpret graphs, tables, diagrams, and pictures; to observe and record information; and to assess information from various sources.

Civics

The goal of civics instruction is to develop in all students the requisite knowledge and skills for informed, responsible participation in public life. Civics instruction should provide regular opportunities at each grade level for students to develop a basic understanding of politics and government and to practice the skills of good citizenship. It should instill relevant skills so that students can assess political resources, deal intelligently with controversy, and understand the consequences of policy decisions. Students should develop an understanding of the values and principles of American constitutional democracy and of some of the key issues in the functioning of a democratic republic. They should be aware of their rights; be willing to fulfill their responsibilities; be able to obtain, understand, and evaluate information relating to the performance of public officials; and be willing to hold those officials accountable. They should understand the consequences of political and policy decisions at local, state, national and international levels.

Economics

The United States is recognized as a leader among the nations of the world in large part because of its economic strength. To maintain that strength, American citizens must understand the basic economic principles that underlie the market economy. They must understand how our own economic system works, as well as how other systems work. They must learn to make ~~wise~~ reasonable economic decisions about their own lives and become intelligent consumers, employers, and workers. They must identify the costs and benefits of specific choices made including the consequences, both intended and unintended, of the decision, and how people and nations respond to both positive and negative incentives. A solid grounding in economics will help students prepare for the global marketplace and the complex world of tomorrow.

Kindergarten
Introduction to History and Social Science

The standards for kindergarten students include an introduction to interesting Americans in history whose lives demonstrated the virtues of patriotism, courage, and kindness. During the course of their first year in school, students should learn basic concepts related to history, patriotism, national symbols, good citizenship, geographic location, economics, and the importance of following rules and respecting the rights and property of other people.

History

K.1 The student will recognize that history describes events and people of other times and places by
- a) identifying examples of past events in legends, stories, and historical accounts of Chief Powhatan, Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln;
- b) identifying the people and events honored by the holidays of Thanksgiving Day, Martin Luther King, Jr. Day, Presidents' Day, and Independence Day. ~~(Fourth of July).~~

K.2 The student will describe everyday life in the present and in the past and begin to recognize that things change over time.

Geography

K.3 The student will describe the relative location of people, places, and things by using positional words, with emphasis on near/far, above/below, left/right, and behind/in front.

K.4 The student will use simple maps and globes to
- a) develop an awareness that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth;
- b) describe places referenced in stories and real-life situations;
- c) locate land and water features.

K.5 The student will develop an awareness that maps and globes
- a) show a view from above;
- b) show things in smaller size;
- c) show the position of objects.

Economics

K.6 The student will match simple descriptions of work that people do with the names of those jobs.

K.7 The student will

a) recognize that people make choices because they cannot have everything they want ~~identify the difference between basic needs (food, clothing, and shelter) and wants (things people would like to have)~~;

b) explain that people work to earn money to buy the things they want. ~~recognize that people use money to purchase goods~~.

Civics

K.8 The student will demonstrate that being a good citizen involves

a) taking turns and sharing;

b) taking responsibility for certain classroom chores;

c) taking care of personal belongings and respecting what belongs to others;

d) following rules and understanding the consequence of breaking rules;

e) practicing honesty, self-control, and kindness to others;

f) participating in decision-making in the classroom;

g) participating successfully in group settings.

K.9 The student will recognize the American flag, recite the Pledge of Allegiance, and know that the President is the leader of the United States.

Grade One
Introduction to History and Social Science

The standards for first grade students include an introduction to the lives of American leaders and their contributions to the United States. Students should recognize basic map symbols and construct a simple map of a familiar area. The students should study the economic concepts of goods and services, consumers and producers, ~~buyers and sellers,~~ and making economic choices. Students should learn to apply the traits of a good citizen and recognize that communities in Virginia have local governments and include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans. ~~by common principles.~~

History

1.1 The student will interpret information presented in picture timelines to show sequence of events and will distinguish between past, ~~and~~ present, and future**.**

1.2 The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, ~~and~~ George Washington Carver~~.~~, and Eleanor Roosevelt.

1.3 The student will discuss the lives of people associated with Presidents' Day, Columbus Day, and the events of Independence Day. ~~(Fourth of July).~~

Geography

1.4 The student will develop map skills by
- a) recognizing basic map symbols, including references to land, water, cities, and roads;
- b) using cardinal directions on maps;
- c) identifying the ~~physical~~ shape of the United States and Virginia on maps and globes;
- d) locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map.

1.5 The student will construct a simple map of a familiar area, using basic map symbols in the map legend.

1.6 The student will describe how the location of his/her community, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation.

Economics

1.7 The student will explain the difference between goods and services and ~~will~~ describe how people are consumers ~~both buyers~~ and producers ~~sellers~~ of goods and services.

1.8 The student will explain that people make choices because they cannot have everything they want.

1.9 The student will recognize that people save money for the future to purchase goods and services.

Civics

1.10 The student will apply the traits of a good citizen by
a) focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect;
b) recognizing the purpose of rules and practicing self-control;
c) working hard in school;
d) taking responsibility for one's own actions;
e) valuing honesty and truthfulness in oneself and others~~.~~;
f) participating in classroom decision-making through voting**.**

1.11 The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by
a) identifying the American flag, bald eagle, Washington Monument, and Statue of Liberty;
b) demonstrating respect for the American flag by learning about the Pledge of Allegiance.

1.12 The student will recognize that communities in Virginia
a) have local governments;
b) benefit from people who volunteer in their communities;
c) include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans. ~~by common principles~~.

Grade Two
Introduction to History and Social Science

The standards for second grade students include an introduction to the heritage and contributions of the people of ancient China and Egypt and of the American Indians, past and present. Students should continue developing map skills and demonstrate an understanding of basic economic concepts. The students will identify selected American individuals who have worked to improve the lives of American citizens. The students will recognize that the United States is a land of people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans. ~~by common principles.~~

History

2.1 The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.

2.2 The student will compare the lives and contributions of three American Indian~~s~~ ~~(First Americans)~~ cultures of the past and present with emphasis on the Powhatan of the Eastern Woodlands, the Lakota ~~Sioux~~ of the Plains, and the Pueblo peoples of the Southwest.

2.3 The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population.

Geography

2.4 The student will develop map skills by
- a) locating the United States, China, and Egypt on world maps;
- ~~c) comparing the climate, land, and plant life of these regions~~;
- b) understanding the relationship between the environment and the culture of ancient China and Egypt;
- ~~b)~~ c)locating the regions of the Powhatan, Lakota ~~Sioux~~, and Pueblo Indians on United States maps;
- ~~d) describing how the people in these regions adapted to their environment.~~
- d) understanding the relationship between the environment and the culture of the Powhatan, Lakota ~~Sioux~~, and Pueblo Indians.

2.5 The student will develop map skills by
- a) locating the equator, the seven continents, and the five ~~four~~ oceans on maps and globes;
- b) locating selected rivers (James River, Mississippi River, Rio Grande, Huang He, Nile River), mountain ranges (Appalachian Mountains and Rocky Mountains), and lakes (Great Lakes) in the United States.

2.6 The student will demonstrate map skills by constructing simple maps, using title, map legend, and compass rose.

Economics

2.7 The student will describe ~~the differences between~~ natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings).

2.8 The student will distinguish between the use of barter and money in the exchange for goods and services.

2.9 The student will explain that ~~scarcity (~~limited resources~~)~~ require people to make choices about producing and consuming goods and services.

Civics

2.10 The student will explain the responsibilities of a good citizen, with emphasis on
a) respecting and protecting the rights and property of others;
b) taking part in the voting process when making classroom decisions;
c) describing actions that can improve the school and community;
d) demonstrating self-discipline; and self-reliance;
e) practicing honesty and trustworthiness.

2.11 The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. as Americans whose contributions improved the lives of other Americans.

2.12 The student will understand that the people of Virginia ~~United States is a land of people who~~
a) have state and local government officials who are elected by voters;
b) have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans. ~~by common principles.~~

Grade Three
Introduction to History and Social Science

The standards for third grade students include an introduction to the heritage and contributions of the people of ancient Greece and Rome and the West African empire of Mali. Students should continue developing map skills and demonstrate an understanding of basic economic concepts. Students will explain the importance of the basic principles of democracy and identify the contributions of selected individuals. Students will recognize that Americans are a people who have diverse ethnic origins, customs, and traditions, who all contribute to American life, and who are united as Americans. ~~by common principles.~~

History

3.1 The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports.

3.2 The student will study the early West African empire of Mali by describing its oral tradition (storytelling), government (kings), and economic development (trade).

3.3 The student will study the exploration of the Americas by
- a) describing the accomplishments of Christopher Columbus, Juan Ponce de Léon, Jacques Cartier, and Christopher Newport;
- b) identifying reasons for exploring, the information gained, ~~and~~ the results of ~~from~~ the travels, and the impact of these travels on American Indians**.**

Geography

3.4 The student will develop map skills by
- a) locating Greece, Rome, and West Africa;
- b) describing the physical and human characteristics of Greece, Rome, and West Africa;
- c) explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs.

3.5 The student will develop map skills by
- a) positioning and labeling the seven continents and five ~~four~~ oceans to create a world map;
- b) using the equator and prime meridian to identify the Northern, Southern, Eastern, and Western ~~four~~ ~~hemispheres~~ Hemispheres;
- c) locating the countries of Spain, England, and France;
- d) locating the regions in the Americas explored by Christopher Columbus (San Salvador in the Bahamas), Juan Ponce de Léon (near St. Augustine, Florida), Jacques Cartier (near Quebec, Canada), and Christopher Newport (Jamestown, Virginia);
- e) locating specific places using ~~on~~ a simple letter-number grid system.

3.6 The student will read and construct ~~interpret geographic information from~~ maps, tables, graphs, ~~and~~ or charts.

Economics

3.7 ~~The student will explain how producers use natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings) to produce goods and services for consumers~~. The student will explain how producers in ancient Greece, Rome, and the West African empire of Mali used natural resources, human resources, and capital resources in the production of goods and services.

3.8 The student will recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest. ~~the concepts of specialization (being an expert in one job, product, or service) and interdependence (depending on others) in the production of goods and services (in ancient Greece, Rome, the West African empire of Mali, and in the present).~~

3.9 The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).

Civics

3.10 The student will recognize the importance of ~~why~~ government ~~is necessary~~ in the ~~classroom, school, and~~ community, Virginia, and the United States of America by

a) explaining the purpose of rules and laws;
b) explaining that the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken;
c) explaining that government protects the rights and property of individuals.

3.11 The student will explain the importance of the basic principles that form the foundation of a republican form of government by

a) describing the individual rights to life, liberty, and the pursuit of happiness; and equality under the law;
b) identifying the contributions of George Washington, Thomas Jefferson, Abraham Lincoln, Rosa Parks, Thurgood Marshall, ~~and~~ Martin Luther King, Jr.~~;~~ , and Caesar Chavez;
c) recognizing that Veterans Day and Memorial Day honor people who have served to protect the country's freedoms,
d) describing how people can serve the community, state, and nation.

3.12 The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions who are united by the basic principles of a republican form of government and respect for individual rights and freedoms.

Virginia Studies

The standards for Virginia Studies allow students to develop a greater understanding of Virginia's rich history, from the cultures of its native peoples ~~the early settlements of American Indian language groups~~ and the founding of Jamestown to the present. Geographic, economic, and civic concepts are presented within this historic context. Students will develop the skills needed to analyze, interpret, and demonstrate knowledge of important events and ideas in our history, and understand the contributions made by people of diverse cultural and ethnic backgrounds. Students will use geographic tools to examine the influence of physical and cultural geography on Virginia history. Ideas that form the foundation for political institutions in Virginia and the United States also are included as part of the story of Virginia. The study of history must emphasize the intellectual skills required for responsible citizenship. Students practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.

Skills

VS.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to

a) identify and interpret artifacts and primary and secondary source documents to understand events in history;
b) determine cause and effect relationships;
c) compare and contrast historical events;
d) draw conclusions and make generalizations;
e) make connections between past and present;
f) sequence events in Virginia history;
g) interpret ideas and events from different historical perspectives;
h) evaluate and discuss issues orally and in writing;
i) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events;

Virginia: The Physical Geography ~~Land~~ and Its Native Peoples ~~First Inhabitants~~

VS.2 The student will demonstrate knowledge of the physical geography and native peoples, past and present, ~~early inhabitants~~ of Virginia by

a) locating Virginia and its bordering states on maps of the United States;
b) locating and describing Virginia's Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau;
c) locating and identifying water features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, ~~and~~ Rappahannock River, and Lake Drummond and the Dismal Swamp);
d) locating three American Indian ~~(First American)~~ language groups (the Algonquian, the Siouan, and the Iroquoian) on a map of Virginia;
e) describing how American Indians ~~(First Americans)~~ related ~~adapted~~ to the climate and their environment to secure food, clothing, and shelter~~.~~
f) describing how archeologists have recovered material evidence of American Indians through sites including Werowocomoco and Jamestown;

g) identifying and locating the current state-recognized tribes.

Colonization and Conflict: 1607 through the American Revolution

VS.3 The student will demonstrate knowledge of the first permanent English settlement in America by

a) explaining the reasons for English colonization;
b) describing how geography influenced the decision to settle at Jamestown;
c) identifying the importance of the charters of the Virginia Company of London in establishing the Jamestown settlement;
d) identifying the importance of the ~~Virginia~~ General Assembly (1619) as the first representative legislative body in English America;
e) identifying the importance of the arrival of Africans and English women to the Jamestown settlement;
f) describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival;
g) describing the interactions between the English settlers and ~~the Powhatan people~~, the native peoples including the contributions of Chief Powhatan ~~the Powhatans~~ to the survival of the settlers.

VS.4 The student will demonstrate knowledge of life in the Virginia colony by

a) explaining the importance of agriculture and its influence on the institution of slavery;
b) describing how the culture of colonial Virginia reflected European (English, Scotch-Irish, German) immigrants, Africans, and American Indian~~s~~ origins; ~~(First Americans) influenced the cultural landscape and changed the relationship between the Virginia colony and England;~~
c) ~~explaining how geography influenced~~ explaining the reasons for the relocation of Virginia's capital from Jamestown to Williamsburg to Richmond;
d) describing how money, barter, and credit were used;
e) describing everyday life in colonial Virginia**.**

VS.5 The student will demonstrate knowledge of the role of Virginia in the American Revolution by

a) identifying the reasons why the colonies went to war with England as expressed in the Declaration of Independence;
b) identifying the various roles played by whites, slaves and free blacks, and American Indians in the Revolutionary War era, ~~with emphasis on~~ including George Washington, Thomas Jefferson, ~~and~~ Patrick Henry~~;~~ James Lafayette, and Cornstalk;
c) identifying the importance of the Battle of Great Bridge, the ride of Jack Jouett, and the American victory at Yorktown.

Political Growth and Western Expansion: 1781 to the Mid 1800s

VS.6 The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by

a) explaining why George Washington is called the "Father of our Country" and James Madison is called the "Father of the Constitution";
b) identifying the ideas of George Mason and Thomas Jefferson as expressed in the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom;
c) explaining the influence of geography on the migration of Virginians into western territories.

Civil War and Post-War Eras

VS.7 The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by

a) identifying the events and differences between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia;
b) describing Virginia's role in the war, including identifying major battles that took place in Virginia~~.~~;
c) describing the roles played by whites, slaves and free blacks, and American Indians.

VS.8 The student will demonstrate knowledge of the reconstruction of Virginia following the Civil War by

a) identifying the effects of Reconstruction on life in Virginia;
b) identifying the effects of segregation and "Jim Crow" on life in Virginia~~;~~ for whites, blacks, and American Indians;
c) describing the importance of railroads, new industries, and the growth of cities to Virginia's economic development.

Virginia: 1900 to the Present

VS.9 The student will demonstrate knowledge of twentieth and twenty-first century Virginia by

a) describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society including the reasons people came to Virginia from other states and countries;
b) identifying the impact of Virginians, such as Woodrow Wilson and George C. Marshall, on international events**;**
~~b)~~ c)identifying the social and political events in Virginia linked to desegregation and Massive Resistance and their relationship to national history;
~~c)~~ d)identifying the political, social, and/or economic contributions made by Maggie Walker, Harry F. Byrd, Sr., Oliver Hill, Arthur R. Ashe, Jr., Linwood Holton, and L. Douglas Wilder.

VS.10 The student will demonstrate knowledge of government, geography, and economics by

a) identifying the three branches of Virginia government and the function of each;
b) describing the major products and industries of Virginia's five geographic regions;
c) explaining how advances in transportation, communications, and technology have contributed to Virginia's prosperity and role in the global economy.

United States History to ~~1877~~ 1861

Students will use skills of historical and geographical analysis to explore the early history of the United States and understand ideas and events that strengthened the union. The standards for this course relate to the history of the United States from pre-Columbian times until ~~1877~~ 1861. Students will continue to learn fundamental concepts in civics, economics, and geography as they study United States history in chronological sequence and learn about change and continuity in our history. They also will study documents and speeches that laid the foundation of American ideals and institutions and will examine the everyday life of people at different times in the country's history through the use of primary and secondary sources.

The study of history must emphasize the intellectual skills required for responsible citizenship. Students practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.

Skills

USI.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to

a) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to ~~1877~~ 1861;
b) make connections between the past and the present;
c) sequence events in United States history from pre-Columbian times to ~~1877~~ 1861;
d) interpret ideas and events from different historical perspectives;
e) evaluate and discuss issues orally and in writing;
f) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events;
g) distinguish between parallels of latitude and meridians of longitude;
h) interpret patriotic slogans and excerpts from notable speeches and documents~~.~~;
i) identify the costs and benefits of specific choices made including the consequences, both intended and unintended, of the decision and how people and nations responded to positive and negative incentives.

Geography

USI.2 The student will use maps, globes, photographs, pictures, or ~~and~~ tables to

a) locate the seven continents and five oceans;
b) locate and describe the location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range;
c) locate and identify the water features important to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, St. Lawrence River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico~~.~~;
d) recognize key geographic features on maps, diagrams, or photographs.

Exploration to Revolution: Pre-Columbian Times to the 1770s

USI.3 The student will demonstrate knowledge of how early cultures developed in North America by

a) locating where the American Indians ~~(First Americans)~~ lived ~~settled~~, with emphasis on Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota ~~Sioux~~), Southwest (Pueblo), and Eastern Woodland (Iroquois);
b) describing how the American Indians ~~(First Americans)~~ used the resources in their environment~~.~~;
c) describing how archeologists have recovered material evidence of early settlements including Cactus Hill.

USI.4 The student will demonstrate knowledge of European exploration in North America and West Africa by

a) describing the motivations, obstacles, and accomplishments of the Spanish, French, Portuguese, and English explorations;
b) describing cultural and economic interactions between Europeans and American Indians ~~(First Americans)~~ that led to cooperation and conflict with emphasis on the American Indian concept of land;
c) identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.

USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by

a) describing the religious and economic events and conditions that led to the colonization of America;
b) ~~comparing and contrasting~~ describing life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services, including examples of specialization and interdependence;
c) describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, indentured servants, and slaves and free blacks;
d) identifying the political and economic relationships between the colonies and England.

Revolution and the New Nation: 1770s to the Early 1800s

USI.6 The student will demonstrate knowledge of the causes and results of the American Revolution by

a) identifying the issues of dissatisfaction that led to the American Revolution;
b) identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence~~, with emphasis on the ideas of John Locke~~;
c) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, and Patrick Henry.~~, and Thomas Paine~~;
d) explaining reasons why the colonies were able to defeat Britain.

USI.7 The student will demonstrate knowledge of the challenges faced by the new nation by

a) identifying the weaknesses of the government established by the Articles of Confederation;
b) ~~identifying the basic principles of the new government established by the Constitution of the United States and the Bill of Rights;~~ analyzing the historical developments of the Constitution of the United States;
~~c) identifying the conflicts that resulted in the emergence of two political parties;~~
~~d)~~ c) describing the major accomplishments of the first five presidents of the United States.

Expansion and Reform: 1801 to 1861

USI.8 The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by

a) describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California;
b) identifying the geographic and economic factors that influenced the westward movement of settlers;
c) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America;
d) identifying the main ideas of the abolitionist and suffrage movements~~.~~;
e) describing the cultural and economic issues that divided the nation.

~~**Civil War and Reconstruction: 1860s to 1877**~~
[Moved to United States History: 1861 to the Present]

~~USI.9 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by~~

~~a) describing the cultural, economic, and constitutional issues that divided the nation;~~
~~b) explaining how the issues of states' rights and slavery increased sectional tensions;~~
~~c) identifying on a map the states that seceded from the Union and those that remained in the Union;~~
~~d) describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, and Frederick Douglass in events leading to and during the war;~~
~~e) using maps to explain critical developments in the war, including major battles;~~
~~f) describing the effects of war from the perspectives of Union and Confederate soldiers (including black soldiers), women, and slaves.~~

~~USI.10 The student will demonstrate knowledge of the effects of Reconstruction on American life by~~

~~a) identifying the provisions of the 13th, 14th, and 15th Amendments to the Constitution of the United States and their impact on the expansion of freedom in America;~~
b) ~~describing the impact of Reconstruction policies on the South.~~

United States History: ~~1877~~ 1861 to the Present

Students will continue to use skills of historical and geographical analysis as they examine American history since ~~1877~~ 1861. The standards for this course relate to the history of the United States from the ~~end of the Reconstruction~~ Civil War era to the present. Students should continue to learn fundamental concepts in civics, economics, and geography within the context of United States history. Political, economic, and social challenges facing the nation reunited after civil war will be examined chronologically as students develop an understanding of how the American experience shaped the world political and economic landscape.

The study of history must emphasize the intellectual skills required for responsible citizenship. Students practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.

Skills

USII.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to

a) analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from ~~1877~~ 1861 to the present;
b) make connections between past and present;
c) sequence events in United States history from ~~1877~~ 1861 to the present;
d) interpret ideas and events from different historical perspectives;
e) evaluate and debate issues orally and in writing;
f) analyze and interpret maps that include major physical features;
g) use parallels of latitude and meridians of longitude to describe hemispheric location;
h) interpret patriotic slogans and excerpts from notable speeches and documents~~.~~;
i) identify the costs and benefits of specific choices made including the consequences, both intended and unintended, of the decision and how people and nations responded to positive and negative incentives.

Geography

USII.2 The student will use maps, globes, photographs, pictures, ~~and~~ or tables for

a) explaining how physical features and climate influenced the movement of people westward;
b) explaining relationships among natural resources, transportation, and industrial development after ~~1877~~ 1861;
c) locating the 50 states and the cities most significant to the historical development of the United States.

Civil War and Reconstruction: 1860s to 1877

~~USI.9~~ USII.3 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by

a) describing the ~~cultural, economic, and~~ constitutional and slavery issues that ~~divided the nation~~ increased sectional tensions;

~~b) explaining how the issues of states' rights and slavery increased sectional tensions;~~

~~c)~~ b) identifying on a map the states that seceded from the Union and those that remained in the Union;

~~d)~~ c) describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, and Frederick Douglass in events leading to and during the war;

~~e)~~ d) using maps to explain critical developments in the war, including major battles;

~~f)~~ e) describing the effects of war from the perspectives of Union and Confederate soldiers (including black soldiers), women, and slaves.

~~USI.10~~ USII.4 The student will demonstrate knowledge of the effects of Reconstruction on American life by

a) ~~identifying the provisions~~ analyzing the impact of the 13th, 14th, and 15th Amendments to the Constitution of the United States. ~~and their impact on the expansion of freedom in America;~~

b) describing the impact of Reconstruction policies on the South and North;

c) describing the legacy of Abraham Lincoln, Robert E. Lee, and Frederick Douglass.

Reshaping the Nation and the Emergence of Modern America: 1877 to the Early 1900s

~~USII.3~~ USII.5 The student will demonstrate knowledge of how life changed after the Civil War by

a) identifying the reasons for westward expansion and its impact on American Indians;

b) explaining the reasons for the increase in immigration, growth of cities, new inventions, and challenges arising from this expansion;

c) describing racial segregation, the rise of "Jim Crow," and other constraints faced by African Americans and other groups in the post-Reconstruction South;

d) explaining the impact of new inventions, the rise of big business, the growth of industry, and life on American farms;

e) describing the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women's suffrage, and the temperance movement.

Turmoil and Change: 1890s to 1945

~~USII.4~~ USII.6 The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by

a) explaining the reasons for and results of the Spanish American War;
b) describing Theodore Roosevelt's involvement in the planning and construction of the Panama Canal;
~~b)~~ c) explaining the reasons for the United States' involvement in World War I and its international leadership role at the conclusion of the war.

~~USII.5~~ USII.7 The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by

a) explaining how developments in factory and labor productivity and transportation (including the use of the automobile), communication, and rural electrification changed American life and standard of living;
b) describing the social and economic changes that took place, including prohibition, and the Great Migration north and west;
c) examining art, literature, and music from the 1920s and 1930s, emphasizing Langston Hughes, Duke Ellington, ~~and~~ Georgia O'Keeffe, and ~~including~~ the Harlem Renaissance;
d) identifying the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt's New Deal.

~~USII.6~~ USII.8 The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by

a) identifying the causes and events that led to American involvement in the war, including the attack on Pearl Harbor;
b) locating and describing the major events and turning points of the war in Europe and the Pacific;
c) describing the impact of World War II on the homefront.

The United States since World War II

~~USII.7~~ USII.9 The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by

a) describing the rebuilding of Europe and Japan after World War II, the emergence of the United States as a superpower, and the establishment of the United Nations;
b) describing the conversion from a wartime to a peacetime economy;
c) identifying the role of America's military and veterans in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges;
d) describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities;
e) describing how international trade and globalization have impacted American life.

~~USII.8~~ USII.10 The student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty-first centur~~y~~ies by

a) examining the Civil Rights Movement and the changing role of women;
b) describing the development of new technologies in communication, entertainment, and business and their impact on American life.
c) identifying how individual citizens from the time period influenced America scientifically, culturally, academically, and economically;
d) examining American foreign policy, immigration, the global environment, and other emerging issues.

Civics and Economics

Standards for Civics and Economics examine the roles citizens play in the political, governmental, and economic systems in the United States. Students examine the constitutions of Virginia and the United States; identify the rights, duties, and responsibilities of citizens; and describe the structure and operation of government at the local, state, and national levels. Students investigate the process by which decisions are made in the American market economy and explain the government's role in it. The standards identify personal character traits, such as patriotism, respect for the law, public service and a sense of civic duty, that facilitate thoughtful and effective active participation in the civic life of an increasingly diverse democratic society.

Civic education also must emphasize the intellectual and practical skills required for responsible citizenship. Students practice these skills both inside and outside of the classroom as they extend their understanding of the essential knowledge defined by the standards for Civics and Economics.

CE.1 The student will develop the social studies skills responsible citizenship requires, including the ability to

a) examine and interpret primary and secondary source documents;
b) create and explain maps, diagrams, tables, charts, graphs, and spreadsheets;
c) analyze political cartoons, political advertisements, pictures, and other graphic media;
d) distinguish between relevant and irrelevant information;
e) review information for accuracy, separating fact from opinion;
f) identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model;
d) formulate an informed, carefully reasoned position on a community issue;
g) select and defend positions in writing, discussion, and debate.

CE.2 The student will demonstrate knowledge of the foundations of American constitutional government by

a) explaining the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government;
b) explaining the significance of the charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, the Virginia Statute for Religious Freedom, and the Constitution of the United States, including the Bill of Rights;
c) identifying the purposes for the Constitution of the United States as they are stated in its Preamble.

CE.3 The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by

a) describing the processes by which an individual becomes a citizen of the United States;
b) describing the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection of the laws;

c) describing the duties of citizenship, including obeying the laws, paying taxes, defending the nation, and serving in court;
d) examining the responsibilities of citizenship, including registering and voting, communicating with government officials, participating in political campaigns, keeping informed about current issues, and respecting differing opinions in a diverse society;
e) evaluating how civic and social duties address community needs and serve the public good;

CE.4 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by
a) practicing trustworthiness and honesty;
b) practicing courtesy and respect for the rights of others;
c) practicing responsibility, accountability, and self-reliance;
d) practicing respect for the law;
e) practicing patriotism;
f) practicing decision-making;
g) practicing service to the school and/or local community.

CE.5 The student will demonstrate knowledge of the political process at the local, state, and national levels of government by
a) describing the functions of political parties;
b) comparing the similarities and differences of political parties;
c) analyzing campaigns for elective office, with emphasis on the role of the media;
d) examining the role of campaign contributions and costs;
e) describing voter registration and participation;
f) describing the role of the Electoral College in the election of the President and Vice President;
g) participating in simulated local, state and/or national elections.

~~CE.6 The student will demonstrate knowledge of the American constitutional government by~~
~~a) explaining the relationship of state governments to the national government in the federal system;~~
~~b) describing the structure and powers of local, state, and national governments;~~
~~c) explaining the principle of separation of powers and the operation of checks and balances;~~
~~d) identifying the procedures for amending the Constitution of the United States.~~

CE.6 The student will demonstrate knowledge of the American constitutional government at the national level by
a) describing the structure and powers of the national government;
b) explaining the principle of separation of powers and the operation of checks and balances;
c) explaining and/or simulating the lawmaking process;
d) describing the roles and powers of the executive branch.

CE.7 The student will demonstrate knowledge of the American constitutional government at state level by

a) describing the structure and powers of the state government;
b) explaining the relationship of state governments to the national government in the federal system;
c) explaining and/or simulating the lawmaking process;
d) describing the roles and powers of the executive branch and regulatory boards.

CE.8 The student will demonstrate knowledge of the American constitutional government at the local level by

a) describing the structure and powers of the local government;
b) explaining the relationship of local government to the state government;
c) explaining and/or simulating the lawmaking process.

~~CE.7~~ CE.9 The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by

~~a) explaining the lawmaking process;~~
~~b) describing the roles and powers of the executive branch;~~
~~c)~~ a)examining the impact of the media on public opinion and public policy;
~~d)~~ b)describing how individuals and interest groups influence public policy;
c) describing the impact of international issues and events on local decision making.

~~CE.8~~ CE.10 The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States by

~~a) describing the organization, jurisdiction, and proceedings of federal and state courts;~~
a) describing the organization of the United States judicial system as consisting of state and federal courts with original and appellate jurisdiction;
b) describing the exercise of judicial review;
~~c) explaining court proceedings in civil and criminal cases;~~
~~d)~~ c) explaining how due process protections seek to ensure justice;
d) identifying the procedures for amending the Constitution of Virginia of and the Constitution of the United States

~~CE.9~~ CE.11 The student will demonstrate knowledge of how economic decisions are made in the marketplace by

a) applying the concepts of scarcity, resources, choice, opportunity cost, price, incentives, supply and demand, production, and consumption;
b) comparing the differences among traditional, free market, command, and mixed economies;
c) describing the characteristics of the United States economy, including ~~free markets,~~ limited government, private property, profit, and competition;

~~CE.10~~ CE.12 The student will demonstrate knowledge of the structure and operation of the United States economy by

a) describing the types of business organizations and the role of entrepreneurship;
b) explaining the circular flow that shows how consumers (households), businesses (producers), and markets interact;
c) explaining how financial institutions ~~encourage saving and investing~~ channel funds from savers to borrowers;
d) examining the relationship of Virginia and the United States to the global economy, with emphasis on the impact of technological innovations;

~~CE.11~~ CE.13 The student will demonstrate knowledge of the role of government in the United States economy by

a) examining competition in the marketplace;
b) explaining ~~the creation of public~~ how government provides certain goods and services;
c) describing the impact of taxation, including an understanding of the reasons for the 16th amendment, spending, and borrowing;
d) explaining how the Federal Reserve System ~~regulates the money supply~~ acts as our nation's central bank;
e) describing the protection of consumer rights and property rights;
f) recognizing that government creates currency and coins and that there are additional forms of money.

~~CE.12~~ CE.14 The student will demonstrate knowledge of personal finance and career opportunities by

a) identifying talents, interests, and aspirations that influence career choice;
b) identifying attitudes and behaviors that strengthen the individual work ethic and promote career success;
c) identifying abilities, skills, and education and the changing supply and demand for them in the economy ~~that careers require~~;
d) examining the impact of technological change and globalization on career opportunities.
e) describing the importance of education to lifelong personal finances;
f) examining the financial responsibilities of citizenship including evaluating common forms of credit, savings, investments, purchases, contractual agreements, warranties, and guarantees.

World History and Geography to 1500 A.D.

These standards enable students to explore the historical development of people, places, and patterns of life from ancient times until 1500 A.D. in terms of the impact on Western civilization.

The study of history rests on knowledge of dates, names, places, events, and ideas. Historical understanding, however, requires students to engage in historical thinking: to raise questions and marshal evidence in support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision making. These skills are developed through the study of significant historical substance from the era or society being studied.

WHI.1 The student will improve skills in historical research and geographical analysis by
- a) identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in world history to 1500 A.D.;
- b) using maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to 1500 A.D.;
- c) identifying major geographic features important to the study of world history to 1500 A.D.;
- d) identifying and comparing political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. to 1500 A.D.;
- e) analyzing trends in human migration and cultural interaction from prehistory to 1500 A.D~~.~~;
- f) identify the costs and benefits of specific choices made including the consequences, both intended and unintended, of the decision and how people and nations responded to positive and negative incentives.

Era I: Human Origins and Early Civilizations, Prehistory to 1000 B.C.

WHI.2 The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution by
- a) explaining the impact of geographic environment on hunter-gatherer societies;
- b) listing characteristics of hunter-gatherer societies, including their use of tools and fire;
- c) describing technological and social advancements that gave rise to stable communities;
- d) explaining how archaeological discoveries are changing present-day knowledge of early peoples.

WHI.3 The student will demonstrate knowledge of ancient river valley civilizations, including ~~Egypt, Mesopotamia~~, Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and ~~Kush~~ Nubians, by
- a) locating these civilizations in time and place;
- b) describing the development of social, political, and economic patterns, including slavery;
- c) explaining the development of religious traditions;
- d) describing the origins, beliefs, traditions, customs, and spread of Judaism;

e) explaining the development of language and writing.

Era II: Classical Civilizations and Rise of Religious Traditions, 1000 B.C. to 500 A.D.

WHI.4 The student will demonstrate knowledge of the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by

a) describing Persia, with emphasis on the development of an imperial bureaucracy;
b) describing India, with emphasis on the Aryan migrations and the caste system;
c) describing the origins, beliefs, traditions, customs, and spread of Hinduism;
d) describing the origins, beliefs, traditions, customs, and spread of Buddhism;
e) describing China, with emphasis on the development of an empire and the construction of the Great Wall;
f) describing the impact of Confucianism, Taoism, ~~and~~ Buddhism, and Zoroastrianism.

WHI.5 The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by

a) assessing the influence of geography on Greek economic, social, and political development, including the impact of Greek commerce and colonies;
b) describing Greek mythology and religion;
c) identifying the social structure and role of slavery, explaining the significance of citizenship and the development of democracy, and comparing the city-states of Athens and Sparta;
d) evaluating the significance of the Persian and Peloponnesian Wars;
e) characterizing life in Athens during the Golden Age of Pericles;
f) citing contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle;
g) explaining the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great.

WHI.6 The student will demonstrate knowledge of ancient Rome from about 700 B.C. to 500 A.D. in terms of its impact on Western civilization by

a) assessing the influence of geography on Roman economic, social, and political development;
b) describing Roman mythology and religion;
c) explaining the social structure and role of slavery, significance of citizenship, and the development of democratic features in the government of the Roman Republic;
d) sequencing events leading to Roman military domination of the Mediterranean basin and Western Europe and the spread of Roman culture in these areas;
e) assessing the impact of military conquests on the army, economy, and social structure of Rome;
f) assessing the roles of Julius and Augustus Caesar in the collapse of the Republic and the rise of imperial monarchs;
g) explaining the economic, social, and political impact of the Pax Romana;
h) describing the origin, beliefs, traditions, customs, and spread of Christianity;

i) explaining the development and significance of the Church in the late Roman Empire;
j) listing contributions in art and architecture, technology and science, medicine, literature and history, language, religious institutions, and law;
k) citing the reasons for the decline and fall of the Western Roman Empire.

Era III: Postclassical Civilizations, ~~500~~ 300 to 1000 A.D.

WHI.7 The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 A.D. by
a) explaining the establishment of Constantinople as the capital of the Eastern Roman Empire;
b) identifying Justinian and his contributions, including the codification of Roman law, and describing the expansion of the Byzantine Empire and economy;
c) characterizing Byzantine art and architecture and the preservation of Greek and Roman traditions;
d) explaining disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church;
e) mapping and assessing the impact of Byzantine influence and trade on Russia and Eastern Europe.

WHI.8 The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 A.D. by
a) describing the origin, beliefs, traditions, customs, and spread of Islam;
b) assessing the influence of geography on Islamic economic, social, and political development, including the impact of conquest and trade;
c) identifying historical turning points that affected the spread and influence of Islamic civilization, with emphasis on the Sunni-Shi'a division and the Battle of Tours;
d) citing cultural and scientific contributions and achievements of Islamic civilization.

WHI.9 The student will demonstrate knowledge of Western Europe during the Middle Ages from about 500 to 1000 A.D. in terms of its impact on Western civilization by
a) sequencing events related to the spread and influence of Christianity and the Catholic Church throughout Europe;
b) explaining the structure of feudal society and its economic, social, and political effects;
c) explaining the rise of Frankish kings, the Age of Charlemagne, and the revival of the idea of the Roman Empire;
d) sequencing events related to the invasions, settlements, and influence of migratory groups, including Angles, Saxons, Magyars, and Vikings,.

Era IV: Regional Interactions, 1000 to 1500 A.D.

WHI.10 The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by
a) locating major trade routes;

b) identifying technological advances and transfers, networks of economic interdependence, and cultural interactions;
c) describing Japan, with emphasis on the impact of Shinto and Buddhist traditions and the influence of Chinese culture;
d) describing east African kingdoms of Axum and Zimbabwe and west African civilizations of Ghana, Mali, and Songhai in terms of geography, society, economy, and religion.

WHI.11 The student will demonstrate knowledge of major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Incan, by
a) describing geographic relationship, with emphasis on patterns of development in terms of climate and physical features;
b) describing cultural patterns and political and economic structures.

WHI.12 The student will demonstrate knowledge of social, economic, and political changes and cultural achievements in the late medieval period by
a) describing the emergence of nation-states (England, France, Spain, and Russia) and distinctive political developments in each;
b) explaining conflicts among Eurasian powers, including the Crusades, the Mongol conquests, and the fall of Constantinople;
c) identifying patterns of crisis and recovery related to the Black Death (Bubonic Plague);
d) explaining the preservation and transfer to Western Europe of Greek, Roman, and Arabic philosophy, medicine, and science.

WHI.13 The student will demonstrate knowledge of developments leading to the Renaissance in Europe in terms of its impact on Western civilization by
a) identifying the economic foundations of the Italian Renaissance;
b) sequencing events related to the rise of Italian city-states and their political development, including Machiavelli's theory of governing as described in *The Prince*;
c) citing artistic, literary, and philosophical creativity, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch;
d) comparing the Italian and the Northern Renaissance, and citing the contributions of writers.

World History and Geography: 1500 A.D. to the Present

These standards enable students to cover history and geography from 1500 A.D. to the present, with emphasis on Western Europe. Geographic influences on history continue to be explored, but increasing attention is given to political boundaries that developed with the evolution of nations. Significant attention will be given to the ways in which scientific and technological revolutions created new economic conditions that in turn produced social and political changes. Noteworthy people and events of the nineteenth and twentieth centuries will be emphasized for their strong connections to contemporary issues.

The study of history rests on knowledge of dates, names, places, events and ideas. Historical understanding, however, requires students to engage in historical thinking, to raise questions and to marshal evidence in support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision-making. These skills are developed through the study of significant historical substance from the era or society that is being studied.

WHII.1 The student will improve skills in historical research and geographical analysis by

a) identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in world history since 1500 A.D.;
b) using maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past since 1500 A.D.;
c) identifying geographic features important to the study of world history since 1500 A.D.;
d) identifying and comparing political boundaries with the location of civilizations, empires, and kingdoms from 1500 A.D. to the present;
e) analyzing trends in human migration and cultural interaction from 1500 A.D. to the present~~.~~;
f) identify the costs and benefits of specific choices made including the consequences, both intended and unintended, of the decision and how people and nations responded to positive and negative incentives.

WHII.2 The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in the world about 1500 A.D. by

a) locating major states and empires;
b) describing artistic, literary, and intellectual ideas of the Renaissance;
c) describing the distribution of major religions;
d) analyzing major trade patterns;
e) citing major technological and scientific exchanges in the Eastern Hemisphere.

Era V: Emergence of a Global Age, 1500 to 1650 A.D.

WHII.3 The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization by

a) explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, ~~and~~ Henry VIII, and Elizabeth I;

b) describing the impact of religious conflicts, ~~including~~ the Inquisition, and Catholic Reformation, on society and government actions;
c) describing changing cultural values, traditions, and philosophies, and assessing the role of the printing press.

WHII.4 The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by
a) explaining the roles and economic motivations of explorers and conquistadors;
b) describing the influence of religion;
c) explaining migration, settlement patterns, cultural diffusion, and social classes in the colonized areas;
d) ~~defining~~ describing the Columbian Exchange and its impact on native populations;
e) mapping and explaining the triangular trade;
f) describing the impact of precious metal exports from the Americas.

WHII.5 The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. by
a) describing the location and development of the Ottoman Empire;
b) describing India, including the Mughal Empire, and coastal trade;
c) describing East Asia, including China and the Japanese shogunate;
d) describing Africa and its increasing involvement in global trade;
e) describing the growth of European nations, including the Commercial Revolution and mercantilism.

Era VI: Age of Revolutions, 1650 to 1914 A.D.

WHII.6 The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by
a) describing the Scientific Revolution and its effects;
b) describing the Age of Absolutism, including the monarchies of Louis XIV, ~~Frederick the Great,~~ and Peter the Great;
c) assessing the impacts of the English Civil War and the Glorious Revolution on democracy;
d) explaining the political, religious, and social ideas of the Enlightenment and the ways in which they influenced the founders of the United States;
e) describing the French Revolution;
~~f) identifying the impact of the American and French Revolutions on Latin America;~~
~~g)~~ f) describing the expansion of the arts, philosophy, literature, and new technology.

WHII.7 The student will demonstrate knowledge of the Latin American revolutions of the nineteenth century by
a) describing the colonial system as it existed by 1800;
b) identifying the impact of the American and French Revolutions on Latin America;
c) explaining the contributions of Toussaint L'Ouverture and Simon Bolivar;
d) assessing the impact of the Monroe Doctrine.

~~WHII.7~~ WHII.8 The student will demonstrate knowledge of political and philosophical developments in Europe during the nineteenth century by

a) assessing the impact of Napoleon and the Congress of Vienna, including changes in political boundaries in Europe after 1815;
~~b) describing the influence of revolutions on the expansion of political rights in Europe;~~
~~c)~~ b) explaining events related to the unification of Italy and the role of Italian nationalists;
~~d)~~c) explaining events related to the unification of Germany and the role of Bismarck.

~~WHII.8~~ WHII.9 The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by

a) citing scientific, technological, and industrial developments and explaining how they brought about urbanization and social and environmental changes;
b) explaining the emergence of capitalism as a dominant economic pattern, and subsequent development of socialism and communism;
c) describing the evolution of the nature of work and the labor force, including its effects on families, the status of women and children, the slave trade, and the labor union movement;
d) explaining the rise of industrial economies and their link to imperialism and nationalism;
e) assessing the impact of European economic and military power on Asia and Africa, with emphasis on the competition for resources and the responses of colonized peoples.

Era VII: Era of Global Wars, 1914 to 1945

~~WHII.9~~ WHII.10 The student will demonstrate knowledge of the worldwide impact of World War I by

a) explaining economic and political causes, major events, and identifying major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II;
b) explaining the outcomes and global effect of the war and the Treaty of Versailles;
c) citing causes and consequences of the Russian Revolution.

~~WHII.10~~ WHII.11 The student will demonstrate knowledge of political, economic, social, and cultural developments during the Interwar Period by

a) describing the League of Nations and the mandate system;
b) citing causes and assessing the impact of worldwide depression in the 1930s;
c) examining events related to the rise, aggression, and human costs of dictatorial regimes in the Soviet Union, Germany, Italy, and Japan, and identifying their major leaders, i.e., Joseph Stalin, Adolf Hitler, Benito Mussolini, Hirohito, and Hideki Tojo.

~~WHII.11~~ WHII.12 The student will demonstrate knowledge of the worldwide impact of World War II by

a) explaining economic and political causes, major events, and identifying leaders of the war, with emphasis on Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas MacArthur, George Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, Hideki Tojo, and Hirohito;
b) examining the Holocaust and other examples of genocide in the twentieth century;
c) explaining the terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the creation of international cooperative organizations and the Universal Declaration of Human Rights (1948).

Era VIII: The Post War Period, 1945 to the Present

~~WHII.12~~ WHII.13 The student will demonstrate knowledge of major events ~~and outcomes of the Cold War~~ in the second half of the twentieth century by

a) explaining key events of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe;
b) assessing the impact of nuclear weaponry on patterns of conflict and cooperation since 1945;
c) describing conflicts and revolutionary movements in eastern Asia, including those in China and Vietnam, and their major leaders, i.e., Mao Tse-tung (Zedong), Chiang Kai-shek, and Ho Chi Minh.
d) describing major contributions of selected world leaders in the second half of the twentieth century including Indira Gandhi, Margaret Thatcher, and Deng Xiaoping.

~~WHII.13~~ WHII.14 The student will demonstrate knowledge of political, economic, social, and cultural aspects of independence movements and development efforts by

a) describing the struggles for self-rule, including Gandhi's leadership in India and the development of India's democracy;
b) describing Africa's achievement of independence, including Kenyatta's leadership of Kenya and Mandela's role in South Africa;
c) describing the end of the mandate system and the creation of states in the Middle East including the role of Golda Meier and Gamal Abdul Nasser.

~~WHII.14~~ WHII.15 The student will demonstrate knowledge of the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by

a) describing their beliefs, sacred writings, traditions, and customs;
b) locating the geographic distribution of religions in the contemporary world.

~~WHII.15~~ WHII.16 The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by

a) identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including chemical and biological technologies;

b) assessing the impact of economic development and global population growth on the environment and society, including an understanding of the links between economic and political freedom;
c) describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements;
d) describing the increasing threat of terrorism.

World Geography

The focus of this course is the study of the world's peoples, places, and environments, with an emphasis on world regions. The knowledge, skills, and perspectives of the course are centered on the world's population and cultural characteristics, landforms and climates, economic development, and migration and settlement patterns. Spatial concepts of geography will be used as a framework for studying interactions between humans and their environments. Using geographic resources, students will employ inquiry, research, and technology skills to ask and answer geographic questions. Particular emphasis is placed on students' understanding and applying geographic concepts and skills to their daily lives.

Geographic skills provide the necessary tools and technologies for thinking geographically. These skills help people make important decisions in their daily lives, such as how to get to work and where to shop, vacation, or go to school. They also help people make reasoned political decisions and aid in the development and presentation of effective, persuasive arguments for and against matters of public policy. All of these decisions involve the ability to acquire, arrange, and use geographic information. Maps, as well as graphs, sketches, diagrams, photographs, and satellite-produced images, are essential tools of geography.

~~Geographic skills include~~

- ~~asking geographic questions~~
- ~~acquiring geographic information~~
- ~~organizing geographic information~~
- ~~analyzing geographic information~~
- ~~answering geographic questions.~~

WG.1 The student will use maps, globes, satellite images, photographs, or ~~and~~ ~~pictures~~ diagrams ~~in order~~ to

a) obtain geographical information about the world's countries, cities, and environments ~~and apply the concepts of location, scale, and orientation~~;

b) apply the concepts of location, scale, map projection, or orientation;

~~b)~~ c) develop and refine ~~his or her~~ mental maps of world regions;

~~c)~~ d) create and compare political, physical, and thematic maps;

~~d)~~ e) analyze and explain how different cultures use maps and other visual images to reflect their own interests and ambitions; ~~develop different perspectives on the world and its problems~~;

~~e) recognize different map projections and explain the concept of distortion.~~

WG.2 The student will analyze how selected physical and ecological processes shape the Earth's surface by

a) identifying regional climatic patterns and weather phenomena and their effects on people and places;

b) describing how humans influence the environment and are influenced by it;

c) explaining how technology affects one's ability to modify the environment and adapt to it.

WG.3 The student will apply the concept of a region by
a) explaining how characteristics of regions have led to regional labels;
b) explaining how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants;
c) analyzing how cultural characteristics, including the world's major languages, ethnicities, and religions, link or divide regions.

WG.4 The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.

WG.5 The student will compare and contrast the distribution, growth rates, and characteristics of human population in terms of settlement patterns and the location of natural and capital resources.

WG.6 The student will analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors.

WG.7 The student will identify types of natural, human, and capital resources and explain their significance by
~~a) showing patterns of economic activity and land use;~~
a) showing their influence on patterns of economic activity and land use;
b) evaluating perspectives and consequences regarding the use of resources.

WG.8 The student will distinguish between developed and developing countries and relate the level of economic development to the standard of living and quality of life.

WG.9 The student will analyze the global patterns and networks of economic interdependence by
a) identifying ~~criteria~~ factors, including comparative advantage, that influence economic activities and trade;
~~b) explaining comparative advantage and its relationship to international trade;~~
~~c)~~ b) describing ways that economic and social interactions have changed over time;
~~d)~~ c) mapping, describing, and evaluating the formation of economic unions.

WG.10 The student will analyze how the forces of conflict and cooperation affect the division and control of the Earth's surface by
a) explaining and analyzing reasons for the ~~different spatial divisions at the local and regional levels~~ creation of different political divisions;
~~b) explaining and analyzing the different spatial divisions at the national and international levels;~~
~~c)~~ b) analyzing ways cooperation ~~occurs~~ among political jurisdictions is used to solve problems and settle disputes.

WG.11 The student will analyze the patterns of urban development by

a) applying the concepts of site and situation to major cities in each region;
b) explaining how the functions of towns and cities have changed over time;
c) describing the unique influence of urban areas and some challenges they face.

WG.12 The student will apply geography to interpret the past, understand the present, and plan for the future by

a) using geographic knowledge, skills, and perspectives to analyze problems and make decisions;
b) relating current events to the physical and human characteristics of places and regions.

Virginia and United States History

The standards for Virginia and United States History include the historical development of American ideas and institutions from the Age of Exploration to the present. While focusing on political and economic history, the standards provide students with a basic knowledge of American culture through a chronological survey of major issues, movements, people, and events in United States and Virginia history. Students should use historical and geographical analysis skills to explore in depth the events, people, and ideas that fostered our national identity and led to our country's prominence in world affairs.

The study of history must emphasize the intellectual skills required for responsible citizenship. Students practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.

Skills

VUS.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to

a) identify, analyze, and interpret primary and secondary source documents, records, and data, including artifacts, diaries, letters, photographs, journals, newspapers, historical accounts, and art to increase understanding of events and life in the United States;
b) evaluate the authenticity, authority, and credibility of sources;
c) formulate historical questions and defend findings based on inquiry and interpretation;
d) develop perspectives of time and place, including the construction of maps and various timelines of events, periods, and personalities in American history;
e) communicate findings orally and in analytical essays and/or comprehensive papers;
f) develop skills in discussion, debate, and persuasive writing with respect to enduring issues and determine how divergent viewpoints have been addressed and reconciled;
g) apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time;
h) interpret the significance of excerpts from famous speeches and other documents~~.~~;
i) identify the costs and benefits of specific choices made including the consequences, both intended and unintended, of the decision and how people and nations responded to positive and negative incentives.

Early America: Early Claims, Early Conflicts

VUS.2 The student will describe how early European exploration and colonization resulted in cultural interactions among Europeans, Africans, and American Indians ~~(First Americans)~~.

VUS.3 The student will describe how the values and institutions of European economic and political life took root in the colonies and how slavery reshaped European and African life in the Americas.

Revolution and the New Nation

VUS.4 The student will demonstrate knowledge of events and issues of the Revolutionary Period by

a) analyzing how the political ideas of John Locke and those expressed in *Common Sense* helped shape the Declaration of Independence;

b) evaluating how key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy;

~~b)~~ c) describing the political differences among the colonists concerning separation from Britain;

~~c)~~ d) analyzing reasons for colonial victory in the Revolutionary War.

VUS.5 The student will demonstrate knowledge of the issues involved in the creation and ratification of the United States Constitution and how the principles of limited government, consent of the governed, and the social contract are embodied in it by

a) explaining the origins of the Constitution, including the Articles of Confederation;

b) identifying the major compromises necessary to produce the Constitution, and the roles of James Madison and George Washington;

~~c) describing the conflict over ratification, including the Bill of Rights and the arguments of the Federalists and Anti-Federalists;~~

~~d~~ c) examining the significance of the Virginia Declaration of Rights, and Virginia Statute for Religious Freedom in the framing of the Bill of Rights;

d) assessing the arguments of Federalists and Anti-Federalists during the ratification debates and their relevance to political debate today;

e) appraising how John Marshall's precedent-setting decisions established the Supreme Court as an independent and equal branch of the national government.

Expansion and Reform: ~~1801~~ 1788 to 1860

VUS.6 The student will demonstrate knowledge of the major events ~~during~~ from the last decade of the eighteenth century through the first half of the nineteenth century by

a) explaining the principles and issues that prompted Thomas Jefferson to organize the first opposition political party;

~~a)~~ b) identifying the economic, political, and geographic factors that led to territorial expansion and its impact on the American Indians ~~(First Americans)~~;

~~b) describing the key features of the Jacksonian Era, with emphasis on federal banking policies;~~

c) examining the reasons why James Madison asked Congress to declare war on Great Britain in 1812 and how this divided the nation;

d) relating the changing character of American political life in "the age of the common man" to increasing popular participation in state and national politics;

~~c)~~ e) describing the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women's suffrage movements, and the role of the states in the Union.

Civil War and Reconstruction: 1860 to 1877

VUS.7 The student will demonstrate knowledge of the Civil War and Reconstruction Era and its importance as a major turning point in American history by

a) evaluating the multiple causes of the Civil War and the role of the institution of slavery as a principal cause of the conflict;

~~a)~~ b) identifying the major events and the roles of key leaders of the Civil War Era, with emphasis on Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass;

~~b)~~ c) analyzing the significance of the Emancipation Proclamation and the principles outlined in Lincoln's Gettysburg Address;

~~c)~~ d) examining the political~~,~~ and economic~~, and social~~ impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States;

e) examining the social impact of the war on African Americans, the common soldier, and the home front with emphasis on Virginia;

f) explaining post war contributions of key leaders of the Civil War.

Reshaping the Nation and the Emergence of Modern America: 1877 to 1930s

VUS.8 The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by

a) explaining the relationship among territorial expansion, westward movement of the population, new immigration, growth of cities, the role of the railroads, and the admission of new states to the Union;

b) describing the transformation of the American economy from a primarily agrarian to a modern industrial economy and identifying major inventions that improved life in the United States;

c) analyzing prejudice and discrimination during this time period, with emphasis on "Jim Crow" and the responses of Booker T. Washington and W.E.B. Du Bois;

d) describing the economic, social, and cultural characteristics of the Gilded Age;

~~d)~~ e) identifying the impact of the Progressive Movement, including child labor and antitrust laws, the rise of labor unions, and the success of the women's suffrage movement.

VUS.9 The student will demonstrate knowledge of the emerging role of the United States in world affairs ~~and key domestic events after 1890~~ by

a) explaining the changing policies of the United States toward Latin America and Asia and the growing influence of the United States in foreign markets;

b) evaluating United States involvement in World War I, including Wilson's Fourteen Points, the Treaty of Versailles, and the national debate over treaty ratification and the League of Nations;

~~c) explaining the causes of the Great Depression, its impact on the American people, and the ways the New Deal addressed it.~~

VUS.10 The student will demonstrate knowledge of key domestic events of the 1920s and 1930s by

a) analyzing how radio, movies, newspapers, and magazines created popular culture and challenged traditional values;
b) assessing the causes and consequences of the stock market crash of 1929;
c) explaining the causes of the Great Depression, its impact on the American people, and the ways the New Deal addressed it;
d) describing how Franklin D. Roosevelt's New Deal relief, recovery, and reform measures addressed the Great Depression and expanded the government's role in the economy.

Conflict: The World at War: 1939 to 1945

~~VUS.10~~ VUS.11 The student will demonstrate knowledge of World War II by

a) ~~identifying~~ analyzing the causes and events that led to American involvement in the war, including military assistance to Britain and the Japanese attack on Pearl Harbor;
b) describing and locating the major battles and turning points of the war in North Africa, Europe, and the Pacific, including Midway, Stalingrad, the Normandy landing (D-Day), and Truman's decision to use the atomic bomb to force the surrender of Japan;
c) describing the role of all-minority military units, including the Tuskegee Airmen and Nisei regiments;
d) ~~describing~~ examining the Geneva Convention and the treatment of prisoners of war during World War II;
e) analyzing the Holocaust (Hitler's "final solution"), its impact on Jews and other groups, and postwar trials of war criminals.

~~VUS.11~~ VUS.12 The student will demonstrate knowledge of the effects of World War II on the home front by

a) explaining how the United States mobilized its economic, human, and military resources;
b) describing the contributions of women and minorities to the war effort;
c) explaining the internment of Japanese Americans during the war;
d) describing the role of media and communications in the war effort.

The United States since World War II

~~VUS.12~~ VUS.13 The student will demonstrate knowledge of United States foreign policy since World War II by

a) describing outcomes of World War II, including political boundary changes, the formation of the United Nations, and the Marshall Plan;
b) explaining the origins of the Cold War, and describing the Truman Doctrine and the policy of containment of communism, the American role in wars in Korea and Vietnam, and the role of the North Atlantic Treaty Organization (NATO) in Europe;
c) explaining the role of America's military and veterans in defending freedom during the Cold War;

d) explaining the collapse of communism and the end of the Cold War, including the role of Ronald Reagan~~.~~;
e) explaining the contributions of the most recent presidents of the United States.

~~VUS.13~~ VUS.14 The student will demonstrate knowledge of the Civil Rights movement of the 1950s and 1960s by
a) identifying the importance of the *Brown v. Board of Education* decision, the roles of Thurgood Marshall and Oliver Hill, and how Virginia responded;
b) describing the importance of the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, and the Voting Rights Act of 1965;

~~VUS.14~~ VUS.15 The student will demonstrate knowledge of economic, social, cultural, and political developments in ~~the contemporary United States~~ recent decades and today by
~~a) analyzing the effects of increased participation of women in the labor force;~~
a) examining the role the United States Supreme Court has played in defining a constitutional right to privacy, affirming equal rights, and upholding the rule of law;
b) analyzing ~~how~~ the changing patterns of immigration ~~affect the diversity of the United States population~~, the reasons new immigrants choose to come to this country, ~~and~~ their contributions to contemporary America, and the debates over immigration policy;
c) explaining the media influence on contemporary American culture and how scientific and technological advances affect the workplace, health care, and education~~.~~;
d) examining the impact of the "Reagan Revolution" on federalism, the role of government, and state and national elections since 1988;
e) assessing the role of government actions that impact the economy;
f) assessing the role of the United States in a world confronted by international terrorism.

Virginia and United States Government

Standards for Virginia and United States Government define the knowledge that enables citizens to participate effectively in civic and economic life. Students examine fundamental constitutional principles, the rights and responsibilities of citizenship, the political culture, the policy-making process at each level of government, and the operation of the United States market economy. The standards identify the personal character traits that facilitate thoughtful and effective participation in the civic life of an increasingly diverse democratic society.

Civic education also must emphasize the intellectual skills required for responsible citizenship. Students practice these skills as they extend their understanding of the essential knowledge defined by the current standards for Virginia and United States Government.

GOVT.1 The student will demonstrate mastery of the social studies skills responsible citizenship requires, including the ability to

a) analyze primary and secondary source documents;
b) create and interpret maps, diagrams, tables, charts, graphs, and spreadsheets;
c) analyze political cartoons, political advertisements, pictures, and other graphic media;
d) distinguish between relevant and irrelevant information;
e) evaluate information for accuracy, separating fact from opinion;
f) identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend ~~prioritize~~ solutions using a decision-making model;
g) select and defend positions in writing, discussion, and debate.

GOVT.2 The student will demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional government by

a) describing the development of Athenian democracy and the Roman republic;
b) explaining the influence of the Magna Carta, the English Petition of Rights, and the English Bill of Rights;
c) examining the writings of Hobbes, Locke, and Montesquieu;
d) explaining the guarantee of the "rights of Englishmen" set forth in the charters of the Virginia Company of London;
e) analyzing the natural rights philosophies expressed in the Declaration of Independence;
f) examining George Mason's Virginia Declaration of Rights, Thomas Jefferson's Virginia Statute for Religious Freedom, and James Madison's leadership role in securing adoption of the Bill of Rights by the First Congress.

GOVT.3 The student will demonstrate knowledge of the concepts of democracy by

a) recognizing the fundamental worth and dignity of the individual;
b) recognizing the equality of all citizens under the law;
c) recognizing majority rule and minority rights;
d) recognizing the necessity of compromise;
e) recognizing the freedom of the individual.

GOVT.4 The student will demonstrate knowledge of the Constitution of the United States by

a) examining the ratification debates and The Federalist;
b) identifying the purposes for government stated in the Preamble;
c) examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism;
d) illustrating the structure of the national government outlined in Article I, Article II, and Article III;
e) describing the amendment process.

GOVT.5 The student will demonstrate knowledge of the federal system described in the Constitution of the United States by

a) explaining the relationship of the state governments to the national government;
b) describing the extent to which power is shared;
c) identifying the powers denied state and national governments;
d) examining the ongoing debate that focuses on the balance of power between state and national governments.

GOVT.6 The student will demonstrate knowledge of local, state, and national elections by

a) describing the organization, role, and constituencies of political parties;
b) describing the nomination and election process;
c) examining campaign funding and spending;
d) analyzing the influence of media coverage, campaign advertising, ~~and~~ public opinion polls, and Internet-based communications on elections;
e) examining the impact of reapportionment and redistricting on elections;
f) identifying how amendments extend the right to vote;
g) analyzing voter turnout~~.~~ ;
h) evaluating the degree to which interest groups influence political life;
i) participating in simulations of local, state, and/or national elections.

GOVT.7 The student will demonstrate knowledge of the organization and powers of the national government by

a) examining the legislative, executive, and judicial branches;
b) analyzing the relationship between the three branches in a system of checks and balances~~.~~ ;
c) examining the ways individuals and groups exert influence on the national government.

GOVT.8 The student will demonstrate knowledge of the organization and powers of the state and local governments described in the Constitution of Virginia by

a) examining the legislative, executive, and judicial branches;
b) examining the structure and powers of local governments: county, city, and town;
c) analyzing the relationship among state and local governments and the role of regional authorities, governing boards, and commissions;
d) examining the ways individuals and groups exert influence on state and local governments;

e) evaluating the effectiveness of citizen efforts to influence decisions of state government by examining historical or contemporary events.

GOVT.9 The student will demonstrate knowledge of the process by which public policy is made by

a) examining different perspectives on the role of government;
b) explaining how local, state, and national governments formulate public policy;
c) describing the process by which policy is implemented by the bureaucracy at each level;
d) analyzing how individuals, interest groups, and the media influence public policy.

GOVT.10 The student will demonstrate knowledge of the operation of the federal judiciary by

~~a) explaining the jurisdiction of the federal courts;~~
a) describing the organization, jurisdiction, and proceedings of federal courts;
b) examining how John Marshall established the Supreme Court as an independent, co-equal branch of government through his opinions in *Marbury v. Madison*;
c) describing how the Supreme Court decides cases;
d) comparing the philosophies of judicial activism and judicial restraint~~.~~ ;
e) evaluating how the judiciary influences public policy by delineating the power of government and safeguarding the rights of the individual.

GOVT.11 The student will demonstrate knowledge of civil liberties and civil rights by

a) examining the Bill of Rights, with emphasis on First Amendment freedoms;
b) analyzing due process of law expressed in the 5th and 14th Amendments;
c) explaining selective incorporation of the Bill of Rights;
d) exploring the balance between individual liberties and the public interest;
e) explaining every citizen's right to be treated equally under the law.

GOVT.12 The student will demonstrate knowledge of the role of the United States in a changing world by

a) describing the responsibilities of the national government for foreign policy and national security;
b) assessing the role played by national interest in shaping foreign policy and promoting world peace;
c) examining the relationship of Virginia and the United States to the global economy;
d) examining recent foreign policy and international trade initiatives since 1980.

GOVT.13 The student will demonstrate knowledge of how governments and economies in Mexico, ~~Great Britain~~ the United Kingdom, and the People's Republic of China compare with government and economy in the United States by

a) describing the distribution of governmental power;
b) explaining the relationship between the legislative and executive branches;
c) comparing the extent of participation in the political process;
d) comparing the degree of government involvement in the economies.

GOVT.14 The student will demonstrate knowledge of economic systems by

a) identifying the basic economic questions encountered by all economic systems;
b) comparing the characteristics of free market, command, and mixed economies, as described by Adam Smith and Karl Marx;
c) evaluating the impact of the government's role in the economy on individual economic freedoms;
d) explaining the relationship between economic freedom and political freedom;
e) examining productivity and the standard of living as measured by key economic indicators.

GOVT.15 The student will demonstrate knowledge of the United States market economy by

a) assessing the importance of entrepreneurship, the profit motive, and economic independence to the promotion of economic growth;
b) comparing types of business organizations;
c) describing the factors of production;
d) explaining the interaction of supply and demand;
e) illustrating the circular flow of economic activity;
f) analyzing global economic trends~~, with emphasis on the impact of technological innovations.~~ and the relationship of Virginia and the United States to the global economy.

GOVT.16 The student will demonstrate knowledge of the role of government in the Virginia and United States economies by

a) analyzing the impact of fiscal and monetary policies on the economy;
b) describing the creation of ~~public~~ government provided goods and services that are not readily produced by the market;
c) examining environmental issues, property rights, contracts, consumer rights, labor-management relations, and competition in the marketplace;
d) understanding the types and purposes of taxation.

GOVT.17 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by

a) practicing trustworthiness and honesty;
b) practicing courtesy and respect for the rights of others;
c) practicing responsibility, accountability, and self-reliance;
d) practicing respect for the law;
e) practicing patriotism~~.~~ ;
f) practicing financial responsibility.

GOVT.18 The student will understand that thoughtful and effective participation in civic life is characterized by

a) obeying the law and paying taxes;
b) serving as a juror;
c) participating in the political process;
d) performing public service;
e) keeping informed about current issues;
f) respecting differing opinions in a diverse society;
g) practicing personal and fiscal responsibility.

GOVT.19 The student will explain the meaning of citizenship in the United States and how it relates to American civic life by

a) explaining how citizenship confers full membership in the American constitutional system;
b) recognizing that American citizenship is defined by shared political and civic beliefs and values;
c) describing how Americans are citizens of their locality, state and nation;
d) recognizing that non-citizens can become citizens.

History and Social Science Standards of Learning

Summary of Proposed Changes

First Review
October 18, 2007

History and Social Science STANDARDS OF LEARNING
Summary of Proposed Changes

History and Social Science

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
K.1a		X				X		X			
K.1b		X				X			X		
K.2	X										
K.3	X										
K.4a	X										
K.4b	X										
K.4c	X										
K.5a	X										
K.5b	X										
K.5c	X										
K.6	X										
K.7a		X				X	X				
K.7b		X				X	X				
K.8a	X										
K.8b	X										
K.8c	X										
K.8d	X										
K.8e	X										
K.8f		X			X			X			
K.8g		X			X			X			
K.9		X				X		X			

History and Social Science STANDARDS OF LEARNING
Summary of Proposed Changes

History and Social Science

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
1.1		X				X		X			
1.2		X				X		X			
1.3		X				X			X		
1.4a	X										
1.4b	X										
1.4c		X				X			X		
1.4d	X										
1.5	X										
1.6		X				X			X		
1.7		X				X		X			
1.8	X										
1.9	X										
1.10a	X										
1.10b	X										
1.10c	X										
1.10d	X										
1.10e	X										
1.10f		X			X			X			
1.11a	X										
1.11b		X				X			X		
1.12a		X			X			X			
1.12b		X			X			X			
1.12c		X				X			X		

History and Social Science STANDARDS OF LEARNING
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History and Social Science

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
2.1	X										
2.2		X				X		X	X		
2.3	X										
2.4a		X				X		X			
2.4b		X				X		X			
2.4c		X		X					X		
2.4d		X		X				X			
2.4c		X			X		X				
2.4d		X			X		X				
2.5a		X				X		X			
2.5b		X				X		X			
2.6	X										
2.7		X				X	X				
2.8	X										
2.9		X				X			X		
2.10a	X										
2.10b	X										
2.10c	X										
2.10d	X										
2.10e	X										
2.11	X										
2.12 stem		X				X		X			
2.12a		X			X			X			
2.12b		X				X			X		

History and Social Science STANDARDS OF LEARNING
Summary of Proposed Changes

History and Social Science

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
3.1	X										
3.2	X										
3.3a	X										
3.3b		X				X		X			
3.4a	X										
3.4b	X										
3.4c	X										
3.5a		X				X	X				
3.5b		X						X			
3.5c	X										
3.5d	X										
3.5e		X				X			X		
3.6		X				X		X			
3.7		X				X					
3.8		X				X					
3.9	X										
3.10 stem		X				X		X			
3.10a	X										
3.10b	X										
3.10c	X										
3.11a	X										
3.11b		X				X		X			
3.11c	X										
3.11d		X			X			X			
3.12	X										

History and Social Science STANDARDS OF LEARNING
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History and Social Science

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
VS.1 stem		X				X		X			
VS.1a	X										
VS.1b	X										
VS.1c	X										
VS.1d	X										
VS.1e	X										
VS.1f	X										
VS.1g	X										
VS.1h	X										
VS.1i	X										
VS.2 stem		X				X		X			
VS.2a	X										
VS.2b	X										
VS.2c		X				X		X			
VS.2d		X				X			X		
VS.2e		X				X			X		
VS.2f		X			X			X			
VS.2g		X			X			X			
VS.3a	X										
VS.3b	X										
VS.3c	X										
VS.3d		X				X	X				
VS.3e		X				X	X				
VS.3f	X										
VS.3g		X				X			X		

History and Social Science STANDARDS OF LEARNING
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STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
VS.4a	X										
VS.4b		X				X		X			
VS.4c		X				X		X			
VS.4d	X										
VS.4e		X			X			X			
VS.5a	X										
VS.5b		X				X	X	X			
VS.5c		X				X		X			
VS.6a	X										
VS.6b	X										
VS.6c	X										
VS.7a	X										
VS.7b	X										
VS.7c		X			X			X			
VS.8a	X										
VS.8b		X				X		X			
VS.8c	X										
VS.9 stem		X				X	X				
VS.9a	X										
VS.9b		X			X			X			
VS.9c		X	X				X				
VS.9d		X				X		X			
VS.10a	X										
VS.10b	X										
VS.10c	X										

History and Social Science STANDARDS OF LEARNING
Summary of Proposed Changes

History and Social Science

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
USI.1 stem		X				X		X			
USI.1a	X										
USI.1b	X										
USI.1c	X										
USI.1d	X										
USI.1e	X										
USI.1f	X										
USI.1g	X										
USI.1h	X										
USI.1i		X			X			X			
USI.2 stem		X				X			X		
USI.2a		X				X	X				
USI.2b	X										
USI.2c		X				X		X			
USI.2d		X			X			X			
USI.3a		X				X	X				
USI.3b		X				X	X				
USI.3c		X			X		X				
USI.4a	X										
USI.4b		X				X		X			
USI.4c	X										
USI.5a	X										
USI.5b		X				X		X			
USI.5c		X				X			X		
USI.5d	X										

History and Social Science STANDARDS OF LEARNING
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History and Social Science

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
USI.6a	X										
USI.6b		X				X			X		
USI.6c		X				X			X		
USI.6d	X										
USI.7a	X										
USI.7b		X				X			X		
USI.7c	X										
USI.7d	X										
USI.8a	X										
USI.8b	X										
USI.8c	X										
USI.8d	X										
USI.8e		X			X				X		from USI.9a&b
USI.9a		X	X								to USI.8e and USII.3a
USI.9b		X	X								to USI.8e
USI.9c		X		X							to USII.3b
USI.9d		X		X							to USII.3c
USI.9e		X		X							to USII.3d
USI.9f		X		X							to USII.3e
USI.10a		X		X							to USII.4a
USI.10b		X		X							to USII.4b

History and Social Science STANDARDS OF LEARNING
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History and Social Science

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
USII.1 stem		X				X		X	X		
USII.1a		X	X				X				
USII.1b	X										
USII.1c		X	X				X				
USII.1d	X										
USII.1e	X										
USII.1f	X										
USII.1g	X										
USII.1h	X										
USII.1i		X			X			X			
USII.2 stem		X				X			X		
USII.2a	X										
USII.2b		X				X	X				
USII.2c	X										
USII.3 stem		X	X		X		X				from USI.9 stem
USII.3a		X	X		X		X				
USII.3b		X		X							in USII.3a
USII.3b		X	X		X		X				from USI.9c
USII.3c		X	X		X		X				from USI.9d
USII.3d		X	X		X		X				from USI.9e
USII.3e		X	X		X		X				from USI.9f
USII.4 stem		X	X		X		X				from USI.10 stem
USII.4a		X	X		X		X				from USI.10a
USII.4b		X	X		X		X				from USI.10b
USII.4c		X			X			X			

History and Social Science STANDARDS OF LEARNING
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History and Social Science

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
USII.5 stem		X				X					renumbered
USII.5a		X				X	X				renumbered
USII.5b		X				X					renumbered
USII.5c		X				X			X		renumbered
USII.5d		X				X			X		renumbered
USII.5e		X				X					renumbered
USII.6 stem		X				X					renumbered
USII.6a		X				X					renumbered
USII.6b		X			X			X			
USII.6c		X				X	X				renumbered
USII.7 stem		X				X					renumbered
USII.7a		X				X	X				renumbered
USII.7b		X				X	X				renumbered
USII.7c		X				X				X	renumbered
USII.7d		X				X					renumbered
USII.8 stem		X				X					renumbered
USII.8a		X				X					renumbered
USII.8b		X				X		X			renumbered
USII.8c		X				X					renumbered
USII.9 stem		X				X					renumbered
USII.9a		X				X					renumbered
USII.9b		X				X					renumbered
USII.9c		X				X					renumbered
USII.9d		X				X					renumbered
USII.9e		X			X		X				

History and Social Science STANDARDS OF LEARNING
Summary of Proposed Changes

History and Social Science

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
USII.10stem		X				X					renumbered
USII.10a		X				X					renumbered
USII.10b		X				X		X			renumbered
USII.10c		X			X			X			
USII.10d		X			X		X				

History and Social Science STANDARDS OF LEARNING
Summary of Proposed Changes

History and Social Science

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
CE.1 stem		X				X		X			
CE.1a	X										
CE.1b	X										
CE.1c	X										
CE.1d	X										
CE.1e	X										
CE.1f		X				X		X			
CE.1g	X										
CE.2a	X										
CE.2b	X										
CE.2c	X										
CE.3a	X										
CE.3b	X										
CE.3c	X										
CE.3d	X										
CE.3d	X										
CE.3e	X										
CE.4a	X										
CE.4b	X										
CE.4c	X										
CE.4d	X										
CE.4e	X										
CE.4f		X			X			X			
CE.4g		X			X			X			
CE.5a	X										

History and Social Science STANDARDS OF LEARNING
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History and Social Science

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
CE.5b	X										
CE.5c	X										
CE.5d	X										
CE.5e	X										
CE.5f	X										
CE.5g		X			X			X			
CE.6 stem		X		X							
CE.6a		X		X							
CE.6b		X		X							
CE.6c		X		X							
CE.6d		X		X							
CE.6 stem		X			X				X		
CE.6a		X			X				X		
CE.6b		X			X				X		
CE.6c		X			X				X		
CE.6d		X			X				X		
CE.7 stem		X			X				X		
CE.7a		X			X				X		
CE.7b		X			X				X		
CE.7c		X			X				X		
CE.7d		X			X				X		
CE.8 stem		X			X				X		
CE.8a		X			X				X		
CE.8b		X			X				X		
CE.8c		X			X				X		

History and Social Science STANDARDS OF LEARNING
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History and Social Science

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
CE.9 stem		X				X					renumbered
CE.9a		X		X							
CE.9b		X		X							
CE.9a		X				X			X		renumbered
CE.9b		X				X			X		renumbered
CE.9c		X			X			X			
CE.10 stem		X				X					renumbered
CE.10a		X		X							
CE.10a		X			X				X		
CE.10b		X									renumbered
CE.10c		X		X							
CE.10c		X				X					renumbered
CE.10d		X			X				X		
CE.11 stem		X				X					renumbered
CE.11a		X				X					renumbered
CE.11b		X				X	X				renumbered
CE.11c		X				X	X				renumbered
CE.12 stem		X				X					renumbered
CE.12a		X				X					renumbered
CE.12b		X				X					renumbered
CE.12c		X				X	X				renumbered
CE.12d		X				X					renumbered
CE.13 stem		X				X					renumbered
CE.13a		X				X					renumbered
CE.13b		X				X	X				renumbered

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	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
CE.13c		X				X					renumbered
CE.13d		X				X	X				renumbered
CE.13e		X				X					renumbered
CE.13f		X			X		X				
CE.14 stem		X				X	X				renumbered
CE.14a		X				X					renumbered
CE.14b		X				X					renumbered
CE.14c		X				X	X				renumbered
CE.14d		X				X	X				renumbered
CE.14e		X			X		X				
CE.14f		X			X		X				

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	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
WHI.1a	X										
WHI.1b	X										
WHI.1c	X										
WHI.1d	X										
WHI.1e	X										
WHI.1f		X			X			X			
WHI.2a	X										
WHI.2b	X										
WHI.2c	X										
WHI.2d	X										
WHI.3 stem		X				X			X		
WHI.3a	X										
WHI.3b	X										
WHI.3c	X										
WHI.3d	X										
WHI.3e	X										
WHI.4a	X										
WHI.4b	X										
WHI.4c	X										
WHI.4d	X										
WHI.4e	X										
WHI.4f		X				X	X				
WHI.5a	X										
WHI.5b	X										
WHI.5c	X										

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	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
WHI.5d	X										
WHI.5e	X										
WHI.5f	X										
WHI.5g		X				X			X		
WHI.6a	X										
WHI.6b	X										
WHI.6c	X										
WHI.6d	X										
WHI.6e	X										
WHI.6f	X										
WHI.6g	X										
WHI.6h	X										
WHI.6i	X										
WHI.6j	X										
WHI.6k	X										
Category		X			X				X		
WHI.7a	X										
WHI.7b	X										
WHI.7c	X										
WHI.7d	X										
WHI.7e		X			X			X			
WHI.8a	X										
WHI.8b	X										
WHI.8c	X										
WHI.8d	X										

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	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
WHI.9a	X										
WHI.9b	X										
WHI.9c	X										
WHI.9d	X										
WHI.10a	X										
WHI.10b	X										
WHI.10c	X										
WHI.10d	X										
WHI.11a	X										
WHI.11b	X										
WHI.12a	X										
WHI.12b	X										
WHI.12c		X				X			X		
WHI.12d	X										
WHI.13a		X				X			X		
WHI.13b	X										
WHI.13c	X										
WHI.13d	X										

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	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
WHII.1a	X										
WHII.1b	X										
WHII.1c	X										
WHII.1d	X										
WHII.1e	X										
WHII.1f		X			X			X			
WHII.2 stem		X				X		X			
WHII.2a	X										
WHII.2b	X										
WHII.2c	X										
WHII.2d	X										
WHII.2e	X										
WHII.3a		X				X	X				
WHII.3b		X				X	X				
WHII.3c	X										
WHII.4a		X				X	X				
WHII.4b	X										
WHII.4c	X										
WHII.4d		X				X		X			
WHII.4e		X				X		X			
WHII.4f	X										
WHII.5a	X										
WHII.5b	X										
WHII.5c	X										
WHII.5d	X										

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History and Social Science

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
WHII.5e	X										
WHII.6a	X										
WHII.6b		X				X			X		
WHII.6c	X										
WHII.6d	X										
WHII.6e	X										
WHII.6f		X	X						X		to WHII.7b
WHII.6f		X				X					renumbered
WHII.7 stem		X			X		X				
WHII.7a		X			X		X				
WHII.7b		X	X						X		from WHII.6f
WHII.7c		X			X		X				
WHII.7d		X			X		X				
WHII.8 stem		X				X					renumbered
WHII.8a		X				X					renumbered
WHII.8b		X		X							
WHII.8b		X				X					renumbered
WHII.8c		X				X					renumbered
WHII.9 stem		X				X					renumbered
WHII.9a		X				X					renumbered
WHII.9b		X				X					renumbered
WHII.9c		X				X					renumbered
WHII.9d		X				X					renumbered
WHII.9e		X				X					renumbered
WHII.10		X				X					

History and Social Science STANDARDS OF LEARNING
Summary of Proposed Changes

History and Social Science

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
stem											
WHII.10a		X				X					renumbered
WHII.10b		X				X					renumbered
WHII.10c		X				X					renumbered
WHII.11 stem		X				X					renumbered
WHII.11a		X				X					renumbered
WHII.11b		X				X					renumbered
WHII.11c		X				X					renumbered
WHII.12 stem		X				X					renumbered
WHII.12a		X				X					renumbered
WHII.12b		X				X					renumbered
WHII.12c		X				X	X				renumbered
WHII.13 stem		X				X	X				renumbered
WHII.13a		X				X					renumbered
WHII.13b		X				X					renumbered
WHII.13c		X				X					renumbered
WHII.13d		X			X			X			
WHII.14 stem		X				X					renumbered
WHII.14a		X				X	X				renumbered
WHII.14b		X				X	X				renumbered
WHII.14c		X				X	X				renumbered
WHII.15 stem		X				X					renumbered

History and Social Science STANDARDS OF LEARNING
Summary of Proposed Changes

History and Social Science

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
WHII.15a		X				X					renumbered
WHII.15b		X				X					renumbered
WHII.16 stem		X				X					renumbered
WHII.16a		X				X					renumbered
WHII.16b		X				X					renumbered
WHII.16c		X				X					renumbered
WHII.16d		X			X		X				

History and Social Science STANDARDS OF LEARNING
Summary of Proposed Changes

History and Social Science

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
WG.1 stem		X				X	X				
WG.1a		X				X	X				
WG.1b		X			X			X			
WG.1b		X				X					renumbered
WG.1c		X				X					renumbered
WG.1d		X				X					renumbered
WG.1e		X				X	X				renumbered
WG.1e		X		X					X		
WG.2a	X										
WG.2b	X										
WG.2c	X										
WG.3a	X										
WG.3b		X				X	X				
WG.3c		X				X	X				
WG.4	X										
WG.5	X										
WG.6	X										
WG.7 stem		X				X			X		
WG.7a		X		X							
WG.7a		X			X				X		
WG.7b	X										
WG.8	X										
WG.9a		X				X	X				
WG.9b		X		X							
WG.9b		X			X						renumbered

History and Social Science STANDARDS OF LEARNING
Summary of Proposed Changes

History and Social Science

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
WG.9c		X				X		X			renumbered
WG.10a		X				X	X				
WG.10b		X		X							
WG.10b		X			X		X				renumbered
WG.11a	X										
WG.11b	X										
WG.11c	X										
WG.12a	X										
WG.12b	X										

History and Social Science STANDARDS OF LEARNING
Summary of Proposed Changes

History and Social Science

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
VUS.1 stem		X				X		X			
VUS.1a	X										
VUS.1b	X										
VUS.1c	X										
VUS.1d	X										
VUS.1e	X										
VUS.1f	X										
VUS.1g	X										
VUS.1h	X										
VUS.1i		X			X			X			
VUS.2		X				X			X		
VUS.3		X				X	X				
VUS.4a	X										
VUS.4b		X			X			X			
VUS.4c		X				X					renumbered
VUS.4d		X				X					renumbered
VUS.5a	X										
VUS.5b	X										
VUS.5c		X		X							
VUS.5c		X				X					renumbered
VUS.5d		X			X			X			
VUS.5e		X			X			X			
Category		X				X			X		
VUS.6 stem		X				X			X		
VUS.6a		X			X				X		

History and Social Science STANDARDS OF LEARNING
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History and Social Science

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
VUS.6b		X		X							
VUS.6b		X				X	X				renumbered
VUS.6c		X			X			X			
VUS.6d		X			X			X			
VUS.6e		X				X			X		renumbered
VUS.7a		X			X			X			
VUS.7b		X				X			X		renumbered
VUS.7c		X				X					renumbered
VUS.7d		X				X			X		renumbered
VUS.7e		X				X		X			
VUS.7f		X				X		X			
VUS.8a	X										
VUS.8b	X										
VUS.8c	X										
VUS.8d		X			X			X			
VUS.8e		X				X					renumbered
VUS.9 stem		X				X			X		
VUS.9a	X										
VUS.9b	X										
VUS.9c		X	X								to VUS.10c
VUS.10 stem		X			X			X			
VUS.10a		X			X			X			
VUS.10b		X			X			X			
VUS.10c		X			X						from VUS.9c

History and Social Science STANDARDS OF LEARNING
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History and Social Science

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
VUS.10d		X			X			X			
VUS.11 stem		X				X					renumbered
VUS.11a		X				X		X			renumbered
VUS.11b		X				X		X			renumbered
VUS.11c		X				X					renumbered
VUS.11d		X				X		X			renumbered
VUS.11e		X				X					renumbered
VUS.12 stem		X				X					renumbered
VUS.12a		X				X					renumbered
VUS.12b		X				X					renumbered
VUS.12c		X				X					renumbered
VUS.12d		X				X					renumbered
VUS.13 stem		X				X					renumbered
VUS.13a		X				X					renumbered
VUS.13b		X				X					renumbered
VUS.13c		X				X					renumbered
VUS.13d		X				X					renumbered
VUS.13e		X			X			X			
VUS.14 stem		X				X					renumbered
VUS.14a		X				X					renumbered
VUS.14b		X				X					renumbered
VUS.15 stem		X				X	X				renumbered

History and Social Science STANDARDS OF LEARNING
Summary of Proposed Changes

History and Social Science

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
VUS.15a		X		X							
VUS.15a		X			X		X				
VUS.15b		X				X	X				renumbered
VUS.15c		X				X					renumbered
VUS.15d		X			X		X				
VUS.15e		X			X		X				
VUS.15f		X			X		X				

History and Social Science STANDARDS OF LEARNING
Summary of Proposed Changes

History and Social Science

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
GOVT.1 stem		X				X		X			
GOVT.1a	X										
GOVT.1b	X										
GOVT.1c	X										
GOVT.1d	X										
GOVT.1e	X										
GOVT.1f		X				X		X			
GOVT.1g	X										
GOVT.2a	X										
GOVT.2b	X										
GOVT.2c	X										
GOVT.2d	X										
GOVT.2e	X										
GOVT.2f		X			X			X			
GOVT.3a	X										
GOVT.3b	X										
GOVT.3c	X										
GOVT.3d	X										
GOVT.3e	X										
GOVT.4a	X										
GOVT.4b	X										
GOVT.4c	X										
GOVT.4d	X										
GOVT.4e	X										

History and Social Science STANDARDS OF LEARNING
Summary of Proposed Changes

History and Social Science

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
GOVT.5a	X										
GOVT.5b	X										
GOVT.5c	X										
GOVT.5d	X										
GOVT.6a	X										
GOVT.6b	X										
GOVT.6c	X										
GOVT.6d		X				X	X				
GOVT.6e		X				X	X				
GOVT.6f	X										
GOVT.6g	X										
GOVT.6h		X			X		X				
GOVT.6i		X			X		X				
GOVT.7a	X										
GOVT.7b	X										
GOVT.7c		X			X		X				
GOVT.8a	X										
GOVT.8b	X										
GOVT.8c		X				X	X				
GOVT.8d		X			X			X			
GOVT.8e		X			X			X			
GOVT.9a	X										
GOVT.9b	X										
GOVT.9c	X										
GOVT.9d	X										

History and Social Science STANDARDS OF LEARNING
Summary of Proposed Changes

History and Social Science

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
GOVT.10a		X		X							
GOVT.10a		X			X				X		
GOVT.10b	X										
GOVT.10c	X										
GOVT.10d	X										
GOVT.10e		X			X			X			
GOVT.11a	X										
GOVT.11b	X										
GOVT.11c	X										
GOVT.11d	X										
GOVT.11e	X										
GOVT.12a	X										
GOVT.12b	X										
GOVT.12c	X										
GOVT.12d	X										
GOVT.13 stem		X				X	X				
GOVT.13a	X										
GOVT.13b	X										
GOVT.13c	X										
GOVT.13d		X			X			X			
GOVT.14a	X										
GOVT.14b	X										
GOVT.14c	X										
GOVT.14d	X										

History and Social Science STANDARDS OF LEARNING
Summary of Proposed Changes

History and Social Science

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
GOVT.14e	X				X	X					
GOVT.15a	X										
GOVT.15b	X										
GOVT.15c	X										
GOVT.15d	X										
GOVT.15e	X										
GOVT.15f		X				X		X			
GOVT.16a	X				X	X					
GOVT.16b		X				X	X				
GOVT.16c	X										
GOVT.16d		X			X		X				
GOVT.17a	X										
GOVT.17b	X										
GOVT.17c	X										
GOVT.17d	X										
GOVT.17e	X										
GOVT.17f		X			X			X			
GOVT.18a	X										
GOVT.18b	X										
GOVT.18c	X										
GOVT.18d	X										
GOVT.18e	X										
GOVT.18f	X										
GOVT.18g		X			X			X			
GOVT.19		X			X		X				

History and Social Science STANDARDS OF LEARNING
Summary of Proposed Changes

History and Social Science

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
stem											
GOVT.19a		X			X		X				
GOVT.19 b		X			X		X				
GOVT.19 c		X			X		X				
GOVT.19 d		X			X		X				

Board of Education Agenda Item

Item: L. **Date:** October 18, 2007

Topic: First Review of Proposed Revised *Driver Education Standards of Learning*

Presenter: James C. Firebaugh Jr., Director, Office of Middle and High School Instruction

Telephone Number: (804) 225-2651 **E-Mail Address:** Jim.Firebaugh@doe.virginia.gov

Origin:

____ Topic presented for information only (no board action required)

_X_ Board review required by
- _X_ State or federal law or regulation
- ____ Board of Education regulation
- ____ Other: _____
- ____ Action requested at this meeting _X_ Action requested at future meeting: January 2008

Previous Review/Action:

____ No previous board review/action

_X_ Previous review/action
Date January 10, 2007
Action Board of Education approved timeline to proceed with the review process

Background Information:
Driver education is a prerequisite to obtaining a Virginia driver's license before age 19. Upon successful course completion, and with approval of parent/guardian, the school will issue the student a 180-day temporary driver's license.

The Standards of Quality require the Board of Education to review the *Standards of Learning* on a regular schedule. *Driver Education Standards of Learning* were first developed in 1983 and revised in 1988 and 2001. The *Driver Education Standards of Learning* are scheduled for review in 2008. On January 10, 2007, the Board approved a plan to review these standards during the 2007-2008 school year. In accordance with the plan, the Department of Education took the following steps to produce a draft of the revised *Driver Education Standards of Learning* for the Board's first review:

- Solicited online professional comments from stakeholders, including teachers, parents, and administrators;
- Selected a steering committee and writing team that consisted of recommended individuals solicited from school divisions as well as other stakeholder groups (representatives from professional organizations, universities, etc.) to participate in the process;
- Met with the review committee on June 21 and 22, 2007; and
- Developed a draft of the reviewed *Driver Education Standards of Learning*.

Summary of Major Elements:
The attached draft of the proposed revised *Driver Education Standards of Learning* (Attachment A) consists of the following elements:

Introduction
The proposed revised *Driver Education Standards of Learning* will provide the framework for the *Curriculum Guide for Driver Education in Virginia*. As prescribed by §22.1-205 of the *Code of Virginia*, this curriculum guide serves as the Board of Education's approved driver education and traffic safety program of instruction for public, private and commercial school programs. The introduction includes explanations of the goals.

Goals
The purpose of driver education is to provide students with a detailed understanding of the fundamentals of driving and foster responsible attitudes and behaviors. As a result of quality traffic safety instruction, students will be able to:

- demonstrate a working knowledge of the laws governing the operation of a motor vehicle;
- identify and analyze the physical and psychological conditions that affect driver performance;
- apply knowledge, processes, and skills to become safe, competent users of the highway transportation system;
- use visual search skills to make risk-reducing decisions by adjusting speed and/or position;
- demonstrate balanced vehicle movement through precise and timely steering, braking, and accelerating in a variety of conditions; and
- display responsible driving behaviors when alone and with peers.

Standards
The classroom and in-car driver education standards focus on safe driving attitudes; time, space, and distance-perception skill development; and the recognition of and appropriate response to hazards in the ever-changing driving environment. Emphasis is placed on linking visual search skills, space management, and maintenance of balanced vehicle control to risk-reducing driving strategies. Significant attention is given to risk awareness, driver alertness, driver distractions, the social and economic consequences of driving, occupant protection, positive interactions with other roadway users, and the physical and psychological conditions that affect driver performance. Students apply basic driving skills in low-to-moderate traffic environments and progress to demonstration of skill proficiency in more complex traffic situations.

Summary of the Proposed Reviewed *Driver Education Standards of Learning*
The major elements of the proposed revised *Driver Education Standards of Learning* (Attachment A) include:

- Edits to enhance clarity, specificity, rigor, alignment of skills and content, and a reflection of the current academic research and practice;
- Emphasis is placed on protecting the environment, using vehicle reference points, and applying space management and vehicle balance concepts to minimize risks.

A review justification matrix (Attachment B) indicates reasons for the proposed changes and additions to the proposed standards.

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Board of Education accept for first review the proposed revised *Driver Education 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 responsibilities related to this activity, other services may be impacted.

Timetable for Further Review/Action:
The *Standards of Learning* review work plan calls for public hearings and final review and adoption of the *Standards of Learning* by the Board of Education by January 2008.

Proposed Revised Driver Education Standards of Learning for Virginia Public Schools

First Review
October 18, 2007

Commonwealth of Virginia
Department of Education
Richmond, Virginia

Proposed Revised Driver Education Standards of Learning for Virginia Public Schools

Introduction

The revised Driver Education Standards of Learning provide the framework for the *Curriculum Guide for Driver Education in Virginia*. As prescribed by §22.1-205 of the *Code of Virginia*, this curriculum guide serves as the Board of Education's approved driver education and traffic safety program of instruction for public and private school programs. Commercial driver training schools are approved and licensed by the Department of Motor Vehicles as prescribed by VR 485-60-9201, and they follow the same course content as public and private school driver education programs.

The classroom and in-car driver education standards focus on safe driving attitudes; time, space, and distance-perception skill development; and the recognition of and appropriate response to hazards in the ever-changing driving environment. Emphasis is placed on linking visual search skills, space management, and maintenance of balanced vehicle control to risk-reducing driving strategies. Significant attention is given to risk awareness, driver alertness, driver distractions, the social and economic consequences of driving, occupant protection, positive interactions with other roadway users, and the physical and psychological conditions that affect driver performance. Students apply basic driving skills in low-to-moderate traffic environments and progress to demonstration of skill proficiency in more complex traffic situations. When possible, teachers are also encouraged to use simulation and other technologies that will enhance student learning.

Successful completion of a state-approved driver education program does not, alone, make a teenager a responsible, experienced driver. Traffic safety education involves family, community, industry, government, and personal factors such as motivation, maturity, and perceptive abilities. These factors play major roles in the development and safety of young drivers. Evidence shows that often it is not poor driving skills that cause accidents among this age group, but inexperience and/or poor attitude. The family, not the school, is in the best position to have a sustained effect on minimizing the risks faced by inexperienced drivers and encouraging responsible behaviors. Throughout the course, emphasis is placed on extensive supervised practice with a licensed parent or guardian to develop precision in the use of skills, processes, and responsibilities.

Goals

The purpose of driver education is to provide students with a detailed understanding of the fundamentals of driving and foster responsible attitudes and behaviors. As a result of quality traffic safety instruction, students will be able to

- demonstrate a working knowledge of the ~~rules and procedures of operating~~ laws governing the operation of a motor vehicle;
- identify and analyze the physical and psychological conditions that affect driver performance;

- apply knowledge, processes, and skills to become safe, competent users of the highway transportation system;
- use visual search skills to make risk-reducing decisions by adjusting speed and/or position;
- demonstrate balanced vehicle movement through precise and timely steering, braking, and accelerating in a variety of conditions;
- display responsible driving behaviors when alone and with peers.

Standards

DE.1 The student will demonstrate an understanding of Virginia traffic laws, licensing procedures, and other responsibilities associated with the driving privilege. Key concepts include

a) licensing requirements and types of licenses;
b) the motor vehicle section of the *Code of Virginia*;
c) the organ and tissue donation designation process.

DE.2 The student will demonstrate an understanding of basic vehicle operating procedures. Key concepts/skills include

a) pre-driving procedures;
b) starting procedures (automatic and manual transmissions);
c) vehicle information, warning, and control devices;
d) vehicle securing procedures.

DE.3 The student will recognize the effects of momentum, gravity, and inertia on vehicle control and balance, and the relationship between kinetic energy and force of impact. Key concepts/skills include

a) seating and hand position;
b) steering, braking, and acceleration;
c) compensating for shifts in vehicle load (from side to side, front to rear, and rear to front) that affect vehicle performance;
d) front tire traction loss (understeer) and rear tire traction loss (oversteer);
e) types of collisions — head-on, near-frontal, broadside, rear-end, rollover, sideswipe.

DE.4 The student will demonstrate the ability to manage visibility, time, and space to avoid conflicts and reduce driving risks. Key concepts/skills include

a) synthesizing information visually from the driving environment, using a space management process;
b) applying following ~~interval~~ distance, time, and space concepts;
c) selecting gap and judging distance;
d) estimating passing-time and space needs;
e) identifying and responding to open or closed space or changes to line-of-sight or path-of-travel.

DE.5 The student will demonstrate appropriate adjustments when approaching controlled and uncontrolled intersections, curves, work zones, railroad crossings, and hills with line-of-sight or path-of-travel limitations. Key concepts/skills include

a) roadway signs, signals, and markings;
b) right-of-way rules;
c) slope/grade of terrain;
d) vehicle position and speed control.

DE.6 The student will identify the characteristics of an expressway and apply risk-reducing expressway driving strategies. Key concepts/skills include
a) entering, merging, integrating into, and exiting from traffic flow;
b) managing interchanges;
c) selecting vehicle position and changing lanes;
d) managing toll facilities.

DE.7 The student will demonstrate the ability to communicate presence and intentions with other highway transportation users. Key concepts/skills include
a) vehicle position and driver action;
b) vehicle communication devices;
c) hand signals (i.e., slow/stop, right and left turns).

DE.8 The student will analyze and describe the physiological, ~~and~~ psychological and cognitive effects of alcohol and other drugs and their impact on a driver's awareness of risks and involvement in collisions. Key concepts include
a) prescribed and over-the-counter medications;
b) illegal or illicit drugs;
c) effects of alcohol and other drugs on vision and space management;
d) synergistic effects of drugs;
e) ~~alcohol elimination factors~~. how alcohol is eliminated from the body.

DE.9 The student will identify and analyze the legal, health, and economic consequences associated with alcohol and other drug use and driving. Key concepts/skills include
a) positive and negative peer pressure;
b) refusal and peer intervention skills;
c) Implied Consent, Zero Tolerance, and Use and Lose laws;
d) Administrative License Revocation, loss of license, ignition interlock, and other licensing restrictions;
e) court costs, insurance requirements, Virginia Alcohol Safety Action Program referral, and other costs.

DE.10 The student will recognize the consequences of aggressive driving and other emotions that influence driving behaviors. Key concepts include
a) stress and anxiety;
b) anger management;
c) the relationship between aggressive driving and road rage.

DE.11 The student will analyze the effects of fatigue and other physical conditions on driver performance. Key concepts include
a) short- and long-term physical and mental disabilities;
b) chronic health conditions;
c) circadian rhythms;
d) sleep deprivation.

DE.12 The student will identify distractions that contribute to driver error. Key concepts include
a) passengers and pets;
b) vehicle accessories;
c) cell phones and other portable technology devices;
d) insects and animals;
e) driver behaviors (e.g., eating, smoking, personal grooming).

DE.13 The student will identify changes in the environment that affect visibility and traction and demonstrate an understanding of appropriate driver reaction to these risks. Key concepts/skills include
a) driving at night;
b) smoke- and weather-related conditions;
c) road conditions and construction;
d) vehicle stability and traction control systems.

DE.14 The student will demonstrate an understanding of the proper use of vehicle occupant protection features and analyze how they reduce injury severity and increase collision survival. Key concepts/skills include
a) active restraint systems;
b) passive restraint systems;
c) child restraint systems;
d) highway safety design.

DE.15 The student will identify and evaluate emergency response strategies to reduce the severity of or avoid a collision in high-risk driving situations. Key concepts/skills include
a) evasive maneuvers, using ~~brake~~ braking and steering combinations;
b) off-road recovery;
c) front and rear traction control.

DE.16 The student will identify and describe the performance characteristics of other road users and apply problem-solving skills to minimize risks when sharing the roadway with
a) pedestrians and animals;
b) ~~pedalcycles~~ bicycles, scooters, mopeds and motorcycles;
c) tractor-trailers, trucks, and construction vehicles;
d) sport utility vehicles, recreation vehicles, and trailers;
e) emergency vehicles;
f) funeral processions;
g) passenger and school buses;
h) farm machinery and horse-drawn vehicles.

DE.17 The student will compare vehicle-braking systems and explain proper braking techniques for various weather and roadway conditions. Key concepts/skills include
a) small and large vehicle conventional brake systems;
b) two- and four-wheel anti-lock brake systems (ABS)

c) controlled braking, trail braking, threshold braking, and antilock braking.

DE.18 The student will analyze how preventive maintenance reduces the possibility of vehicle failures and recognize the warning signs that indicate the need for maintenance, repair, or replacement. Key concepts/skills include

a) vehicle warning devices;
b) lights and signals;
c) steering and suspension systems;
d) tires and braking systems;
e) cooling system and belts;
f) fuel and ignition electronics.

DE.19 The student will identify and describe the legal aspects of and calculate the financial responsibilities associated with purchasing, operating, maintaining, and insuring a motor vehicle. Key concepts include

a) Financial Responsibility Law;
b) required and optional insurance coverage;
c) title and vehicle registration;
d) vehicle inspection;
e) fuel, fluids, tires, and other maintenance costs;
f) crash involvement.

DE.20 The student will demonstrate competency in map-reading and trip-planning skills. Key concepts/skills include

~~a) destination driving;~~ route planning;
b) map reading and trip-planning technologies.

DE.21 The student will research and evaluate personal transportation needs and their impact on the environment, and demonstrate skills necessary to be an informed consumer. Key concepts/skills include

a) printed and Internet resources;
b) community resources;
c) vehicle pollution, ~~fluid recycling,~~ including carbon monoxide, carbon dioxide, ozone-causing gases, and acids;
d) Appropriate disposal of batteries, fluids, tires, etc. ~~energy conservation, and conservation of natural resources;~~
e) energy conservation, alternative or renewable energy, and conservation of natural resources.

DE.22 The student will use vehicle reference points to establish vehicle position and execute basic driving maneuvers. Key concepts/skills include

a) parking;
b) turning;
c) establishing lane position;
d) backing.

PROPOSED DRIVER EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

Driver Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
DE.1	X										
DE.1a	X										
DE.1b	X										
DE.1c	X										
DE.2	X										
DE.2a	X										
DE.2b	X										
DE.2c	X										
DE.2d	X										
DE.3	X										
DE.3a	X										
DE.3b	X										
DE.3c	X										
DE.3d		X			X		X				
DE.3e	X										
DE.4	X										
DE.4a	X										
DE.4b		X			X		X				
DE.4c	X										
DE.4d	X										
DE.4e		X			X		X				
DE.5		X				X			X		
DE.5a	X										

PROPOSED DRIVER EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

Driver Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
DE.5b	X										
DE.5c	X										
DE.5d		X				X			X		
DE.6	X										
DE.6a	X										
DE.6b	X										
DE.6c	X										
DE.6d		X			X		X				
DE.7	X										
DE.7a	X										
DE.7b	X										
DE.7c		X			X		X				
DE.8		X				X			X		
DE.8a	X										
DE.8b	X										
DE.8c	X										
DE.8d	X										
DE.8e		X				X			X		
DE.9	X										
DE.9a	X										
DE.9b		X				X			X		
DE.9c	X										
DE.9d	X										
DE.9e	X										

PROPOSED DRIVER EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

Driver Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
DE.10	X										
DE.10a	X										
DE.10b	X										
DE.10c	X										
DE.11	X										
DE.11a	X										
DE.11b	X										
DE.11c	X										
DE.11d	X										
DE.12	X										
DE.12a	X										
DE.12b	X										
DE.12c	X										
DE.12d		X			X		X				
DE.12e		X			X		X				
DE.13	X										
DE.13a	X										
DE.13b	X										
DE.13c	X										
DE.13d	X										
DE.14	X										
DE.14a	X										
DE.14b	X										
DE.14c	X										

PROPOSED DRIVER EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

Driver Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
DE.14d	X										
DE.15	X										
DE.15a		X				X			X		
DE.15b	X										
DE.15c	X										
DE.16	X										
DE.16a	X										
DE.16b		X				X			X		
DE.16c	X										
DE.16d	X										
DE.16e	X										
DE.16f	X										
DE.16g	X										
DE.16h		X				X				X	
DE.17	X										
DE.17a	X										
DE.17b	X										
DE.17c		X			X		X				
DE.18	X										
DE.18a	X										
DE.18b	X										
DE.18c	X										
DE.18d	X										
DE.18e		X			X		X				

PROPOSED DRIVER EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

Driver Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
DE.18f	X										
DE.19	X										
DE.19a	X										
DE.19b	X										
DE.19c	X										
DE.19d	X										
DE.19e		X			X		X				
DE.19f	X										
DE.20	X										
DE.20a		X				X			X		
DE.20b		X				X			X		
DE.21	X										
DE.21a	X										
DE.21b	X										
DE.21c		X				X			X		
DE.21d		X			X		X				
DE.21e		X			X		X				
DE.22		X			X		X				
DE.22a		X			X		X				
DE.22b		X			X		X				
DE.22c		X			X		X				
DE.22d		X			X		X				

Board of Education Agenda Item

Item: M. **Date:** October 18, 2007

Topic: First Review of Proposed Revised *Health Education Standards of Learning*

Presenter: James C. Firebaugh Jr., Director, Office of Middle and High School Instruction

Telephone Number: (804) 225-2651 **E-Mail Address:** Jim.Firebaugh@doe.virginia.gov

Origin:

____ Topic presented for information only (no board action required)
_X_ Board review required by
  _X_ State or federal law or regulation
  ____ Board of Education regulation
  ____ Other: _____
  ____ Action requested at this meeting _X_ Action requested at future meeting: January 2008

Previous Review/Action:

____ No previous board review/action
_X_ Previous review/action
Date January 10, 2007
Action Board of Education approved the timeline to proceed with the review process.

Background Information:
Content standards for health education were first developed in 1983 and revised in 1988 and 2001. The *Standards of Quality* require the Board of Education to review the *Standards of Learning* on a regular schedule. The *Health Education Standards of Learning* are scheduled for review in 2008. On January 10, 2007, the Board approved a plan to review these standards during the 2007-2008 academic school year. In accordance with the plan, the Department of Education took the following steps to produce a draft of the proposed revised *Health Education Standards of Learning* for the Board's first review:

- Solicited online comments from stakeholders, including teachers, parents, and administrators;
- Selected a review committee that consisted of recommended individuals solicited from school divisions as well as other stakeholder groups (representatives from professional organizations, universities, etc.) to participate in the process;
- Met with the review committee on June 21 and 22, 2007;
- Contacted selected committee members in September 2007, to review the draft document; and
- Developed a draft of the proposed revised *Health Education Standards of Learning*.

Summary of Major Elements:
The attached draft of the proposed revised *Health Education Standards of Learning* (Attachment A) consists of the following elements:

Introduction
The *Health Education Standards of Learning* delineate the concepts, processes, and skills for health education in kindergarten through grade 10 for Virginia's public schools. The standards provide school divisions and teachers with a guide for creating curricula and learning experiences

in health education. The intent of health education is to help students understand how to achieve and maintain good health for a lifetime. The three learning goals focus on key health concepts and skills needed to facilitate the formation of healthy behaviors and practices.

- **Goals**
  The purpose of health education is to help students acquire an understanding of health concepts and skills and to apply them in making healthy decisions to improve, sustain, and promote personal, family, and community health.

- **Strands/Reporting Categories**
  As a result of health education instruction, the student will be able to do the following:

  1. Act with skill and reason to demonstrate an understanding of the concepts and behaviors that reduce health risks and enhance the health of self and others. (Knowledge and Skills)
  2. Demonstrate the ability to access, evaluate, and use health information, products, and services that influence health and wellness in a positive manner. (Information Access and Use)
  3. Demonstrate the use of appropriate health practices and behaviors to promote a safe and healthy community when alone, with family, at school, and in other group settings. (Community Health and Wellness)

Standards
The *Health Education Standards of Learning* for Virginia public schools describe the Commonwealth's expectations for student learning and achievement in grades K-10.

Summary of the Proposed Reviewed *Health Education Standards of Learning*
The major elements of the proposed revised *Health Education Standards of Learning* (Attachment A) include:

- Edits to enhance clarity, specificity, rigor, alignment of skills and content, and a reflection of the current research and practice; and
- Emphasis on students becoming health literate, self-directed learners who skillfully access valid health information and accept responsibility for personal health promotion and disease prevention.

A review justification matrix (Attachment B) indicates reasons for the proposed changes and additions to the proposed standards.

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Board of Education accept for first review the proposed revised *Health Education 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 responsibilities related to this activity, other services may be impacted.

Timetable for Further Review/Action:
The *Standards of Learning* review work plan calls for public hearings, final review, and adoption of the *Standards of Learning* by the Board of Education in January 2008.

Proposed Revised Health Education Standards of Learning for Virginia Public Schools

First Review
October 18, 2007

Commonwealth of Virginia
Department of Education
Richmond, Virginia

Proposed Revised Health Education Standards of Learning for Virginia Public Schools

Introduction

The Health Education Standards of Learning delineate the concepts, processes, and skills for health education in kindergarten through grade 10 for Virginia's public schools. This framework provides school divisions and teachers with a guide for creating curricula and learning experiences in health education. The intent of health education is to help students understand how to achieve and maintain good health for a lifetime. The three learning goals focus on key health concepts and skills needed to facilitate the formation of healthy behaviors and practices.

Standards of Learning in each strand are sequenced and progress in complexity from grade level to grade level. The goals and standards in this document are intended to provide the knowledge, processes, and skills needed to help students avoid health-risk behaviors (e.g., tobacco use, dietary patterns that contribute to disease, sedentary lifestyle, alcohol and other drug use, behaviors that result in intentional and unintentional injuries) identified by the Centers for Disease Control and Prevention.

Each school division's school board is responsible for incorporating the Virginia Standards of Learning into its curriculum. The Health Education Standards of Learning do not prescribe the grade level at which the standards must be taught. The Board of Education recognizes that school divisions will adopt an instructional sequence that best serves their own students.

Goals and Descriptions

The purpose of health education is to help students acquire an understanding of health concepts and skills and to apply them in making healthy decisions to improve, sustain, and promote personal, family, and community health. As a result of health education instruction, the student will be able to do the following:

1. *Act with skill and reason to demonstrate an understanding of the concepts and behaviors that reduce health risks and enhance the health of self and others*. (**Knowledge and Skills**)

    The intent of this goal is for students to <u>become health literate, self-directed learners. They</u> skillfully apply health ~~knowledge~~ <u>promotion and disease prevention strategies to establish a foundation for leading healthy and productive lives.</u> ~~to improve their health~~. This includes the development of the capacity to acquire, interpret, and understand health concepts, and the development of a range of health skills. Through blending an understanding of health concepts with use of various health skills, students will recognize the relationship between personal behavior and personal health. By the end of their school health education experiences, students will have an understanding of

health concepts related to health promotion and risk/disease prevention, and they will have the ability to use health knowledge and skills effectively to lead healthy lives.

2. *Demonstrate the ability to access, evaluate, and use health information, products, and services that influence health and ~~well-being~~ wellness in a positive manner*. (**Information Access and Use**)

   The intent of this goal is for students to demonstrate their ability to identify valid and accurate health information, products, and services. The ability to access valid health information and health promoting products and services is important in the prevention, early detection, and treatment of most health problems. Students will experience many opportunities across their school years to use information-analysis skills as they compare, contrast, analyze, synthesize, and evaluate materials, products, and services related to a variety of health issues. As they become informed consumers, students will analyze the influence of culture, media, technology and other factors on health. Upon the completion of the health education program, students will have the ability to influence their health and well-being in a positive manner by applying the skills of information access and evaluation and by accepting responsibility for personal health decisions and practices.

3. *Demonstrate the use of appropriate health practices and behaviors to promote a safe and healthy community when alone, with family, at school, and in other group settings*. (**Community Health and Wellness**)

   The intent of this goal is for students to become responsible, health literate citizens. They will demonstrate an understanding of how to create or maintain an environment that serves to protect and promote the health and ~~well-being~~ wellness of individuals, families, and communities. Upon completing their health education program, students will demonstrate a variety of healthy practices and behaviors, ~~that~~ and advocate for ways in which peers, families, and other community groups can work together to promote safe and healthy communities.

Kindergarten

Kindergarten students recognize basic facts and concepts about their bodies and begin to acquire skills and practices that keep them safe and healthy. Students learn to seek help and advice from parents/guardians and other trusted adults and begin to learn how to seek reliable health information. They understand how to make good decisions about simple health issues, to respect others, follow school safety rules, and be responsible.

Knowledge and Skills

K.1 The student will explain that the body is a living and growing organism. Key concepts/ skills include

a) the importance of making healthy food choices (e.g., eating a variety of foods from all food groups, eating breakfast, choosing healthy snacks, eating at least five fruits and vegetables a day);
b) the effects of drugs and medicines on the body;
c) the five senses (e.g., sight, sound, smell, taste, touch) and major body parts (e.g., head, ~~eyes,~~ trunk, arms, legs, hands, feet);
d) the need for regular physical activity.

K.2 The student will explain the concept of being healthy. Key concepts/skills include

a) ~~the impact of~~ positive and negative emotions that affect physical health (e.g., anger, sadness, fear, frustration, happiness, pride);
b) personal hygiene practices (e.g., tooth brushing, flossing, hand washing, grooming);
c) germs (e.g., bacteria, viruses) that lead to common diseases (e.g., cold, flu).

K.3 The student will explain the concept of being safe. Key concepts/skills include

a) the need for rules and practices;
b) the differences between emergency and non-emergency situations;
c) the choices that prevent injuries (e.g., wearing helmets, using seat belts and safety seats, tying shoelaces).

Information Access and Use

K.4 The student will identify sources of health and safety information. Key concepts/skills include

a) a variety of information sources such as product-safety symbols, television, radio, print materials, and electronic media;
b) individuals, including school nurses, family members, health care personnel, teachers, school counselors, and public safety officials.

Community Health and Wellness

K.5 The student will explain the importance of seeking guidance from parents/guardians and other trusted adults. Key concepts/skills include
a) the peaceful resolution of conflicts;
b) the importance of sharing information with trusted adults.

K.6 The student will identify expectations for personal behavior in school and social settings. Key concepts/skills include
a) acceptable behavior in classrooms and during play;
b) respect for the property and rights of others;
c) respect for the personal space of others.

Grade One

Students in grade one learn about their body's systems and various health topics. They begin to understand how their decisions can impact their health and well-being now and in the future. Students begin to relate choices with consequences. They begin to examine the influence of the media on health decisions and to identify ways to access reliable information. They exhibit respect for self, others, and the environment.

Knowledge and Skills

~~1.1 The student will identify the major body systems and explain their connection to personal health. Key concepts/skills include~~
- ~~the cardiovascular system;~~
- ~~the digestive system;~~
- ~~the skeletal system;~~
- ~~the muscular system;~~
- ~~the nervous system.~~

1.1 The student will identify the basic components and functions of the systems of the human body. Key concepts/skills include
- a) body structures (e.g., abdomen, chest, head) and organs (e.g., heart, brain, lungs, stomach);
- b) the principles of correct posture;
- c) the interconnection of all body systems (e.g., cardiovascular, digestive, immune, muscular, nervous, skeletal, respiratory).

1.2 The student will explain that good health is related to health-promoting decisions. Key concepts/skills include
- a) personal hygiene; including care of one's teeth
- b) personal safety behaviors;
- c) the harmful effects of misusing medicines and drugs;
- d) sleep habits;
- e) physical activity and healthy entertainment;
- f) proper nutrition.

1.3 The student will explain the need for specific rules and practices to promote personal safety and injury-free situations. Key concepts/skills include
- a) bus and automobile safety;
- b) pedestrian safety;
- c) playground safety;
- d) fire safety;
- e) home safety;
- f) Internet safety;
- ~~f)~~ g) water safety;
- ~~g)~~ h) bicycle, in-line skating, skateboard, scooter, and other self-propelled vehicle safety;
- ~~h)~~ i) the need for protective gear.

1.4 The student will demonstrate healthy mental and emotional development. Key concepts/skills include
   a) cooperation with others;
   b) adaptation to change;
   c) expression of ideas and thoughts to create positive relationships;
   d) the differences between positive and negative emotions.

Information Access and Use

1.5 The student will identify the health care providers and agencies that influence personal health. Key concepts/skills include
   a) the role of community health care professionals;
   b) the purpose of community health care agencies.

Community Health and Wellness

1.6 The student will demonstrate responsible personal and social behaviors in the school and community. Key concepts/skills include
   a) cooperative behavior;
   b) respect for others;
   c) adherence to school rules;
   d) acceptance of responsibility;
   e) respect for the property of others.

1.7 The student will explain that his/her personal decisions help contribute to a healthy environment. Key concepts/skills include
   a) the proper disposal of trash;
   b) the benefits of recycling;
   ~~b)~~ c) the prevention of water pollution;
   ~~c)~~ d) the effects of pollution on drinking water and marine life;
   ~~d)~~ e) water conservation.

Grade Two

Students in grade two continue to learn about the basic structure and functions of the human body systems. Focusing on preventing illness and disease, the students begin to understand the relationship between health behaviors, choices, and consequences. They learn about the factors that influence health decisions, the harmful effects of drugs, and how to communicate consideration and respect for others.

Knowledge and Skills

2.1 ~~The student will identify the basic components and functions of the systems of the human body. Key concepts/skills include~~

~~a) body structures (e.g., abdomen, chest, head) and organs (e.g., heart, brain, lungs, stomach);~~

~~b) the principles of correct posture;~~

~~c) the interconnection of all body systems.~~

2.1 The student will identify the major body systems and explain their connection to personal health. Key concepts/skills include

a) the cardiovascular system;
b) the digestive system;
c) the skeletal system;
d) the muscular system;
e) the nervous system.

2.2 The student will explain that personal health decisions and health habits influence health and ~~well-being~~ wellness throughout life. Key concepts/skills include

a) how food choices ~~relate~~ contribute to a healthy lifestyle;
b) the ~~addictive nature~~ harmful effects of drugs, alcohol, and tobacco;
c) the need for regular health check-ups and screenings;
d) the importance of learning and using refusal skills to make good decisions;
e) the use of nonviolent strategies to resolve conflicts.

2.3 The student will describe the influences and factors that impact health and ~~well-being~~ wellness. Key concepts/skills include

a) heredity;
b) the environment;
c) germs and diseases;
d) different customs and traditions;
e) self-image related to personal success;
f) disappointment, loss, grief, and separation.

Information Access and Use

2.4 The student will recognize the influence that health resources and professionals have on personal health. Key concepts/skills include
   a) health care professionals, resources, and services;
   b) emergency services;
   c) print, audiovisual, and electronic media.

Community Health and Wellness

2.5 The student will demonstrate ways to communicate consideration and respect for the health of individuals in the community. Key concepts/skills include
   a) the impact of verbal and nonverbal aggressive behaviors;
   b) the effects of personal health decisions on other individuals.

Grade Three

Students in grade three learn about how health habits impact growth and development. ~~throughout life as well as about body systems~~. They learn to compare and contrast healthy and unhealthy practices. Skill building continues as students learn to apply the knowledge of health-risk reduction to the promotion of health. Students access valid information and begin to understand the relationship between personal and community health.

Knowledge and Skills

3.1 The student will explain that health habits impact personal growth and development. Key concepts/skills include
- a) food and beverage choices based on nutritional content;
- b) the benefits of physical activity and personal fitness;
- c) safe and harmful behaviors;
- d) positive interaction with family, peers, and other individuals.

3.2 The student will use decision-making skills to promote health and personal ~~well-being~~ wellness. Key concepts/skills include
- a) goal setting for personal health;
- b) the process of resolving conflicts peacefully;
- c) strategies for solving problems related to health.

3.3 The student will identify the effects of drugs, ~~and inhalant experimentation and~~ alcohol, tobacco ~~use~~ and other harmful substances on personal health. Key concepts/skills include
- a) improper use of medicines;
- b) the use of refusal skills to counter negative influences;
- c) the effects of nicotine, alcohol, and other drugs on body systems;
- d) the use of common household items as inhalants;
- e) the effects of mind-altering drugs on behavior.

Information Access and Use

3.4 The student will demonstrate the ability to use health information to improve personal health. Key concepts/skills include
- a) the use of health services and agencies to gain information;
- b) the ways in which health care has improved as a result of technology;
- c) the use of a variety of print, audiovisual, and electronic media resources.

Community Health and Wellness

3.5 The student will explain that customs and traditions may impact community health decisions. Key concepts/skills include
   a) dietary customs and practices;
   b) recreational activities;
   c) celebrations and traditions.

Grade Four

Students in grade four learn and apply health skills to the following health areas: disease prevention, nutrition, healthy relationships, use of tobacco, and use/abuse of alcohol. Students begin to recognize the existence of myths related to health information, distinguish fact from fiction, and set simple goals for promoting personal health and preventing disease. Students assume personal responsibility for helping promote health at school and in the community.

Knowledge and Skills

4.1 The student will explain how nutrition affects personal health and academic achievement. Key concepts/skills include
- a) the nutrients needed for proper brain functioning;
- b) the ~~components~~ importance of ~~a~~ balance~~d,~~ variety, and moderation in a meal plan;
- c) the effects of malnutrition;
- d) the impact of nutrients on growth and development;
- e) the impact of fats, carbohydrates, and proteins on physical performance.

4.2 The student will develop the skills necessary for coping with difficult relationships. Key concepts/skills include
- a) development of refusal skills;
- b) identification and reporting of bullying and aggressive behaviors;
- c) development of coping skills;
- d) recognition of harmful or abusive relationships;
- e) ~~practicing~~ exhibiting self-control.

4.3 The student will describe and evaluate the effects of alcohol, inhalants, tobacco, and other drug use on the family and community. Key concepts/skills include
- a) the impact on self, family, and community;
- b) the short- and long-term consequences of drug use;
- c) acts of violence and the use of weapons;
- d) laws related to illegal alcohol and tobacco use.

4.4 The student will demonstrate an understanding of health concepts and behaviors that prevent illness and disease ~~of self and others~~. Key concepts/skills include
- a) the body's defenses;
- b) the spread of germs (viruses, bacteria, and fungi);
- c) the difference between communicable and non-communicable diseases;
- d) the importance of early detection of health problems;
- e) the role of regular physical activity, nutrition, and healthy choices.

Information Access and Use

4.5 The student will access and use health resources to improve personal and family health. Key concepts/skills include
   a) the use of health care agencies, printed materials, broadcast media, Internet, and audiovisual materials;
   b) identification of accurate and inaccurate health information.

Community Health and Wellness

4.6 The student will evaluate his/her role in ~~solving~~ identifying solutions to community health problems. Key concepts/skills include
   a) personal responsibility for exhibiting healthy practices within the school and community setting;
   b) the benefits of volunteerism.

4.7 The student will understand the importance of communicating with family about personal and community health issues. Key concepts/skills include
   a) identification of obstacles and solutions to communication;
   b) the importance of seeking assistance from a trusted adult when in unsafe or uncomfortable situations.

Grade Five

Students in grade five distinguish reliable from unreliable health information and resources. Students' practices and behaviors demonstrate health knowledge and skills. ~~They begin to see the interconnection between body systems.~~ Emphasis is placed on demonstrating interpersonal skills; assuming responsibility for personal health habits; and practicing behaviors that promote active, healthy lifestyles. Students critique advertising and various media displays and work with others to improve community health.

Knowledge and Skills

5.1 The student will demonstrate the interpersonal skills necessary to build healthy relationships. Key concepts/skills include
- a) the development of positive social skills;
- b) the use of refusal and conflict resolution skills;
- c) effective verbal and nonverbal communication skills that convey care, consideration, and respect for self and others.

5.2 The student will demonstrate responsibility for developing personal health habits and practicing the behaviors that promote an active, healthy lifestyle. Key concepts/skills include
- a) the relationship between health promotion and disease prevention;
- b) the connection between ~~dietary~~ nutritional guidelines and weight management;
- c) strategies for managing stress;
- d) the importance of exercise and recreation;
- e) the effects of personal health habits on cardiovascular fitness;
- f) the importance of developing and maintaining a positive self-image.

5.3 The student will analyze the risks of dependence and addiction associated with the use of alcohol, tobacco, inhalants, and other drugs on the systems of the body. Key concepts/skills include
- a) the effects on the integrated functioning of the body systems;
- b) the effects on academic performance;
- c) the effects on relationships with family, peers, and other individuals.

Information Access and Use

5.4 The student will critically evaluate how print media, broadcast media, and Internet technology influence perceptions of health information, products, and services. Key concepts/skills include
- a) strategies for validating health information;
- b) tools for the critical evaluation of advertisements and promotions.

Community Health and Wellness

5.5 The student will explain how peers, families, and community groups work together to build a healthy community. Key concepts/skills include
a) collaborative support for environmental issues;
b) the existence of customs and traditions;
c) promotion of the value of community health and wellness;
d) examination of community health issues;
e) development of community health projects;
f) promotion of volunteerism and community service.

Grade Six

Students in grade six develop more sophistication in understanding health issues and practicing health skills. They apply health skills and strategies to improve or maintain personal and family health. Students begin to understand adolescent health issues and concerns and the relationship between choices and consequences. They understand how to be a positive role model and the impact of positive and negative peer pressure. Injury prevention behaviors are demonstrated at school and elsewhere. Students are resourceful and discriminating in accessing and critiquing health information.

Knowledge and Skills

6.1 The student will apply critical thinking skills and personal management strategies to address issues and concerns related to personal health and ~~well-being~~ wellness. Key concepts/skills include
- a) the importance of significant friends or adult mentors;
- b) the relationship between self-image and gang-related behaviors;
- c) the effects of environmental influences on personal health;
- d) refusal strategies related to alcohol, tobacco, and other drugs;
- e) prevention of communicable and non-communicable diseases.

6.2 The student will use knowledge of the body's structure and function to make sound decisions related to personal health. Key concepts/skills include
- a) relationships of the United States Department of Health and Human Services D~~d~~ietary ~~g~~Guidelines for Americans to personal eating habits;
- b) the interconnection of the body systems;
- c) the effects of disease on the functions of the body;
- d) the relationship of drugs, alcohol, tobacco, ~~and~~ inhalants, and other harmful substances to body functioning;
- e) the positive and negative effects of prescription and over-the-counter medications on body functioning.

6.3 The student will describe the connections between mental and physical development as they relate to adolescence. Key concepts/skills include
- a) the effects of stress;
- b) respect for individual differences;
- c) positive and negative responses to criticism;
- d) the effects of peer pressure;
- e) the effects of bullying;
- ~~e)~~ f) issues related to body image and weight management.

6.4 The student will analyze the consequences of personal choices on health and wellness ~~well-being~~. Key concepts/skills include
a) the connection between personal actions, self-image and personal success;
b) the importance of accepting responsibility for personal actions;
c) the use of resistance skills to avoid violence, gangs, weapons, and drugs;
d) identification and avoidance of risk-taking behaviors~~;~~.
~~e) strategies for preventing and responding to injuries~~.

6.5 The student will demonstrate injury prevention and management skills to promote personal and family health. Key concepts/skills include
a) safety habits in vehicles and public areas;
b) first aid and safety practices;
c) strategies to ~~avoid~~ prevent accidents and injuries;
d) the need for and use of protective gear;
e) awareness of behaviors that can result in violent acts.

Information Access and Use

6.6 The student will access and analyze information for the purpose of improving personal and family health. Key concepts/skills include
a) assessment of personal and family wellness;
b) analysis of the reliability of health information;
~~b)~~ c) recognition of the persuasive tactics used by various types of media;
~~c)~~ d) interpretation of the contraindications for prescription drugs and over-the-counter medicines.

Community Health and Wellness

6.7 The student will evaluate the benefits of becoming a positive role model within the family and the community. Key concepts/skills include
a) involvement in community and family projects;
b) development of increased leadership-role participation;
c) development of ~~peer mediation techniques~~ conflict resolution skills;
d) demonstrate respect for the opinions and beliefs of other individuals;
e) respect for rules and regulations.

Grade Seven

Students in grade seven generate and choose positive alternatives to risky behaviors. They use skills to resist peer pressure and manage stress and anxiety. Students are able to relate health choices (e.g., nutritional, physical activity) to alertness, feelings, and performance at school or during physical activity. Students exhibit a healthy lifestyle, interpret health information, and promote good health.

Knowledge and Skills

7.1 The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include
- a) alternatives to gang-related behaviors and acts of violence;
- b) recognition of harmful and risky behaviors;
- c) the benefits of stress management and stress reduction techniques;
- d) the development of strategies for coping with disappointment;
- e) factors that affect school success;
- f) the impact of difficult family situations;
- g) development of healthy interpersonal relationships.

7.2 The student will describe and exhibit the behaviors associated with a physically active and healthy lifestyle. Key concepts/skills include
- a) the effects of ~~dietary habits~~ nutrition on daily performance;
- b) the importance of participating in recreational and leisure activities;
- c) strategies for avoiding drugs, alcohol, tobacco, ~~and~~ inhalants and other harmful substances;
- d) the health benefits of regular physical activity and fitness;
- e) the impact of sleep and rest on physical and mental performance.

Information Access and Use

7.3 The student will investigate and analyze the various factors that guide an individual's decisions about health and ~~well-being~~ wellness. Key concepts/skills include
- a) the types of advertising techniques used to influence adolescents' decisions;
- b) the validity of information from different resources;
- c) family practices and customs.

Community Health and Wellness

7.4 The student will describe how family and community priorities influence an individual's ability to reduce diseases and other health problems. Key concepts/skills include

a) the relationship of social and environmental factors to individual and community health;
b) the financial resources in the community dedicated to ~~benefiting~~ promoting health ~~programs~~;
c) the community's support of health services and partnerships;
d) availability of emergency response systems and services;
~~d)~~ e) the community's support of recreational and leisure activities.

7.5 The student will work cooperatively with others to support and promote healthy schools, families, and communities. Key concepts/skills include

a) implementation of ~~appropriate health~~ safe and healthy practices and behaviors;
b) advocating for and using appropriate methods of expressing opinions on health issues;
c) the benefits of community service.

Grade Eight

Students in grade eight have an understanding of the origins and causes of diseases, including the relationship between family history and certain health risks. They begin to relate short- and long-term consequences of health choices and apply health skills to specific personal, family, and community health concerns. Students can discern relationships among all components of health and wellness and knowledgeably use consumer information.

Knowledge and Skills

8.1 The student will analyze and evaluate the relationship between health-risk behaviors and the onset of health problems that can impact health and ~~well-being~~ wellness during the adolescent years. Key concepts/skills include

a) the pathogenic, genetic, age, cultural, environmental, and behavioral factors that influence the degree of risk for contracting specific diseases;
b) the roles of preventative health measures, immunization, and treatment in disease prevention;
c) the short- and long-term health issues related to alcohol abuse and tobacco use;
d) the impact of failing to recognize issues related to emotional and mental health;
e) the health risks associated with feelings of immortality and invincibility;
f) the consequences of involvement in potentially dangerous situations;
g) the ~~results~~ health risks of a sedentary lifestyle;
h) the risk factors associated with communicable and non-communicable diseases.

8.2 The student will apply health concepts and skills to the management of personal and family health. Key concepts/skills include

a) the risks associated with gang-related activities;
b) the benefits of using resistance, problem-solving, and decision-making skills for ~~resolving~~ addressing health issues;
c) the importance of developing relationships that are positive and promote wellness;
d) the benefits of developing and implementing short- and long-term health and fitness goals that are achievable and purposeful.

8.3 The student will make choices that demonstrate an understanding of the relationship among ~~dietary habits~~ nutrition and emotional and physical health. Key concepts/skills include

a) causes and effects of compulsive behaviors such as eating disorders;
b) the relationship between personal health and cognitive performance.

Information Access and Use

8.4 The student will interpret and evaluate how health information, products, services, and agencies are targeted to impact adolescents. Key concepts/skills include
   a) a personal system for reviewing appropriateness of print, audiovisual, and electronic media images;
   b) the influence of multiple media resources on personal choices;
   c) consumer rights related to health products and services.

Community Health and Wellness

8.5 The student will investigate and evaluate ways in which peers, families, and other community groups can work together to build a safe and healthy community. Key concepts/skills include
   a) methods used to reduce health hazards and risks;
   b) the health risks associated with yielding to negative peer pressure;
   c) ~~the similarities among~~ practices associated with healthy environments;
   d) opportunities for community service.

Grade Nine

Students in grade nine integrate a variety of health concepts, skills, and behaviors to plan for their lifetime personal health goals. These include awareness and consequences of risky behaviors, disease prevention, overall wellness, and identification of community resources. ~~prevention of disease and chemical addiction for the promotion of a healthy lifestyle~~. Students demonstrate ~~confidence~~ competence in their knowledge and skills. They see themselves as having an active role in creating a healthy lifestyle for themselves as individuals, for their families, and for the larger community. ~~Students engage in promoting health in their community~~.

Knowledge and Skills

9.1 The student will apply health knowledge and skills to the development and analysis of personal goals to achieve and maintain long-term health and ~~well-being~~ wellness. Key concepts/skills include

a) the use of current research and scientific study to interpret ~~dietary~~ nutrition principles;
b) a decision-making process for selecting health ~~care~~ and wellness products;
c) ~~application~~ development of personal standards regarding the use of alcohol, tobacco, and other ~~controlled~~ harmful substances;
d) maintenance of health habits that promote personal wellness;
e) implementation of a fitness and lifetime physical activity plan;
f) establishment of personal parameters for appropriate and inappropriate health behaviors;
g) utilization of a personal system for coping with distress and stress;
h) management of deadlines;
i) peaceful resolution of conflicts.

9.2 The student will analyze and evaluate the relationship among healthy behaviors, disease prevention and control, and comprehensive wellness. Key concepts/skills include

a) participation in activities that improve the cardiovascular system;
b) development of a personal plan for remaining free of communicable diseases;
c) recognition of the value of proper nutrition, rest, and regular activity.

9.3 The student will analyze, synthesize, and evaluate the relationship between positive health behaviors, ~~and~~ the prevention and treatment of injury, and premature death. Key concepts/skills include

a) risky behaviors that may result in permanent disability for self or others;
b) the consequences of using weapons in acts of violence;
c) identification of situations involving risks;
d) ~~identification of situations that require~~ use of universal precautions and appropriate application of first aid, ~~or~~ CPR~~;~~, and other emergency procedures;
e) the effects of alcohol and other drug use.

Information Access and Use

9.4 The student will use various sources of information to evaluate global health issues. Key concepts/skills include

a) the connections between personal health goals and state or national health issues (e.g., as found in the *Report of the Surgeon General*);
b) the benefits of information provided by recognized sources such as state and local health departments, the United States Department of Agriculture (USDA), the Food and Drug Administration (FDA), the American Dietetic Association (ADA), the National Institutes of Health (NIH), the World Health Organization (WHO), and the Centers for Disease Control and Prevention (CDC).

Community Health and Wellness

9.5 The student will evaluate the benefits of collaboration in relation to community health and wellness initiatives. Key concepts/skills include

a) the impact of developing positive relationships among health, wellness, and safety professionals for promotion of healthy communities;
b) promotion of community projects;
c) development of school and community health programs for citizens of all ages;
d) the need for community services;
e) the awareness of health-related social issues such as organ donation, homelessness, underage drinking, and substance abuse.

Grade Ten

Students in grade 10 demonstrate comprehensive health and wellness knowledge and skills. Their behaviors reflect a conceptual understanding of the issues associated with maintaining good personal health. They serve the community through the practice of health-enhancing behaviors that promote wellness throughout life.

Knowledge and Skills

10.1 The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and ~~well-being~~ wellness of self and others throughout life. Key concepts/skills include
- a) the impact of healthy and poor ~~dietary~~ nutritional choices;
- b) the effects of an active and sedentary lifestyle;
- c) the effects of tobacco, alcohol, inhalants, and other drug use;
- d) behaviors that result in intentional and unintentional injury.

10.2 The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life. Key concepts/skills include
- a) the ~~power of assertiveness~~ empowerment and effectiveness of being assertive;
- b) the impact of involvement in school and community activities;
- c) the value of exercising self-control;
- d) the merits of goal setting;
- e) the ~~impact~~ influence of emotions and peer approval on personal decision-making;
- f) the effects of an individual's environment;
- g) family health habits and behaviors as they relate to ~~health~~ the promotion of health and wellness;
- h) the importance of support and encouragement from positive role models.

10.3 The student will implement personal injury prevention and self-management strategies that promote personal, family, and community health throughout life. Key concepts/skills include
- a) strategies to reduce and prevent violence;
- b) peaceful resolution of conflicts;
- c) administration of emergency care;
- d) recognition of tendencies toward self-harm;
- e) recognition of life-threatening situations;
- f) crisis-management strategies;
- g) methods of avoiding gang-related activity and the use of weapons to commit violent acts of aggression;
- h) recognition of when to seek support for self and others.

Information Access and Use

10.4 The student will synthesize and evaluate available health information, products, and services for the value and potential impact on his/her ~~well-being~~ health and wellness throughout life. Key concepts/skills include

a) marketing and advertising techniques to promote health and wellness;
b) the use of current technological tools to analyze health products and services;
c) involvement of local, state, and federal agencies in health-related issues;
d) the impact of technology on the health status of individuals, families, communities, and the world;
e) employment opportunities in health-related careers and professions.

Community Health and Wellness

10.5 The student will evaluate how different types of behaviors impact the family and community. Key concepts/skills include

a) the benefits of ~~volunteerism~~ volunteering;
b) the outcome of drinking and driving;
c) the effects of using acts of violence to settle disputes;
d) the need for organized efforts to address community health and wellness issues;
e) the responsibilities of citizens to promote the health and wellness goals of the community;
f) the value of positive role models;
g) the negative influence of teenage drug and alcohol use on younger members of the community.

PROPOSED HEALTH EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

Health Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
K.1	X										
K.1a		X				X			X		
K.1b		X				X			X		
K.1c		X				X			X		
K.1d		X				X			X		
K.2	X										
K.2a		X				X			X		
K.2b		X				X				X	
K.2c	X										
K.3	X										
K.3a	X										
K.3b		X				X				X	
K.3c		X				X			X		
K.4	X										
K.4a	X										
K.4b		X				X			X		
K.5	X										
K.5a	X										
K.5b		X				X			X		
K.6	X										
K.6a	X										
K.6b	X										
K.6c	X										

PROPOSED HEALTH EDUCATION STANDARDS OF LEARNING
REVIEW JUSTIFICATION

Health Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
1.1		X	X	X							Moved to Grade Two
1.1		X			X						Moved from Grade Two
1.1a		X	X	X							Moved to Grade Two
1.1a		X			X						Moved from Grade Two
1.1b		X	X	X							Moved to Grade Two
1.1b		X			X						Moved from Grade Two
1.1c		X	X	X							Moved to Grade Two
1.1c		X			X						Moved from Grade Two
1.1d		X	X	X							Moved to Grade Two
1.1e		X	X	X							Moved to Grade Two
1.2	X										
1.2a	X										
1.2b	X										
1.2c	X										
1.2d	X										
1.2e	X										
1.2f	X										
1.3	X										
l.3a	X										
1.3b	X										
1.3c	X										
1.3d	X										
1.3e	X										
1.3f		X			X		X				
1.3g	X										

PROPOSED HEALTH EDUCATION STANDARDS OF LEARNING
REVIEW JUSTIFICATION

Health Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
1.3h	X										
1.3i	X										
1.4	X										
1.4a	X										
1.4b	X										
1.4c	X										
1.4d	X										
1.5	X										
1.5a	X										
l.5b	X										
1.6	X										
1.6a	X										
1.6b	X										
1.6c	X										
1.6d	X										
1.6e	X										
1.7	X										
1.7a	X										
1.7b		X			X		X				
1.7c	X										
1.7d	X										
1.7e	X										

PROPOSED HEALTH EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

Health Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
2.1		X			X						Moved from Grade One
2.1		X	X	X							Moved to Grade One
2.1a		X	X	X							Moved to Grade One
2.1a		X			X						Moved from Grade One
2.1b		X	X	X							Moved to Grade One
2.1b		X			X						Moved from Grade One
2.1c		X	X	X							Moved to Grade One
2.1c		X			X						Moved from Grade One
2.1d		X			X						Moved from Grade One
2.1e		X			X						Moved from Grade One
2.2		X				X			X		
2.2a		X									Moved from Grade One
2.2b		X									Moved from Grade One
2.2c	X					X			X		Moved from Grade One
2.2d		X									Moved from Grade One
2.2e	X					X			X		Moved from Grade One
2.3		X				X			X		
2.3a	X										
2.3b	X										
2.3c	X										
2.3d	X										
2.3e	X										
2.3f	X										
2.4	X										
2.4a	X										

PROPOSED HEALTH EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

Health Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
2.4b	X										
2.4c	X										
2.5	X										
2.5a	X										
2.5b	X										

PROPOSED HEALTH EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

Health Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
3.1	X										
3.1a		X				X			X		
3.1b	X										
3.1c	X										
3.1d	X										
3.2		X				X			X		
3.2a	X										
3.2b	X										
3.2c	X										
3.3		X				X			X		
3.3a	X										
3.3b	X										
3.3c	X										
3.3d	X										
3.3e	X										
3.4	X										
3.4a	X										
3.4b	X										
3.4c	X										
3.5a	X										
3.5b	X										
3.5c	X										

PROPOSED HEALTH EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

Health Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
4.1	X										
4.1a	X										
4.1b		X				X			X		
4.1c	X										
4.1d		X				X			X		
4.1e	X										
4.2	X										
4.2a	X										
4.2b		X				X			X		
4.2c	X										
4.2d	X										
4.2e		X				X			X		
4.3		X				X				X	
4.3a	X										
4.3b		X				X			X		
4.3c	X										
4.3d	X										
4.4		X				X			X		
4.4a	X										
4.4b	X										
4.4c	X										
4.4d	X										
4.4e		X				X			X		
4.5	X										
4.5a	X										

PROPOSED HEALTH EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

Health Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
4.5b	X										
4.6		X				X			X		
4.6a	X										
4.6b	X										
4.7	X										
4.7a	X										
4.7b		X				X			X		

PROPOSED HEALTH EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

Health Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
5.1	X										
5.1a	X										
5.1b	X										
5.1c		X				X			X		
5.2	X										
5.2a	X										
5.2b		X				X			X		
5.2c	X										
5.2d	X										
5.2e	X										
5.2f	X										
5.3	X										
5.3a	X										
5.3b	X										
5.3c	X										
5.4	X										
5.4a	X										
5.4b	X										
5.5	X										
5.5a	X										
5.5b	X										
5.5c	X										
5.5d	X										
5.5e	X										
5.5f	X										

PROPOSED HEALTH EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

Health Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
6.1	X										
6.1a	X										
6.1b	X										
6.1c	X										
6.1d	X										
6.1e		X								X	
6.2		X				X			X		
6.2a		X				X			X		
6.2b	X										
6.2c	X										
6.2d		X				X			X		
6.2e	X				X		X				
6.3	X										
6.3a	X										
6.3b	X										
6.3c	X										
6.3d	X										
6.3e		X			X		X				
6.3f	X										
6.4		X				X			X		
6.4a		X				X			X		
6.4b	X										
6.4c	X										
6.4d		X				X			X		
6.4e		X		X							

PROPOSED HEALTH EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

Health Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
6.5	X										
6.5a	X										
6.5b	X										
6.5c		X				X			X		
6.5d	X										
6.5e	X										
6.6	X										
6.6a	X										
6.6b		X			X		X				
6.6c	X										
6.6d	X										
6.7	X										
6.7a	X										
6.7b	X										
6.7c		X				X	X				
6.7d	X										
6.7e	X										

PROPOSED HEALTH EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

Health Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
7.1	X										
7.1a	X										
7.1b	X										
7.1c		X				X			X		
7.1d		X				X			X		
7.1e	X										
7.1f	X										
7.1g		X				X			X		
7.2	X										
7.2a		X				X			X		
7.2b	X										
7.2c		X				X			X		
7.2d	X										
7.2e	X										
7.3		X				X			X		
7.3a	X										
7.3b	X										
7.3c	X										
7.4	X										
7.4a	X										
7.4b		X				X			X		
7.4c	X										
7.4d		X			X		X				
7.4e	X										
7.5	X										

PROPOSED HEALTH EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

Health Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
7.5a		X				X			X		
7.5b		X				X			X		
7.5c	X										

PROPOSED HEALTH EDUCATION STANDARDS OF LEARNING
REVIEW JUSTIFICATION

Health Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
8.1		X				X			X		
8.1a	X										
8.1b	X										
8.1c	X										
8.1d	X										
8.1e		X				X	X				
8.1f	X										
8.1g		X				X			X		
8.1h		X				X				X	
8.2	X										
8.2a	X										
8.2b		X				X			X		
8.2c	X										
8.2d	X										
8.3		X				X			X		
8.3a	X										
8.3b	X										
8.4	X										
8.4a	X										
8.4b	X										
8.4c	X										
8.5	X										
8.5a	X										
8.5b		X				X			X		
8.5c		X				X			X		

PROPOSED HEALTH EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

Health Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
8.5d	X										

PROPOSED HEALTH EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

Health Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
9.1		X				X			X		
9.1a		X				X			X		
9.1b		X				X			X		
9.1c		X				X			X		
9.1d	X										
9.1e	X										
9.1f	X										
9.1g	X										
9.1h	X										
9.1i	X										
9.2	X										
9.2a	X										
9.2b	X										
9.2c	X										
9.3		X				X			X		
9.3a	X										
9.3b	X										
9.3c	X										
9.3d		X				X			X		
9.3e	X										
9.4	X										
9.4a	X										
9.4b		X				X			X		
9.5	X										
9.5a		X				X			X		

PROPOSED HEALTH EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

Health Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
9.5b	X										
9.5c	X										
9.5d	X										
9.5e	X										

PROPOSED HEALTH EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

Health Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
10.1		X				XX			X		
10.1a		X				X			X		
10.1b		X				X			X		
10.1c	X										
10.1d	X										
10.2	X										
10.2a		X				X			X		
10.2b	X										
10.2c	X										
10.2d	X										
10.2e		X				X			X		
10.2f	X										
10.2g		X				X			X		
10.2h	X										
10.3	X										
10.3a	X										
10.3b	X										
10.3c	X										
10.3d	X										
10.3e	X										
10.3f	X										
10.3g	X										
10.3h		X			X		X				
10.4		X				X			X		
10.4a		X				X			X		

PROPOSED HEALTH EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

Health Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
10.4b	X										
10.4c	X										
10.4d	X										
10.4e	X										
10.5		X				X			X		
10.5a		X				X			X		
10.5b	X										
10.5c	X										
10.5d		X				X			X		
10.5e		X				X			X		
10.5f	X										
10.5g	X										

Board of Education Agenda Item

Item: N. **Date:** October 18, 2007

Topic: First Review of Proposed Revised *Physical Education Standards of Learning*

Presenter: James C. Firebaugh Jr., Director, Office of Middle and High School Instruction

Telephone Number: (804) 225-2651 **E-Mail Address:** Jim.Firebaugh@doe.virginia.gov

Origin:

____ Topic presented for information only (no board action required)
_X_ Board review required by
  _X_ State or federal law or regulation
  ____ Board of Education regulation
  ____ Other: _____
  ____ Action requested at this meeting _X_ Action requested at future meeting: January 2008

Previous Review/Action:

____ No previous board review/action
_X_ Previous review/action
  Date January 10, 2007
  Action Board of Education approved the timeline to proceed with the review process

Background Information:

Content standards for physical education were first developed in 1983 and revised in 1988 and 2001. The *Standards of Quality* require the Board of Education to review the *Standards of Learning* on a regular schedule. The *Physical Education Standards of Learning* are scheduled for review in 2008. On January 10, 2007, the Board approved a plan to review these standards during the 2007-2008 academic school year. In accordance with the plan, the Department of Education took the following steps to produce a draft of the proposed revised *Physical Education Standards of Learning* for the Board's first review:

- Solicited online comments from stakeholders, including teachers, parents, and administrators;
- Selected a review committee that consisted of recommended individuals solicited from school divisions as well as other stakeholder groups (representatives from professional organizations, universities, etc.) to participate in the process;
- Met with the review committee on June 21 and 22, 2007;
- Contacted selected committee members in September 2007, to review the draft document; and
- Developed a draft of the proposed revised *Physical Education Standards of Learning*.

Summary of Major Elements:

The attached draft of the proposed revised *Physical Education Standards of Learning* (Attachment A) consists of the following elements:

Introduction

The *Physical Education Standards of Learning* identify concepts, processes, and skills for physical education in kindergarten through grade 12 for Virginia's public schools. This framework provides

school divisions and teachers with a guide for creating aligned curricula and learning experiences in physical education. The intent of physical education is to help students learn the skills necessary for performing a variety of physical activities and understand the benefits of achieving and maintaining a physically active lifestyle.

- **Goals**
  The purpose of physical education is to help students acquire the knowledge, processes, skills and confidence needed to engage in meaningful physical activity both in the present and for a lifetime. The process of participating regularly in a physically active lifestyle will lead to personal enjoyment, challenge, satisfaction, and a health-enhancing level of personal fitness.

- **Strands/Reporting Categories**
  As a result of physical education instruction, the student will be able to do the following:
  1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (Skilled Movement)
  2. Apply movement principles and concepts to learning and developing motor skills and specialized movement forms. (Movement Principles and Concepts)
  3. Achieve and maintain a health-enhancing level of personal fitness. (Personal Fitness)
  4. Demonstrate responsible personal and social behaviors in physical activity settings. (Responsible Behaviors)
  5. Demonstrate a physically active lifestyle, including activity within and outside of the physical education setting. (Physically Active Lifestyle)

Standards
The *Physical Education Standards of Learning* for Virginia public schools describe the Commonwealth's expectations for student learning and achievement in grades K-12.

Summary of the Proposed Reviewed *Physical Education Standards of Learning*
The major elements of the proposed revised *Health Education Standards of Learning* (Attachment A) include:

- Edits to enhance clarity, specificity, rigor, alignment of skills and content, and a reflection of the current research and practice; and
- Emphasis is on achieving competency in motor skills, an understanding of biomechanical principles, and a level of fitness that will enhance workplace skills and quality of life.

A review justification matrix (Attachment B) indicates reasons for the proposed changes and additions to the proposed standards.

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Board of Education accept for first review the proposed revised *Physical Education 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 responsibilities related to this activity, other services may be impacted.

Timetable for Further Review/Action:
The *Standards of Learning* review work plan calls for public hearings, final review, and adoption of the *Standards of Learning* by the Board of Education in January 2008.

Proposed Revised Physical Education Standards of Learning for Virginia Public Schools

First Review
October 18, 2007

Commonwealth of Virginia
Department of Education
Richmond, Virginia

Proposed Revised Standards of Learning for Physical Education for Virginia Public Schools

Introduction

The Physical Education Standards of Learning identify concepts, processes, and skills for physical education in kindergarten through grade ~~10~~ 12 for Virginia's public schools. This framework provides school divisions and teachers with a guide for creating aligned curricula and learning experiences in physical education. The intent of physical education is to help students learn the skills necessary for performing a variety of physical activities and understand the benefits of achieving and maintaining a physically active lifestyle.

The five strands for physical education are Skilled Movement, Movement Principles and Concepts, Personal Fitness, Responsible Behaviors, and Physically Active Lifestyle. Standards of Learning in each strand are sequenced and progress in complexity from grade level to grade level. The standards in this document are intended to provide the knowledge, processes, and skills needed for students to become physically educated, physically fit, and responsible in their physical activity choices and behaviors for a lifetime.

Each school division's school board is responsible for incorporating the Virginia Standards of Learning into its curriculum. The Board of Education recognizes that school divisions will adopt an instructional sequence and program that best serves their own students.

Goals and Descriptions

The purpose of physical education is to help students acquire the knowledge, processes, ~~and~~ skills and confidence needed to engage in meaningful physical activity both in the present and for a lifetime. The process of participating regularly in a physically active lifestyle will lead to personal enjoyment, challenge, satisfaction, and a health-enhancing level of personal fitness. As a result of physical education instruction, the student will be able to ~~do the following~~:

1. *Demonstrate ~~proficiency in all fundamental movement skills and patterns and competence in several specialized movement forms~~. competence in motor skills and movement patterns needed to perform a variety of physical activities*. (**Skilled Movement**)

   This goal focuses student learning on the development and demonstration of competence in motor skills and a variety of movement forms increasing the likelihood of participation in physical activities. Movement competence is defined as the development of sufficient skill and ability to assure successful performance in a variety of physical activities. In the elementary years, students develop maturity and adaptability in the use of fundamental motor skills and patterns that are then further refined and combined during the middle school years. As motor patterns become more

refined and proficient throughout the middle years, they can be transitioned into specialized skills and patterns and used in more complex learning settings. High school students will demonstrate a level of competence in several physical activities that they are likely to continue beyond graduation.

2. Apply movement principles and concepts to learning and developing motor skills and specialized movement forms. (**Movement Principles and Concepts**)

This goal focuses student learning on understanding and using movement concepts and principles to improve motor skills. While the skilled-movement goal involves learning how to perform physical activities skillfully, this goal directs students toward learning about movement. Concepts and principles from various fields of study support skillful movement performance. These fields of study include motor control, exercise physiology, biomechanics/kinesiology, sport psychology, and sport sociology. Elementary students establish a movement vocabulary and use simple concepts as they develop their movements. Middle grade students learn and apply more complex concepts of movement. High school students develop a working knowledge of a variety of concepts and principles, enabling them to independently apply concepts in order to acquire new skills or enhance existing skills.

3. Achieve and maintain a health-enhancing level of personal fitness. (**Personal Fitness**)

This goal focuses student learning on the achievement of a health-enhancing level of physical fitness. Elementary students become aware of health-related fitness components (~~cardiorespiratory endurance~~, aerobic capacity, muscular strength and endurance, ~~muscular strength,~~ flexibility, and body composition) while engaging in a variety of physical activities. Middle school students continue to learn more about the components of fitness, how they are developed and improved, how they interrelate, and how they contribute to overall fitness. High school students plan, implement, evaluate, and modify a personal, goal-driven fitness plan that enables them to achieve and maintain a level of fitness that allows them to meet their personal goals for various work-related, sport, and leisure activities.

4. Demonstrate responsible personal and social behaviors in physical activity settings. (**Responsible Behaviors**)

This goal directs students toward responsible behaviors that lead to personal and group success in physical activity settings. These behaviors include practicing safety, understanding and accepting different characteristics in others, adherence to rules and procedures, etiquette, cooperation, ethical actions, and positive social interaction. Elementary students recognize and use rules and procedures, focus on safety, realize similarities and dissimilarities, and cooperate with others. Middle school students participate cooperatively with others and understand reasons for rules and procedures. High school students initiate and exhibit responsible behaviors and positively impact the behavior of others in physical activity settings.

5. *Demonstrate a physically active lifestyle, including activity within and outside of the physical education setting.* (**Physically Active Lifestyle**)

   The intent of this goal is for students to exhibit a physically active lifestyle, both in and outside of school. This goal connects what is taught in school with students' choices for physical activity outside of school. Elementary, middle, and high school students will identify and pursue various out-of-school opportunities at home, in their neighborhoods, and in their communities. Students will recognize physical inactivity as a primary risk factor for many chronic health conditions, and identify the many physical, social, and mental benefits associated with a physically active lifestyle that will enhance workplace skills and quality of life.

The combination of these five goals lead students toward being able to engage skillfully, knowledgeably, responsibly, and vigorously in an active, healthy lifestyle.

Kindergarten

Developing fundamental movement patterns is the primary focus of the kindergarten physical education curriculum. Children will be at various levels of maturity across all skills and should demonstrate continuous improvement in movement under very simple conditions. While developing fundamental skill patterns, the students will begin to learn key movement concepts that help them perform in a variety of educational games, educational dances, and educational gymnastics. They will learn how their bodies react to vigorous physical activity. Students will learn to use safe practices, cooperate with and respect others, and follow classroom rules. Experiences in physical education will help them develop a positive attitude for leading a healthy, active lifestyle.

Skilled Movement

K.1 The student will demonstrate progress toward the mature form of selected ~~a minimum of two critical elements (isolated, small parts of the whole skill or movement) for~~ locomotor, non-~~manipulative~~ locomotor, and manipulative skills.

a) Demonstrate ~~a minimum of two critical elements used in~~ the locomotor skills of walking, running, hopping, galloping, jumping and landing. ~~sliding, and skipping~~.

b) Demonstrate ~~a minimum of two critical elements used in~~ the non-~~manipulative~~ locomotor movements of bending, pushing, pulling, stretching, turning, twisting, swinging, swaying, rocking, balancing, and rolling.

c) Demonstrate a minimum of two critical elements (isolated, small parts of the whole skill or movement) used in stationary manipulative skills (e.g., toss and throw to targets, bounce and catch, toss and catch, kick to target, strike with paddle, dribble, underhand roll, trap, volley with hand).

d) Demonstrate a minimum of two critical elements used in manipulative skills while moving.

e) Demonstrate moving to a ~~rhythm~~ beat, using basic locomotor and non-locomotor rhythmic patterns.

Movement Principles and Concepts

K.2 The student will demonstrate use of the movement concepts of ~~*directions, levels, pathways*~~ directions, levels, pathways, and ~~*effort*~~ effort *(*force and speed*)* while performing locomotor skills.

Personal Fitness

K.3 The student will participate for short periods of time in moderate-to-vigorous physical activities that cause an increase~~d~~ in heart rate, breathing rate, and ~~perspiration~~ body temperature.

Responsible Behaviors

K.4 The student will use appropriate behaviors and safe practices in physical activity settings.

a) Demonstrate good listening skills when learning procedures and receiving instruction.

b) Demonstrate ability to share, and be cooperative and safe with others.

Physically Active Lifestyle

K.5 The student will participate in regular physical activity.

K.6 The student will explain why physical activity is good for health.

Grade One

Students in grade one continue to develop understanding of key concepts and principles and to link these concepts and principles to their movement. Students will relate participation in vigorous physical activity to changes in the body, to enjoyment, and to improving their health and well-being. They will further their understanding of the importance of physical activity in their lives. As students increase their understanding of movement, they gain a deeper understanding of how and why the body moves. Students continue to develop socially as they work safely alone and in a group. The natural enjoyment of physical activity should be reinforced and complemented by a variety of educational game, dance, and gymnastic activities in which students learn and are successful.

Skilled Movement

1.1 The student will demonstrate the correct critical elements (isolated, small parts of the whole skill or movement) of locomotor, non-~~manipulative~~ locomotor, and manipulative skills.

a) Demonstrate critical elements used in ~~all of~~ the walk, run, hop, jump and land, and gallop locomotor skills.
b) Demonstrate critical elements used in non-locomotor skills (e.g., bending, pushing, pulling, stretching, turning, twisting, swinging, swaying, rocking, balancing, and rolling.)
c) Demonstrate a minimum of two critical elements used in manipulative skills performed alone (e.g., toss and catch, dribble with hand in general space, dribble with foot, kick and strike with hand or equipment, throw underhand ~~and overhand~~, and volley).
d) Demonstrate at least two critical elements for the catch, underhand throw, strike, and kick manipulative skills while moving.
e) Demonstrate simple educational gymnastic sequences that contain a variety of balance, roll, transfer of weight, and flight.
f) Demonstrate moving to a rhythm by keeping time to a simple beat, using a variety of locomotor and non-locomotor skills.

Movement Principles and Concepts

1.2 The student will demonstrate improvement in locomotor, non-~~manipulative~~ locomotor, and manipulative skills while applying the movement concepts.

a) Demonstrate pathways, levels, tempo (speed), force, directions, and relationships when performing locomotor skills.
b) Demonstrate tempo (speed), levels and flow when performing non-locomotor skills.
c) Demonstrate force, levels and direction when performing manipulative skills.

Personal Fitness

1.3 The student will participate ~~frequently and for short periods of time in sustained~~, regularly in moderate-to-vigorous physical activities that cause increased heart and ~~respiration~~ breathing rates.

1.4 The student will identify changes in the body that occur during moderate-to-vigorous physical activity.

Responsible Behaviors

1.5 The student will ~~apply, with little or no reinforcement~~, demonstrate safe and cooperative behaviors in physical activity settings with little to no adult intervention.

a) Work ~~independently~~ cooperatively with peers for short periods of time.

b) ~~Try new activities and skills~~. Incorporate safety rules learned in physical education on the playground.

Physically Active Lifestyle

1.6 The student will participate regularly in physical activities that require physical exertion and skill.

Grade Two

Students in second grade begin their progression toward locomotor skill patterns. They vary movement patterns and begin to combine skills in educational game, educational dance, and educational gymnastic activities. Progress is apparent in skill development and in understanding key elements of fundamental movement skills, including understanding movement concepts, health-related fitness concepts, and the benefits of physical activity. Students work cooperatively and responsibly in groups and are capable of resolving conflicts. They participate in physical activity within and outside of the school environment.

Skilled Movement

2.1 The student will continue to demonstrate correct critical elements (isolated, small parts of the whole skill or movement) of locomotor, non-~~manipulative~~ locomotor, and manipulative skills.

a) Demonstrate individually and with a partner the manipulative skills of throwing, catching, kicking, striking, volleying, and dribbling.
b) Demonstrate educational gymnastic sequences, including balance, roll, transfer of weight, and flight.
c) Demonstrate moving to a rhythm by combining locomotor and non-locomotor skills to perform basic educational folk and creative dance sequences.

Movement Principles and Concepts

2.2 The student will apply the basic movement concepts to change performance of locomotor, non-~~manipulative~~ locomotor, and manipulative skills.

d) Use the concept of relationships (e.g., ~~*over, under, around, in front of, behind*~~ over, under, around, in front of, behind, and through) in dynamic movement situations.
e) Use ~~feedback to improve movement skill performance~~ the concepts of spatial awareness (e.g., location, direction, levels), and effort (time, force, flow) in static movement situations.

Personal Fitness

2.3 The student will identify and participate in physical activities that promote ~~cardiorespiratory~~, aerobic capacity, muscular strength, endurance and flexibility. ~~benefits.~~

a) Identify that physical fitness is the ability to work and play with energy to spare.
b) Name and locate large muscle groups.
c) Demonstrate activities that utilize specific muscle groups.

Responsible Behaviors

2.4 The student will exhibit, in physical activity settings, cooperative, respectful, and safe behaviors.

Physically Active Lifestyle

2.5 The student will identify opportunities outside of school to participate in regular physical activities

Grade Three

Skill development remains a central focus for students in grade three. Students refine, vary, and combine skills in complex situations and demonstrate more proficient movement patterns in educational game, dance, and gymnastic activities. Students identify critical elements (isolated, small parts of the whole skill or movement) and apply them in their movement. They develop fitness knowledge and can relate regular physical activity to health benefits. They know safe practices, rules, and procedures and apply them with little or no reinforcement. Students work cooperatively with peers and understand that there are many differences in movement skill and ability levels among members of their class.

Skilled Movement

3.1 The student will apply locomotor, non-manipulative, and manipulative skills in increasingly complex movement activities.

a) Demonstrate most of the critical elements (isolated, small parts of the whole skill or movement) for manipulative skills (e.g., throw and catch a variety of objects, kick to stationary and moving partners/objects, dribble with dominant hand/foot, pass a ball to a moving partner).
b) Use manipulative skills in movement combinations (e.g., perform manipulative tasks while dodging and moving in different pathways; catch a rolled ball while moving, and throw it back to a partner; develop and refine educational gymnastic sequences).
c) Demonstrate moving to a rhythm (e.g., performing simple dances in various formations, developing and refining a creative educational dance sequence that repeats).
d) Perform educational gymnastic sequences with ~~at least four non-manipulative movements~~. <u>balance, transfer of weight, travel, and change of direction</u>.

Movement Principles and Concepts

3.2 The student will apply movement principles in increasingly complex movement activities.

a) Apply the principles of relationships while moving in space and using non-~~manipulative~~ <u>locomotor</u> and manipulative skills.
b) Apply the principles of relationships when working with a partner while moving (e.g., passing a ball in front of a moving partner).

Personal Fitness

3.3 The student will engage in a variety of moderate and vigorous physical activities and describe how and why the body responds to the activities (e.g., physiological changes such as sweating, increased heart rate, increased respiration).

Responsible Behaviors

3.4 The student will demonstrate an understanding of the purpose for rules, procedures, etiquette, and respectful behaviors while in various physical activity settings.

a) Demonstrate independence and good use of time while practicing physical activity.
b) Provide input into establishing rules and guidelines for behavior in physical activity settings.
c) Work cooperatively with peers.

Physically Active Lifestyle

3.5 The student will identify and participate in regular physical activities to improve skills and personal health.

a) Select and participate in physical activities during unscheduled times at home, at school, or in the community.
b) Identify one physical activity that he/she participates in regularly for fitness, enjoyment, and/or social interaction.

Grade Four

In grade four, students make continuous progress across all fundamental motor patterns. Proficient movement patterns are possible as students combine locomotor and manipulative skills in increasingly complex situations. Students create sequences in educational dances and gymnastics. They apply movement concepts and principles in individual movement performances, and tactical strategies in simple partner activities. Fitness assessment is appropriate at this grade level, and students make interpretations of results and set personal goals based on the results of their assessments. Students exhibit responsible behaviors and appropriate etiquette, and they apply proper rules and procedures.

Skilled Movement

4.1 The student will refine movement skills and demonstrate the ability to combine them in increasingly complex movement activities.

a) Demonstrate proficiency in specialized locomotor, non-locomotor, and manipulative skill combinations in game and modified sports activities (e.g., throw to a partner while he/she runs to catch, dribble and pass soccer ball/basketball to a moving receiver, catch thrown objects, continuously strike a ball against a backboard or wall with an implement).
b) Demonstrate moving to a rhythm (e.g., perform a variety of educational dances with different international and regional American formations; create educational dances, combining shapes, levels, pathways, and locomotor patterns, ~~and having~~ with apparent beginning, middle, and end).
c) Perform smooth sequences that combine four or more of the following movements: traveling, balancing, rolling, and other types of weight transfer.

Movement Principles and Concepts

4.2 The student will understand and apply movement concepts and principles in complex motor skills.

a) Recall and demonstrate movement principles and concepts for selected motor patterns and combination skills (e.g., trajectory, force, speed).
b) Apply movement principles and concepts to basic game strategies.
c) Use movement principles to improve personal performance and provide feedback to others.

Personal Fitness

4.3 The student will correlate regular participation in physical activity with various components of fitness and improvement in fitness and skill development.

a) Identify the components of health-related fitness (e.g., ~~cardiorespiratory endurance~~, aerobic capacity, muscular strength and endurance, flexibility, body composition).
b) Apply data from a standardized health-related fitness assessment to determine personal fitness goals.
c) Apply the FITT (Frequency, Intensity, Time, Type) principle of training to implement personal fitness goals.

Responsible Behaviors

4.4 The student will demonstrate positive interactions with others in cooperative and competitive physical activities.

a) Work productively and respectfully with others in achieving a common group goal.
b) Work toward positive solutions in resolving disagreements.
c) Demonstrate appropriate etiquette and application of rules and procedures.
d) Identify the contributions various cultures have made to sport, dance, and recreational pursuits.

Physically Active Lifestyle

4.5 The student will identify opportunities to participate in regular physical activity at home, at school, and in the community.

Grade Five

Students in fifth grade apply movement principles and concepts to enhance their movement performance, personal fitness, and game strategy and tactics. They develop proficiency in games, dance, and educational gymnastics. Students demonstrate specialized skills alone, with a partner, or in a small group. They access and use resources to improve personal fitness as they exhibit a physically active lifestyle. Students continue to develop responsible personal and social behaviors as they work with others in safe and respectful ways.

Skilled Movement

5.1 The student will demonstrate proficiency in movement skills and skill combinations in complex movement activities.

a) Perform ~~complex~~ educational gymnastic sequences, including travel, roll, balance, and weight transfer, with smooth transitions and changes of direction, speed, and flow.
b) Perform different types of rhythm/dance sequences.
c) Perform American and international dances.

Movement Principles and Concepts

5.2 The student will understand and apply movement principles and concepts in complex movement activities.

~~a) Apply movement concepts of body, space, effort, and relationship to movement.~~
~~b)~~ a) Apply principles of accuracy, force, and follow-through when projecting objects.
~~c)~~ b) Identify and demonstrate basic small-group offensive and defensive tactics and strategies (e.g., body fakes, use of speed, change of direction, keeping body low while moving/guarding).
~~d)~~ c)Identify and apply principles of practice to enhance performance (e.g., form, consistency, repetition).
~~e)~~ d)Use feedback, including available technology, to improve performance.

Personal Fitness

5.3 The student will describe short- and long-term benefits of engaging in regular physical activity.

5.4 The student will use personal fitness assessment data to enhance understanding of physical fitness.

a) Identify sources for data collection (e.g., print materials, community resources, heart rate monitors, Internet, pedometers, skinfold calipers).
b) Analyze fitness data to describe and improve personal fitness levels (e.g., apply data to own plan for improvement in at least two components of health-related fitness).

Responsible Behaviors

5.5 The student will participate in establishing and maintaining a safe environment for learning physical activities.

a) Work independently and with others to improve learning during physical activity.
b) Display appropriate cooperative and competitive behaviors.

Physically Active Lifestyle

5.6 The student will identify and participate regularly in physical activities based on personal abilities and interests (e.g., for improvement through practice, for enjoyment, for social interaction, for personal challenge).

Grade Six

Students in grade six combine fundamental skills into more complex movement forms in modified game, dance, and recreational activities. Cooperative and competitive small-group games are appropriate, emphasis being on developing skills and tactical understanding. Students use feedback to initiate and maintain practice to improve skill performance. Students assess their health-related fitness status and set reasonable and appropriate goals for development, maintenance, and improvement. Social interaction becomes more complex as peer pressure becomes increasingly pronounced, impacting individual performance. Students solve problems and make responsible decisions as they work together. They exhibit a physically active lifestyle at school and outside the school environment.

Skilled Movement

6.1 The student will demonstrate competence in locomotor, non-~~manipulative~~ locomotor skill combinations and sequences in dynamic game, rhythmic, and fitness activity applications.

a) Combine locomotor and manipulative skills into specialized sequences, and apply sequences to partner and small-group game-play.
b) Demonstrate ~~putting~~ incorporating movement sequences to a rhythm.
c) Demonstrate skill in a variety of individual and team activities representative of different countries.

Movement Principles and Concepts

6.2 The student will apply movement principles and concepts to movement-skill performance.

a) Refine and adapt individual and group activity skills by applying concepts of *relationship*, *effort*, *spatial awareness*, *speed*, and *pathways*.
b) Use feedback, including available technology, to improve skill performance.
c) Initiate skill practice to improve movement performance, and apply principles of learning (e.g., whole/part/whole, many short practices vs. one long practice, practice in game-like situations).
d) Understand and apply basic offensive and defensive tactics in noncomplex, modified activities (e.g., partner or small-group cooperative or competitive activities).

Personal Fitness

6.3 The student will use personal fitness data to improve physical fitness.

a) Use measurement and assessment data (e.g., ~~standardized assessments~~ criterion-referenced health-related fitness standards, Internet, software data management systems, heart rate monitors, pedometers, skinfold calipers) to develop goals for improvement in at least two fitness components.
b) Describe and apply basic principles of training (e.g., FITT [Frequency, Intensity, Time, Type], overload, progression) and their relationship to implementing safe and progressive personal fitness programs.

Responsible Behaviors

6.4 The student will work independently and with others in physical activity settings.

a) Acknowledge and understand the positive and negative influence of peer pressure on decisions and actions in physical activity settings.
b) Solve problems, accept challenges, resolve conflicts, and accept decisions with reason and skill.
c) Follow rules and safety procedures.
d) Use practice time to improve performance.

Physically Active Lifestyle

6.5 The student will identify and seek opportunities in the school, at home, and in the community for regular participation in physical activity.

Grade Seven

In grade seven, students continue to develop competence in modified versions of game/sport, dance, and recreational activities. They vary movement during dynamic and changing game situations. Recreational pursuits become an additional curriculum option, broadening lifetime physical activity options. The ability to analyze skill performance through observing and understanding critical elements (isolated, small parts of the whole skill or movement) is increasingly apparent, as is the application of basic scientific principles of movement and personal fitness. Students relate the importance of physical activity to health, focusing particularly on obesity and stress. They create plans for improving personal fitness. Students continue to develop responsible personal and social behaviors by demonstrating decision-making skills, conflict-resolution skills, appropriate etiquette, and respect for others. Students achieve and maintain personal fitness standards and set reasonable and appropriate goals for improvement or maintenance of health-related fitness.

Skilled Movement

7.1 The student will demonstrate competence in modified versions of various game/sport, rhythmic, and recreational activities.

a) Use skill combinations competently in modified versions of team (e.g., soccer, team handball, volleyball) and individual/dual (e.g., tennis, racquetball, golf) activities.
b) Display appropriate use of speed, force, and form in a variety of movement activities (e.g., run, sprint, kick, jump, throw).
c) Demonstrate basic abilities and safety precautions in recreational pursuits (e.g., in-line skating, orienteering, hiking, cycling, ropes courses, backpacking, canoeing, rock climbing).
d) Demonstrate moving to a rhythm in selected folk, country, square, contemporary, and line dances.

Movement Principles and Concepts

7.2 The student will understand and apply movement principles and concepts.

a) Demonstrate proper use of movement concepts in dynamic game situations (e.g., relationship between opponents, appropriate offensive position with the goal or ball).
b) Apply biomechanical principles (e.g., center of gravity, base of support, trajectory) to understand and perform skillful movements.
c) Use basic offensive and defensive tactics and strategies while playing a modified version of a game/sport.
d) Analyze skill patterns of self and partner, detecting and correcting mechanical errors.
e) Identify similarities in movements across different physical activities (e.g., overhand throw: tennis serve, overhand volleyball serve, and overhead clear in badminton).

Personal Fitness

7.3 The student will apply concepts and principles of training to improve physical fitness.

a) Identify safe practices for improving physical fitness.
b) Develop a comprehensive personal fitness plan, including goals, strategies, and timeline, for improving at least three self-selected components of health-related fitness.
c) Use a variety of resources, including available technology, to monitor fitness improvement.
d) Analyze the relationship between physical activity, calorie intake, and body composition.
e) Demonstrate correct form when performing physical fitness activities.

Responsible Behaviors

7.4 The student will work independently and with others in cooperative and competitive physical activity settings.

a) Apply safety procedures, rules, and appropriate etiquette in physical activity settings.
b) Solve problems, accept appropriate challenges, and resolve conflicts in a responsible manner.
c) Demonstrate supportive behaviors that promote the inclusion and safety of others when participating in physical activity.

Physically Active Lifestyle

7.5 The student will select and participate in physical activity to produce health-related benefits.

a) Select and set goals, and participate in and outside of school in activities that help improve flexibility, muscle strength and endurance, cardiovascular endurance, and body composition.
b) Analyze the relationship between physical activity and stress management, and investigate ways to use physical activity to lessen the impact of stress.

Grade Eight

Students in grade eight demonstrate competence in skillful movement in modified, dynamic game situations and in a variety of dance and recreational activities. They transition from modified versions of movement forms to more complex applications across all types of activities — game/sport, dance, and recreational pursuits. Students demonstrate the ability to assume responsibility for guiding their own learning as they apply their knowledge and abilities to create a practice plan to improve performance in a selected game/sport, dance, or recreational pursuit. They demonstrate mature responsibility as they show respect for others, make reasoned and appropriate choices, resist negative peer pressure, and exhibit fair play. Students are able to set goals, track progress, and participate in physical activities to improve health-related fitness. They have a repertoire of abilities across a variety of game/sport, dance, and recreational pursuits and begin to develop competence in specialized versions of lifetime game/sport activities.

Skilled Movement

8.1 The student will demonstrate competence in one or more modified versions of various game/sport, rhythmic, and recreational activities.

8.2 The student will perform skills in several game/sport, dance, and recreational activities.

a) Use skill combinations competently in specialized versions of individual, dual, and team activities.
b) Demonstrate skill in recreational pursuits (e.g., in-line skating, orienteering, hiking, cycling, ropes courses, backpacking, canoeing, fishing, archery).
c) Demonstrate moving to a rhythm (e.g., devise and perform dance sequences, using set patterns and changes in speed, direction, and flow).

Movement Principles and Concepts

8.3 The student will apply movement principles and concepts to specific sport, dance, and recreational skill performance.

a) Adapt skill movements by modifying use of body, space, effort, and relationships to meet complex skill demands.
b) Apply biomechanical principles (e.g., spin, rebound, effects of levers) to understand and perform skillful movements.
c) Understand and use basic offensive and defensive tactics and strategies while playing specialized games/sports.
d) Analyze skill patterns of self and partner.
e) Analyze the skill demands in one physical activity, and apply principles of motor learning (e.g., feedback and knowledge of results, whole/part/whole, transfer of learning) to improve performance.

Personal Fitness

8.4 The student will apply self-assessment skills to improve or maintain personal fitness.

a) Self-assess level of physical activity and personal fitness on all components of health-related fitness, and develop a plan, including goals, strategies, and timeline, for maintenance or improvement.
b) Investigate and self-assess the relationship among body composition, nutrition, family history, and levels of physical activity, and develop a plan for maintenance or improvement.
c) Use a variety of resources, including available technology, to assess, monitor, and improve personal fitness.
d) Demonstrate the ability to calculate resting and target heart rate.
e) Monitor heart rate before, during, and after vigorous physical activity.

Responsible Behaviors

8.5 The student will work independently and with others in cooperative and competitive physical activity settings.

a) Exhibit fair play, and act responsibly in physical activity settings.
b) Identify positive and negative effects of peer influence.
c) Exhibit respect for the unique characteristics, diverse backgrounds, and abilities of peers.

Physically Active Lifestyle

8.6 The student will demonstrate a physically active lifestyle, including activity within and outside of the physical education setting.

a) Participate regularly in health-enhancing and personally rewarding physical activity during unscheduled times.
b) Analyze and evaluate personal behaviors that support or do not support a healthy lifestyle.

Grade Nine

In grade nine, students complete the transition from modified versions of movement forms to more complex applications across all types of physical activities — games, sports, dances, and recreational pursuits. They demonstrate the ability to use basic skills, strategies, and tactics. Students demonstrate more specialized knowledge in identifying and applying key movement concepts and principles. They assess and develop a personal physical activity program aimed at improving their skill performance. They apply their understanding of personal fitness to lifelong participation in physical activity. Students demonstrate independence of others in making choices, respect all others, avoid conflict but are able to resolve it appropriately, and use elements of fair play and ethical behavior in physical activity settings. Students demonstrate the ability to plan for and improve components of fitness and achieve and maintain a health-enhancing level of personal fitness.

Skilled Movement

9.1 The student will perform all basic movement skills and demonstrate competence in at least two self-selected, lifetime, skill-related physical activities from individual, dual, or team game/sport, dance, and recreational pursuit categories.

a) Apply competencies in all locomotor, non-locomotor, and manipulative skills to appropriate game/sport, dance, and recreational activity applications.
b) Design, implement, evaluate, and modify a plan for at least two self-selected, lifetime, skill-related physical activities. Key concepts include analysis of performance, application of principles of movement and training, and focus on goal setting and improvement of personal skills.

Movement Principles and Concepts

9.2 The student will apply movement principles and concepts to specific sport, dance, and recreational skill performance.

a) Explain and apply selected scientific principles (e.g., physiological [warm-up, cool down, overload, specificity, and progression], biomechanical [levers, types of muscle contractions, and force]) that aid in the improvement of movement skills.
b) Use movement principles and concepts to improve the movement performance of self and others.

Personal Fitness

9.3 The student will demonstrate achievement and maintenance of a health-enhancing level of personal fitness by designing, implementing, self-assessing, and modifying a personal fitness program.

a) Demonstrate program-planning skills by setting goals, devising strategies, and making timelines for a personal physical activity plan.
b) Apply the FITT (Frequency, Intensity, Time, Type) principle and other principles of training such as overload, specificity, and progression, in accordance with personal goals.
c) Include scientific principles and concepts (e.g., methods of stretching, types of muscular contractions) as strategies for improvement of personal fitness.
d) Use a variety of resources, including available technology, to assess, design, and evaluate a personal fitness plan.
e) Identify consumer issues related to selection, purchase, care, and maintenance of personal fitness equipment.

Responsible Behaviors

9.4 The student will demonstrate appropriate behaviors in all physical activity settings.

a) Act independently, and resist negative peer influences in physical activity settings.
b) Exhibit respect for the unique characteristics and abilities of peers.
c) Act responsibly to avoid conflict.

Physically Active Lifestyle

9.5 The student will participate in school and community ~~health-enhancing~~ physical activities that are challenging, health enhancing, and provide opportunities for ~~challenge and~~ social interaction.

a) Maintain a record of daily participation in physical activities.
b) Develop and evaluate progress toward personal physical-activity goals within and outside of physical education class.
c) Analyze long-term physiological and psychological benefits that may result from regular participation in physical activity.

Grade Ten

Students in grade ten are proficient in all fundamental movement skills and skill combinations and are competent in self-selected physical activities that they are likely to participate in throughout life. They understand and apply key movement and fitness principles and concepts for all activities in which they demonstrate competence. Students are good leaders and good followers, respect others, and anticipate and avoid unsafe physical activity situations. They develop the ability to understand and anticipate how physical activity interests and abilities change across a lifetime. Students demonstrate competency in at least three lifetime physical activities and plan, implement, self-assess, and modify a personal fitness plan. Students are prepared to lead a physically active lifestyle.

Skilled Movement

10.1 The student will demonstrate proficiency in all basic movement skills and patterns and competency in at least three self-selected, lifetime, skill-related physical activities.

a) Apply competencies in all movement skills to appropriate game/sport, dance, and recreational activities.

b) Design, implement, evaluate, and modify a plan for three or more lifetime, skill-related physical activities. Key concepts include analysis of performance, application of principles of movement and principles of training, focus on goal setting, self-improvement of skills, and planning for ~~the~~ future physical activity beyond school years.

Movement Principles and Concepts

10.2 The student will apply movement principles and concepts to skill performance.

a) Explain and apply selected scientific principles (e.g., physiological, biomechanical) that aid in the improvement of skills and performance in specialized movement forms.

b) Integrate movement principles and concepts to analyze and improve the performance of self and others in specialized movement forms.

Personal Fitness

10.3 The student will demonstrate the ability to independently apply basic principles of training and scientific concepts and principles to increase physical activity and improve personal fitness.

a) ~~Select and apply,~~ In a chosen game/sport, dance, recreational pursuit, or fitness activity, select and apply appropriate principles of training (mode, intensity, duration, frequency, progression) to increase regular physical activity and/or improve performance.

b) Use a variety of resources, including available technology, to analyze, assess, and improve physical activity and personal fitness.

Responsible Behaviors

10.4 The student will demonstrate appropriate behavior in all physical activity settings.

a) Initiate and maintain appropriate personal behaviors in physical activity settings.

b) Exhibit leadership and the ability to follow others when working with a group.

c) Anticipate and avoid potentially dangerous situations in physical activity settings.
d) Explain the role of sport in understanding the perspectives of other cultures.
e) Demonstrate respect for differences among people in physical activity settings.

Physically Active Lifestyle

10.5 The student will analyze and evaluate the significance of physical activity to their present and future development and maintenance of a healthy lifestyle.

a) Participate regularly in health-enhancing physical activities that contribute to personal enjoyment and the attainment and maintenance of personal physical activity goals.
b) Demonstrate an understanding of how personal characteristics, participation behavior patterns, and activity preferences are likely to change over time, and determine strategies to deal with those changes.
c) Describe common barriers to participation in regular activity and methods of overcoming these barriers.

Grade Eleven/Twelve (elective)

Elective physical education provides students with the opportunity to participate in physical activities for specific purposes. Options for offering specialized movement courses can be configured by quarter, by semester, or on a full-year basis. Students will self-select areas of concentration to study. Examples of possible choices of study are:

aerobics	outdoor pursuits
aquatics (swimming, kayaking, canoeing)	self-defense
cycling	skating
dance	team sports
individual sports	weight management
weight training/conditioning	lifetime activities

Skilled Movement

11/12.1 The student will demonstrate mastery of movement skills and patterns that apply to the selected specialized-movement activity.

a) Exhibit a level of proficiency in all basic skills required for the selected activity and the ability to use the skills with consistency in the appropriate setting.
b) Demonstrate an understanding of the rules and strategies of the selected activity, and apply them appropriately.

Movement Principles and Concepts

11/12.2 The student will apply movement principles and concepts to skill performance of the selected specialized-movement activity.

a) Explain and apply selected scientific principles (e.g., physiological, biomechanical) that aid in the improvement of skills and performance in specialized movement forms.
b) Integrate movement principles and concepts in order to analyze and improve the performance of self and others in specialized movement forms.

Personal Fitness

11/12.3 The student will achieve and maintain a health-enhancing level of physical fitness.

a) Participate independently in health-enhancing physical fitness activities.
b) Evaluate and adjust activity levels to meet personal fitness goals.
c) Design and critique a personal fitness program, using available technology and resources.
d) Identify the physical and mental benefits of physical fitness.

Responsible Behavior

11/12.4 The student will accept responsibility for taking a leadership role as well as demonstrate the ability to follow in order to accomplish group goals.

a) Evaluate and organize a safe environment for skill practice.
b) Demonstrate appropriate etiquette, care of equipment, and safe behaviors in the activity setting.

Physically Active Lifestyle

11/12.5 The student will participate regularly in health-enhancing physical activities that contribute to personal enjoyment and the attainment and maintenance of personal physical activity goals.

PROPOSED PHYSICAL EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

Physical Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
K.1		X				X	X				
K.1a		X				X	X				
K.1b		X				X	X				
K.1c		X				X			X		
K.1d	X										
K.1e		X				X			X		
K.2		X				X			X		
K.3		X				X			X		
K.4a	X										
K.4b	X										
K.5	X										
K.6	X										

PROPOSED PHYSICAL EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

Physical Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
1.1		X				X			X		
1.1a		X				X	X				
1.1b		X			X		X				
1.1c		X				X			X		
1.1d		X				X			X		
1.1e	X										
1.1f	X										
1.2a	X										
1.2b	X										
1.2c	X										
1.3		X				X			X		
1.4	X										
1.5a		X				X			X		
1.5b		X			X		X				
1.6	X										

PROPOSED PHYSICAL EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

Physical Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
2.1a	X										
2.1b	X										
2.1c	X										
2.2a		X				X			X		
2.2b		X			X		X				
2.3a		X			X				X		
2.3b		X			X				X		
2.3c		X			X				X		
2.4	X										
2.5	X										

PROPOSED PHYSICAL EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

Physical Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
	X										
3.1a	X										
3.1b	X										
3.1c	X										
3.1d	X										
3.2a		X				X				X	
3.2b	X										
3.3	X										
3.4a	X										
3.4b	X										
3.4c	X										
3.5	X										
3.5a	X										
3.5b	X										

PROPOSED PHYSICAL EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

Physical Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
4.1a	X										
4.1b	X										
4.1c	X										
4.1d	X										
4.2a	X										
4.2b	X										
4.2c	X										
4.3a		X				X			X		
4.3b	X										
4.4a	X										
4.4b	X										
4.4c	X										
4.4d	X										
4.5	X										

PROPOSED PHYSICAL EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

Physical Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
5.1a											
5.1a		X				X			X		
5.1b	X										
5.1c		X			X		X				
5.2a		X		X							
5.2b	X										
5.2c	X										
5.2d	X										
5.2e	X										
5.3	X										
5.4a	X										
5.4b	X										
5.5a	X										
5.5b	X										
5.5c		X			X		X				
5.6	X										

PROPOSED PHYSICAL EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

Physical Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
6.1		X				X			X		
6.1a	X										
6.1b		X				X			X		
6.1c	X										
6.2a	X										
6.2b	X										
6.2c	X										
6.2d	X										
6.3a		X				X			X		
6.3b	X										
6.4a	X										
6.4b	X										
6.4c	X										
6.4d	X										
6.5	X										

PROPOSED PHYSICAL EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

Physical Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
7.1	X										
7.1a	X										
7.1b	X										
7.1c	X										
7.1d	X										
7.2a	X										
7.2b	X										
7.2c	X										
7.2d	X										
7.2e	X										
7.3a	X										
7.3b	X										
7.3c	X										
7.3d		X				X			X		
7.3e		X				X			X		
7.4a	X										
7.4b	X										
7.4c	X										
7.5a	X										
7.5b	X										

PROPOSED PHYSICAL EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

Physical Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
8.1	X										
8.2a	X										
8.2b		X				X			X		
8.2c	X										
8.3a	X										
8.3b	X										
8.3c	X										
8.3d	X										
8.3e	X										
8.4a	X										
8.4b	X										
8/4c	X										
8.4d		X			X		X				
8.4e		X			X		X				
8.5a	X										
8.5b	X										
8.5c		X				X			X		
8.6a	X										
8.6b	X										

PROPOSED PHYSICAL EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

Physical Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
9.1a	X										
9.1b	X										
9.2a	X										
9.2b	X										
9.3a	X										
9.3b	X										
9.3c	X										
9.3d	X										
9.3e		X									
9.4a	X										
9.4b	X										
9.4c	X										
9.5a	X										
9.5b	X										
9.5c	X										

PROPOSED PHYSICAL EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

Physical Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
10.1a	X										
10.1b		X				X			X		
10.2a	X										
10.2b	X										
10.3a		X				X			X		
10.3b	X										
10.4a	X										
10.4b	X										
10.4c	X										
10.4d		X			X		X				
10.4e		X			X		X				
10.5a	X										
10.5b	X										
10.5c		X			X		X				

PROPOSED PHYSICAL EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

Physical Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER
11/12.1a	X										
11/12.1b	X										
11/12.2a	X										
11/12.2b	X										
11/12.3a	X										
11/12.3b	X										
11/12.3c	X										
11/12.3d		X			X		X				
11/12.4a	X										
11/12.4b	X										
11/12.5	X										

Attachment B

PROPOSED PHYSICAL EDUCATION STANDARDS OF LEARNING REVIEW JUSTIFICATION

Physical Education

STANDARD	REVISION		ACTION				JUSTIFICATION				
	NO	YES	MOVED	DELETED	NEW	EDITED/ CLARIFIED	RESEARCH/ PRACTICE	RIGOR	CLARIFICATION	GRAMMAR/ TYPOGRAPHICAL	OTHER

Board of Education Agenda Item

Item: O. **Date:** October 18, 2007

Topic: First Review of Proposed *Curriculum Framework for Algebra, Functions, and Data Analysis Standards of Learning*

Presenter: James C. Firebaugh, Jr., Director, Office of Middle and High School Instruction

Telephone Number: (804) 225-2651 **E-Mail Address:** Jim.Firebaugh@doe.virginia.gov

Origin:
_____ Topic presented for information only (no board action required)
__X__ Board review required by
__X__ State or federal law or regulation
____ Board of Education regulation
____ Other: _____

_____Action requested at this meeting __X__ Action requested at future meeting: Following public comment

Previous Review/Action:
__X__ No previous board review/action
___ Previous review/action
date
action

Background Information:
In June 2007, the Board of Education approved *Standards of Learning* for a new, optional, high school course, *Algebra, Functions, and Data Analysis*. Thus, it was necessary to develop an entirely new curriculum framework for these recently-approved standards to provide school divisions with an aligned resource document. Over the last three months, selected mathematics teachers and specialists assisted Department staff in developing the new framework document.

Summary of Major Elements:
The Department of Education has developed a *Curriculum Framework for Algebra, Functions, and Data Analysis Standards of Learning*, provided as Attachment A. The framework includes a brief introduction and describes the context for the *Algebra, Functions, and Data Analysis* standards as focusing on real-world problems. Each standard is explicated with Essential Understandings and Essential Knowledge and Skills sections to provide school division mathematics educators with detailed information for curriculum development.

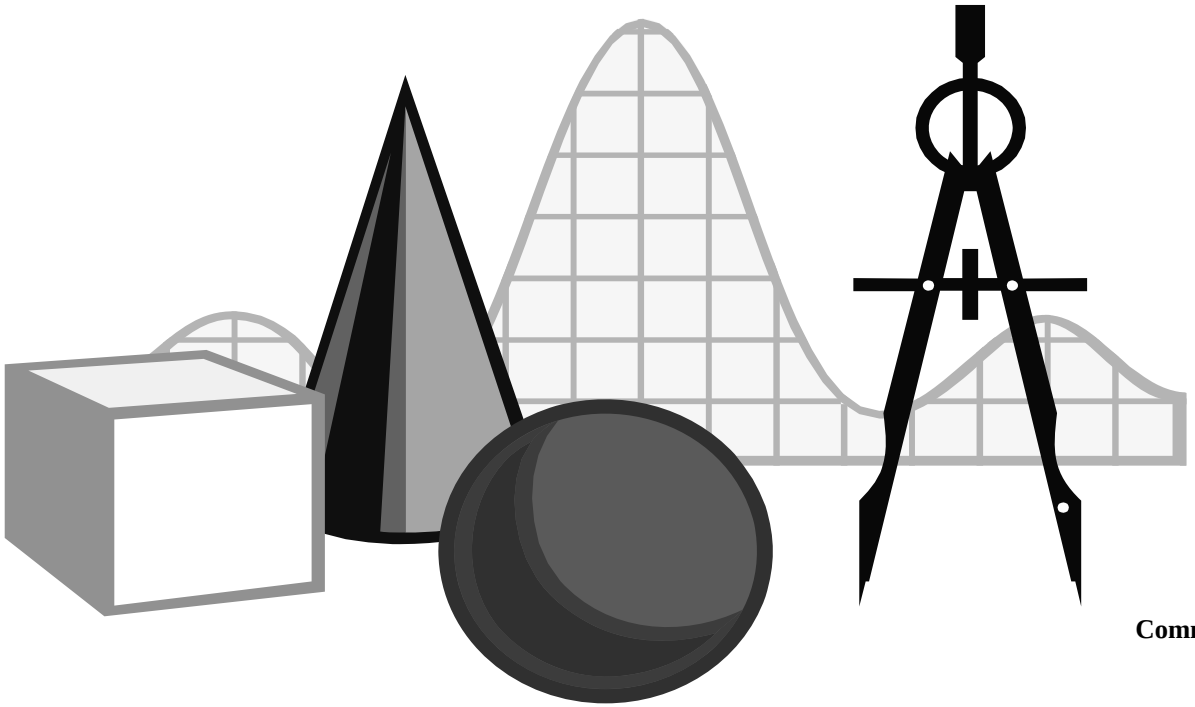
Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Board of Education accept for first review the proposed *Curriculum Framework for Algebra, Functions, and Data Analysis Standards of Learning.*

Impact on Resources:
There is minimal impact on DOE resources.

Timetable for Further Review/Action:
The *Code of Virginia* requires the Board to seek public comment on the *Curriculum Framework*. A public hearing will be scheduled following the Board meeting in November 2007.

PROPOSED
MATHEMATICS STANDARDS OF LEARNING
CURRICULUM FRAMEWORK

Algebra, Functions and Data Analysis



Commonwealth of Virginia
Board of Education
Richmond, Virginia
First Review - October 18, 2007

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The *Mathematics Curriculum Framework* can be found in PDF and Microsoft Word file formats on the Virginia Department of Education's Web site at http://www.doe.virginia.gov .

Introduction

The content of the *Mathematics Standards of Learning* supports five process goals for students:

- becoming mathematical problem solvers;
- communicating mathematically;
- reasoning mathematically;
- making mathematical connections; and
- using mathematical representations to model and interpret practical situations.

These goals provide a context within which to develop the knowledge and skills identified in the standards.

Mathematics in Context

Algebra, Functions and Data Analysis provides an opportunity for mathematical ideas to be developed in the context of real-world problems. Students will be asked to collect and analyze univariate and bivariate data using a variety of statistics and analytical tools. They will learn to attach functional algebra to statistics, allowing for the possibility of standardizing and analyzing data through the use of mathematical models. Students will use transformational graphing and the regression capabilities of graphing calculators to find regression equations, and they will use them to analyze the data and to predict the placement of data points between and beyond given data points.

Each topic in the ***Algebra, Functions and Data Analysis*** Curriculum Framework is developed around the *Standards of Learning*. Each standard is expanded in the Essential Knowledge and Skills column. The Essential Understandings column includes concepts, mathematical relationships, and ideas that are important to understanding and teaching the standards effectively.

Teachers should help students make connections and build relationships among algebra, arithmetic, geometry, discrete mathematics, and probability and statistics. Connections should be made to other subject areas and fields of endeavor through applications. Using manipulatives, graphing calculators, and computer applications to develop concepts should help students develop and attach meaning to abstract ideas. Throughout the study of mathematics, students should be encouraged to talk about mathematics, use the language and symbols of mathematics, communicate, discuss problems and problem solving, and develop their competence and their confidence in themselves as mathematics students.

TOPIC: ALGEBRA AND FUNCTIONS

ALGEBRA, FUNCTIONS AND DATA ANALYSIS

AFDA.1

The student will investigate and analyze function (linear, quadratic, exponential, and logarithmic) families and their characteristics. Key concepts include:

a) continuity
b) local and absolute maxima and minima
c) domain and range
d) zeros
e) intercepts
f) intervals in which the function is increasing/decreasing
g) end behaviors
h) asymptotes

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE AND SKILLS
• The domain of a function consists of the first coordinates of the ordered pairs that are elements of a function. Each element in the domain is an input into the independent variable of the function. • The range of a function consists of the second coordinates of the ordered pairs that are elements of a function. Each element in the range is an output in the dependent variable of a function. • For each x in the domain of f, x is a member of the input of the function f, $f(x)$ is a member of the output of f, and the ordered pair $[x, f(x)]$ is a member of f. • A value x in the domain of f is an x-intercept or a zero of a function f if and only if $f(x) = 0$. • Functions describe the relationship between two variables where each input is paired to a unique output.	• Identify the domain and range for a relation, given a set of ordered pairs, a table, or a graph. • For each x in the domain of f, find $f(x)$. • Identify the zeros of the function algebraically and confirm them, using the graphing calculator. • Identify the domain, range, zeros, and intercepts of a function presented algebraically or graphically. • Recognize restricted/discontinuous domains and ranges. • Recognize graphs of parent functions for linear, quadratic, exponential and logarithmic functions.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE AND SKILLS
• Functions are used to model real-world phenomena. • A function is increasing on an interval if its graph, as read from left to right, is rising in that interval. • A function is decreasing on an interval if its graph, as read from left to right, is going down in that interval. • Exponential and logarithmic functions are either strictly increasing or strictly decreasing. • A function is continuous on an interval if the function is defined for every value in the interval and there are no breaks in the graph. A continuous function can be drawn without lifting the pencil. • A turning point is a point on a continuous interval where the graph changes from increasing to decreasing or from decreasing to increasing. • A function, f, has a local maximum in some interval at $x = a$ if $f(a)$ is the largest value of f in that interval. • A function, f, has a local minimum in some interval at $x = a$ if $f(a)$ is the smallest value of f in that interval. • Asymptotes can be used to describe local behavior and end behavior of graphs. They are lines or other curves that approximate the graphical behavior of a function.	• Identify x-intercepts (zeros), y-intercepts, symmetry, asymptotes, intervals for which the function is increasing or decreasing, points of discontinuity, end behavior, and maximum and minimum points, given a graph of a function. • Describe continuity of a function on its domain or at a point. • Express intervals using correct interval notation and/or a compound inequality.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE AND SKILLS
• The following statements are equivalent: – k is a zero of the polynomial function f; – k is a solution of the polynomial equation $f(x) = 0$; – k is an x-intercept for the graph of the polynomial; and – $(x - k)$ is a factor of the polynomial. • Continuous and discontinuous functions can be identified by their equations or graphs. The end behavior of a function refers to the graphical behavior of a function as x goes to positive and negative infinity.	

TOPIC: ALGEBRA AND FUNCTIONS

ALGEBRA, FUNCTIONS AND DATA ANALYSIS

AFDA.2

The student will use knowledge of transformations to write an equation given the graph of a function (linear, quadratic, exponential, and logarithmic).

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE AND SKILLS
• Knowledge of transformational graphing using parent functions can be used to generate a mathematical model from a scatter plot that approximates the data. • Transformations include: - Translations (horizontal and vertical shifting of a graph) - Reflections - Dilations (stretching and compressing graphs, and) - Rotations • The equation of a line can be determined by two points on the line or by the slope and a point on the line.	• Write an equation of a line when given the graph of a line. • Recognize graphs of parent functions for linear, quadratic, exponential and logarithmic functions. • Write the equation of a linear, quadratic, exponential, or logarithmic function in *(h, k)* form given the graph of the parent function and transformation information. • Describe the transformation from the parent function given the equation written in *(h, k)* form or the graph of the function. • Given the equation of a function, recognize the parent function and transformation to graph the given function. • Recognize the vertex of a parabola given a quadratic equation in *(h, k)* form or graphed. • Describe the parent function represented by a scatter plot.

TOPIC: ALGEBRA AND FUNCTIONS

ALGEBRA, FUNCTIONS AND DATA ANALYSIS

AFDA.3

The student will collect data and generate an equation for the curve (linear, quadratic, exponential, and logarithmic) of best fit to model real-world problems or applications. Students will use the best fit equation to interpolate function values, make decisions, and justify conclusions with algebraic and/or graphical models.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE AND SKILLS
• The regression equation modeling a set of data points can be used to make predictions where appropriate. • Data and scatter plots may indicate patterns that can be modeled with a function. • Graphing calculators can be used to collect, organize, picture, and create an algebraic model of the data. • Data that fit linear, quadratic, exponential, and logarithmic models arise from practical situations • Two variables may be strongly associated without a cause-and-effect relationship existing between them. • Each data point may be considered to be comprised of two parts: fit (the part explained by the model) and residual (the result of chance variation or of variables not measured). • Residual = Actual – Fitted	• Write an equation for the line of best fit, given a set of data points in a table, on a graph, or from a practical situation. • Make predictions about unknown outcomes, using the equation of a line of best fit. • Collect and analyze data to make decisions and justify conclusions. • Investigate scatter plots to determine if patterns exist, and identify the patterns. • Find an equation for the curve of best fit for data, using a graphing calculator. Models will include linear, quadratic, exponential, and logarithmic functions. • Make predictions, using data, scatter plots, or equation of curve of best fit. • Given a set of data, determine the model that would best describe the data.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE AND SKILLS
• Least squares regression generates the equation of the line that minimizes the sum of the squared distances between the data points and the line. • A correlation coefficient measures the degree of association between two variables that are related linearly.	• Describe the errors inherent in extrapolation beyond the range of the data. • Estimate the correlation coefficient when given data and/or scatter plots.

TOPIC: ALGEBRA AND FUNCTIONS

ALGEBRA, FUNCTIONS AND DATA ANALYSIS

AFDA.4

The student will transfer between and analyze multiple representations of functions including algebraic formulae, graphs, tables, and words. Students will select and use appropriate representations for analysis, interpretation, and prediction.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE AND SKILLS
• The most appropriate representation of a function depends on the questions to be answered and/or the analysis to be done. • Given data may be represented as discrete points or as a continuous graph with respect to the real-world context. • Real-world data may best be represented as a table, a graph, or as a formula.	• Given an equation, graph a linear, quadratic, exponential or logarithmic function with the aid of a graphing calculator. • Make predictions given a table of values, a graph, or an algebraic formula. • Describe relationships between data represented in a table, in a scatter plot, and as elements of a function. • Determine the appropriate representation of data derived from real-world situations. • Analyze and interpret the data in context of the real-world situation.

TOPIC: ALGEBRA AND FUNCTIONS

ALGEBRA, FUNCTIONS AND DATA ANALYSIS

AFDA.5

The student will determine optimal values in problem situations by identifying constraints and using linear programming techniques.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE AND SKILLS
• Linear programming models an optimization process. • A linear programming model consists of a system of constraints and an objective quantity that can be maximized or minimized. • Any maximum or minimum value will occur at a corner point of a feasible region.	• Model practical problems with systems of linear inequalities. • Solve systems of linear inequalities with pencil and paper and using a graphing calculator. • Solve systems of equations algebraically and graphically. • Identify the feasibility region of a system of linear inequalities. • Identify the coordinates of the corner points of a feasibility region. • Find the maximum or minimum value for the function defined over the feasibility region. • Describe the meaning of the maximum or minimum value within its context.

TOPIC: DATA ANALYSIS

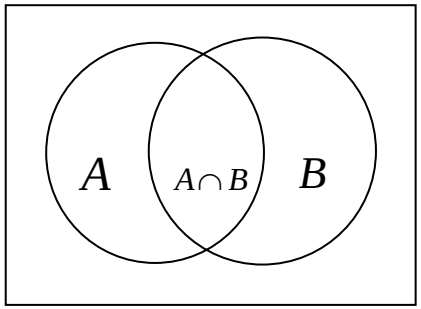
ALGEBRA, FUNCTIONS AND DATA ANALYSIS

AFDA.6

The student will calculate probabilities. Key concepts include:

a) conditional probability
b) dependent and independent events
c) addition and multiplication rules
d) counting techniques (permutations and combinations)
e) Law of Large Numbers

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE AND SKILLS
• The *Fundamental Counting Principle* states that if one decision can be made *n* ways and another can be made *m* ways, then the two decisions can be made *nm* ways. • *Permutations* are used to calculate the number of possible arrangements of objects. • *Combinations* are used to calculate the number of possible selections of objects without regard to the order selected. • A *sample space* is the set of all possible outcomes of a random experiment. • An *event* is a subset of the sample space. • *P(E)* is a way to represent the probability that the event E occurs • *Mutually exclusive events* are events that cannot both occur simultaneously. • If *A* and *B* are mutually exclusive then $P(A \cup B) = P(A) + P(B)$.	• Compare and contrast permutations and combinations. • Calculate the number of permutations of *n* objects taken *r* at a time. • Calculate the number of combinations of *n* objects taken *r* at a time. • Define and give contextual examples of complementary, dependent, independent, and mutually exclusive events. • Given two or more events in a problem setting, determine if the events are complementary, dependent, independent, and/or mutually exclusive. • Find conditional probabilities for dependent, independent, and mutually exclusive events. • Represent and calculate probabilities using Venn diagrams and probability trees.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE AND SKILLS
• The complement of event A consists of all outcomes in which event A does not occur. • *P(B|A)* is the probability that *B* will occur given that *A* has already occurred. *P(B|A)* is called *the conditional probability* of *B* given *A*. • Venn diagrams may be used to examine conditional probabilities.  $P(B\|A) = \frac{P(A \cap B)}{P(A)}$ $\Rightarrow P(A \cap B) = P(A)P(B\|A)$ • Two events, *A* and *B*, are independent if the occurrence of one does not affect the probability of the occurrence of the other. If *A* and *B* are not independent, then they are said to be dependent. • If *A* and *B* are independent events, then $P(A \cap B) = P(A)P(B)$. • The *Law of Large Numbers* states that as a procedure is repeated again and again, the relative frequency probability of an event tends to approach the actual probability.	• Analyze, interpret and make predictions based on theoretical probability within real-world context. • Given a real-world situation, determine when to use permutations or combinations.

TOPIC: DATA ANALYSIS

ALGEBRA, FUNCTIONS AND DATA ANALYSIS

AFDA.7

The student will analyze the normal distribution. Key concepts include:

a) characteristics of normally distributed data

b) percentiles

c) normalizing data using z-scores

d) area under the standard normal curve and probability

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE AND SKILLS
• Analysis of the descriptive statistical information generated by a univariate data set includes the relationships between central tendency, dispersion, and position. • The normal distribution curve is a family of symmetrical curves defined by the mean and the standard deviation. • Areas under the curve represent probabilities associated with continuous distributions. • The normal curve is a probability distribution and the total area under the curve is 1. • The mean of the data in a standard normal density function is 0 and the standard deviation is 1. This allows for the comparison of unlike data. • The amount of data that falls within 1, 2, or 3 standard deviations of the mean is constant and the basis of *z*-score data normalization.	• Interpret mean, median, mode, range, interquartile range, variance, and standard deviation of a univariate data set in terms of the problem's context. • Explain the influence of outliers on a univariate data set. • Explain ways in which standard deviation addresses dispersion by examining the formula for standard deviation. • Identify the properties of a normal probability distribution. • Describe how the standard deviation and the mean affect the graph of the normal distribution. • Determine the probability of a given event, using the normal distribution.

TOPIC: DATA ANALYSIS

ALGEBRA, FUNCTIONS AND DATA ANALYSIS

AFDA.8

The student will design and conduct an experiment/survey. Key concepts include:

a) sample size
b) sampling technique
c) controlling sources of bias and experimental error
d) data collection
e) data analysis and reporting

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE AND SKILLS
• The value of a sample statistic may vary from sample to sample, even if the simple random samples are taken repeatedly from the population of interest. • Poor data collection can lead to misleading and meaningless conclusions. • The purpose of sampling is to provide sufficient information so that population characteristics may be inferred. • Inherent bias diminishes as sample size increases. • Experiments must be carefully designed in order to detect a cause-and-effect relationship between variables. • Principles of experimental design include comparison with a control group, randomization, and blindness.	• Compare and contrast controlled experiments and observational studies and the conclusions one may draw from each. • Identify biased sampling methods. • Select a data collection method appropriate for a given context. • Investigate and describe sampling techniques, such as simple random sampling, stratified sampling, and cluster sampling. • Determine which sampling technique is best, given a particular context. • Plan and conduct an experiment or survey. The experimental design should address control, randomization, and minimization of experimental error. • Design a survey instrument.

ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE AND SKILLS
• The precision, accuracy and reliability of data collection can be analyzed and described.	• Given a plan for a survey, identify possible sources of bias, and describe ways to reduce bias. • Write a report describing the experiment/survey and the resulting data and analysis.

Board of Education Agenda Item

Item: P. **Date:** October 18, 2007

Topic: First Review of a Request for Approval of an Additional Endorsement Program in Administration and Supervision preK-12 at Hampton University

Presenter: Mrs. Patty S. Pitts, Assistant Superintendent, Division of Teacher Education and Licensure

Telephone Number: (804) 371-2522 **E-Mail Address:** Patty.Pitts@doe.virginia.gov

Origin:

____ Topic presented for information only (no board action required)

_X_ Board review required by
- ____ State or federal law or regulation
- _X_ Board of Education regulation
- ____ Other: _____

_X_ Action requested at this meeting: ___ Action requested at future meeting: _____(date)

Previous Review/Action:

_X_ No previous board review/action

_____ Previous review/action
Date_____
Action_____

Background Information:

Regulations Governing the Review and Approval of Education Programs in Virginia require colleges and universities that offer programs for the preparation of professional educators to obtain program approval from the Board of Education. In Virginia, the review and approval of programs are viewed as the shared responsibility of institutions of higher education, school divisions, and the Department of Education. Final approval rests with the Board of Education.

Summary of Major Elements:

Hampton University is accredited by the National Council for Accreditation of Teacher Education (NCATE). In 1983, Hampton University received initial approval for a five-year period for a principal preparation endorsement program under then-existing Board of Education regulations. The institution did not continue the program after 1988.

Hampton University submitted a request for approval of an endorsement program in Administration and Supervision preK-12. The program was reviewed to ensure alignment to the requirements and competencies outlined in the *Virginia Licensure Regulations for School Personnel* and the *Regulations Governing the Review and Approval of Education Programs in Virginia*. The administrative and supervision program met the requirements set forth in the regulations.

At its September 17, 2007, meeting, the Advisory Board on Teacher Education and Licensure (ABTEL) recommended that the Board of Education grant program approval to Hampton University for an additional endorsement in Administration and Supervision preK-12. Effective September 21, 2007, all endorsement programs became conditionally approved with the implementation of the *Regulations Governing the Review and Approval of Education Programs in Virginia*. The new regulations require that colleges and universities certify program compliance and develop biennial measurable targets. Biennial data will be submitted to the Board of Education for review and approval within established timelines.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and grant conditional program approval to Hampton University for an additional endorsement in Administration and Supervision preK-12.

Impact on Resources:

The impact on resources is not expected to be significant.

Timetable for Further Review/Action:

Programs will be reviewed in accordance with the *Regulations Governing the Review and Approval of Education Programs in Virginia*, effective September 21, 2007.

Board of Education Agenda Item

Item: Q. **Date:** October 18, 2007

Topic: First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Grant Continuing Accreditation to the Teacher Education Program at Ferrum College

Presenter: Mrs. Patty S. Pitts, Assistant Superintendent, Division of Teacher Education and Licensure

Telephone Number: (804) 371-2522 **E-Mail Address:** Patty.Pitts@doe.virginia.gov

Origin:

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- ____ Other: _____

_X_ Action requested at this meeting: ____ Action requested at future meeting: _____ (date)

Previous Review/Action:

_X_ No previous board review/action

_____ Previous review/action
Date_____
Action_____

Background Information:

In the spring of 2004, a review was conducted at Ferrum College under the *Regulations Governing Approved Programs for Virginia Institutions of Higher Education* (effective July 1, 2001, to September 20, 2007). Ferrum College offers endorsement area programs in Elementary Education preK-6, Computer Science, Art preK-12, Career and Technical Education (Business Education and Agricultural Education), English, Journalism (add-on), Foreign Language (Russian and Spanish), History and Social Sciences, Mathematics, Algebra I (add-on), Theater Arts preK-12, Science (Biology and Chemistry) and Health and Physical Education preK-12.

The approved program regulations define the standards that must be met and the review options available for accreditation of teacher education programs. The regulations provide three options for accreditation and program approval:

1. A state review process for which the teacher education program must meet the standards established by Board of Education regulations;

2. The National Council for Accreditation of Teacher Education (NCATE) process for which the teacher education program must meet the Board's teaching area requirements and the NCATE standards; or

3. The Teacher Education Accreditation Council (TEAC) process for which the teacher education program must meet the Board's teaching area requirements and the TEAC standards.

In all three options, the institution hosts an on-site visit by a team of trained reviewers that develops a report of findings that is submitted to the Department of Education. After a review of the report of findings, the Advisory Board on Teacher Education and Licensure (ABTEL) makes a recommendation to the Board of Education for final action.

The regulations set forth 20 standards in the following four categories:

I. Program Design;
II. Faculty;
III. Candidates; and
IV. Program Operation/Accountability.

The review team makes a recommendation of "met" or "not met" for each of the 20 standards. In addition, the team makes a recommendation of "approval," "approval with stipulations," or "denial" for the accreditation of the teacher preparation program as a unit.

Ferrum College was reviewed under Option 1—state review process by the Board of Education. The review team found that five of 20 standards were not met. The team recommendation for the program was "approval with stipulations." The designation of "approval with stipulations" indicates that an institution's professional teacher preparation programs met program standards, but significant weaknesses were identified in the unit and/or the specific teaching endorsement areas. Such a designation requires the development of a corrective action plan to address the weaknesses over the next two years.

On January 24, 2005, the Advisory Board on Teacher Education and Licensure concurred with the team and recommended "approval with stipulations." At its February 23, 2005, meeting, the Board voted to accept the Advisory Board's and the Superintendent of Public Instruction's recommendation to approve the program with stipulations. Ferrum College was advised to use the original team report as a checklist to develop and implement a detailed plan of corrective action.

Summary of Major Elements:

A follow-up review team visit was made on May 7-8, 2007, to examine documents, data, and other evidence produced to meet the standards designated as unmet during the 2004 review. As a result of the review, the team recommended "approval" of the teacher education program at Ferrum College. At its September 17, 2007, meeting, the Advisory Board concurred with the findings of the review team and recommended to the Board of Education approval of the continuing accreditation of the teacher education program at Ferrum College. Attached is a summary of the five standards that Ferrum College was required to address as well as the findings of the 2007 review team.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve ABTEL's recommendation to grant continuing accreditation to the teacher education program at Ferrum College.

Impact on Resources:

Expenses incurred during the on-site review of teacher education programs are funded by the host institution.

Timetable for Further Review/Action:

Programs will be reviewed in accordance with the *Regulations Governing the Review and Approval of Education Programs in Virginia*, effective September 21, 2007.

Ferrum College
Summary of Team Findings

(Presented to the Board of Education on October 18, 2007)

The results of the team visits and team recommendations for Ferrum College are listed below.

Standard 4: The professional education unit ensures that candidates acquire and learn the knowledge and skills to become competent to work with a variety of students.

The 2004 review team cited the following weaknesses:

- There is insufficient evidence that the unit ensures that candidates acquire and learn the knowledge and skills to become competent to work with exceptional learners.
- The unit needs to provide more extensive training in the teaching of reading and language arts, especially to K-12 students who have difficulty learning to read, as well as in the teaching of assessment of student performance, the interpretation of data to direct differentiated instruction, and management of students.

The 2007 review team cited the following improvements and recommended that the standard be moved from not met to met:

- Since 2004, the Ferrum College teacher education program has added new courses, revised courses, changed the foci of courses, and added relevant and current materials such as textbooks and Web sites.
- Field experiences have been reorganized and extended. Additionally, the program has enhanced its diversity by adding new counties for field experiences.
- These changes provide the opportunities for teacher candidates to acquire and learn the knowledge and skills, especially in the areas of reading, assessment, and management, to become competent to work with a variety of students.

Standard 12: The professional education unit ensures that candidates' competence to begin their professional role in schools is assessed prior to completion of the program or recommendation for licensure.

The 2004 review team cited the following weaknesses:

- More complete data for Praxis I and Praxis II assessments are needed.
- Exit criteria for candidates should involve assessments by faculty prior to the student teaching experience; educational competencies are not identified in a manner that is systematically assessed.

The 2007 review team cited the following improvements and recommended that the standard be moved from not met to met:

- The Teacher Education Program has set up a series of mechanisms to collect and manage data on Praxis I, Praxis II, and other prescribed assessments.

- Candidates are assessed at multiple points during their program with a variety of assessment tools.
- The data and assessments reflecting educational competencies are used to make decisions regarding retention in and completion of the program.

Standard 13: The professional education unit recruits, hires, and retains a highly qualified higher education faculty of diverse backgrounds who are teacher scholars, are qualified for their assignment, and are actively engaged in the professional community.

The 2004 review team cited the following weakness:

- The number of faculty members holding a terminal degree (i.e., earned doctorate) in education is at an unacceptable level to maintain a quality teacher education program.

The 2007 review team cited the following improvements and recommended that the standard be moved from not met to met:

- The number of full-time faculty members has increased from two to four.
- The number of faculty with terminal degrees has increased 100 percent.
- Two regular adjunct faculty members, two full-time instructors with part-time teaching responsibilities in the Teacher Education Program, and five clinical faculty have been hired.

Standard 15: The professional education unit ensures that there are systematic and comprehensive activities to enhance the competence and intellectual vitality of the professional education faculty.

The 2004 review team cited the following weakness:

- Institutional support for faculty professional development is minimal. Sufficient monetary support and release/leave time for faculty to participate in professional development activities are not evident in program budget line items.

The 2007 review team cited the following improvements and recommended that the standard be moved from not met to met:

- Professional development funding and overall support at the institutional level for the Teacher Education Program have increased.
- Faculty members have participated in a variety of professional development opportunities.

Standard 20: The professional education unit has adequate resources to offer quality programs that reflect the mission of the professional education unit and support teaching and scholarship by faculty and candidates.

The 2004 review team cited the following weakness:

- Faculty offices are not easily accessible to students, nor is there meeting space within the departmental areas for candidates and teacher education faculty.

The 2007 review team cited the following improvements and recommended that the standard be moved from not met to met:

- The Teacher Education Program is now housed in recently renovated, accessible space that contains offices, classrooms, meeting areas, and a laboratory that is adequate to offer a quality teacher education program.

Board of Education Agenda Item

Item: R. **Date:** October 18, 2007

Topic: First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Approve the Sign Communication Proficiency Interview (SCPI) Assessment as an Option of Demonstrating Proficiency in American Sign Language and Establish a Proficiency Level for the Assessment

Presenter: Patty S. Pitts, Assistant Superintendent, Division of Teacher Education and Licensure

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_X_ Action requested at this meeting ____ Action requested at future meeting: _____ (date)

Previous Review/Action:

_X_ No previous board review/action

____ Previous review/action
date _____
action _____

Background Information:

The *Regulations Governing the Licensure of School Personnel*, effective September 21, 2007, stipulate the following requirements for an endorsement in Foreign Language: American Sign Language.

Foreign Language preK-12 – American Sign Language

1. The candidate must have (i) graduated from an approved teacher preparation program in a foreign language – American Sign Language or (ii) completed a major in American Sign Language or 24 semester hours above the intermediate level in American Sign Language. The program shall include (i) courses in advanced grammar and syntax, conversation, and culture and (ii) a minimum of 3 semester hours of methods of teaching foreign languages at the elementary and secondary levels.

2. Native users or candidates who have learned American Sign Language without formal academic credit in a regionally accredited college or university must complete the following requirements:

   a. Competency in American Sign Language demonstrated by written documentation of one of the following:

      (1) Hold a current, valid qualified or professional certification by the American Sign Language Teachers Association; or

      (2) Hold a current, valid Virginia Quality Assurance Screening Level III Interpreting certification or higher issued by the Virginia Department for the Deaf and Hard-of-Hearing; or

      (3) Hold a current, valid Registry of Interpreters for Deaf certification in at least one of the following: Certificate of Interpretation (CI), Certificate of Deaf Interpretation (CDI), Reverse Skills Certification (RSC), or Comprehensive Skills Certificate (CSC); or

      (4) Hold a current, valid National Association for the Deaf Level IV certification or higher; or

      (5) **Complete requirements of an assessment demonstrating proficiency in American Sign Language prescribed by the Board of Education**.

   b. Earned a minimum of 3 semester hours of methods of teaching foreign languages at the elementary and secondary levels from a regionally accredited college or university in the United States.

The regulations allow an individual to complete requirements of an assessment prescribed by the Board of Education to demonstrate proficiency in American Sign Language.

Summary of Major Elements:

The Advisory Board on Teacher Education and Licensure (ABTEL) has recommended the use of the Sign Communication Proficiency Interview (SCPI) as the Board of Education's prescribed assessment. The SCPI is a conversational approach to sign language communication skills assessment. The SCPI permits interview content to vary according to the job responsibilities, background, and interests of each person interviewed. The goal of the SCPI is to assess how well people are able to use sign language for their communication needs, and, as appropriate, to assist people in development of their sign language communication skills.

The SCPI involves a one-to-one conversation between the interviewer and candidate/interviewee, with each interviewee videotaped and subsequently rated independently by SCPI raters. The basis for ratings is the SCPI Rating Scale, a standard scale based on a highly skilled, knowledgeable native/native-like

signer. The SCPI assesses American Sign Language (ASL) as it is used among skilled sign language communicators in the United States. This use includes the full range of ASL from pure, linguistic descriptions of ASL to English influenced signing. This full range is characterized by:

A. Meaning-based sign language vocabulary selection consistent with standardized signs in current use by skilled language users, and

B. A variety of grammatical features that are consistent with effective use of gestural-visual language for communication. These grammatical features include: (a) space, indexing, eye gaze, sign movement directionality, and body shifts to separate ideas and to identify and discuss persons, places, and objects present and not present; (b) classifiers for describing and representing persons, places, and objects and their movements (for example, use of the index finger to represent "a person"); (c) sign-word order which facilitates effective communication in gestural-visual language; and (d) facial expressions and other body movements (non-manual signals) to support and add to information communicated (for example, affirmative and negative head movements). In addition to vocabulary and grammatical features, clarity of sign production, fluency, and comprehension are important to effective communication when using a gestural-visual language, and therefore are considered in SCPI ratings.

(Source: http://www.rit.edu/~wjnncd/scpi/main.html)

The Advisory Board on Teacher Education and Licensure recommended that the Board of Education approve the SCPI with a proficiency level of "advanced." Below are the rating scale and descriptors for the assessment:

Rating Scale and Descriptors

(Source: http://www.rit.edu/~wjnncd/scpi/main.html)

Superior Plus
Able to have a fully shared and natural conversation, with in-depth elaboration for both social and work topics. All aspects of signing are native-like.

Superior
Able to have a fully shared conversation, with in-depth elaboration for both social and work topics. Very broad sign language vocabulary, near native-like production and fluency, excellent use of sign language grammatical features, and excellent comprehension for a normal signing rate.

Advanced Plus
Exhibits some superior level skills, but not all and not consistently.

Advanced
Able to have a generally shared conversation with good, spontaneous elaboration for both social and work topics. Broad sign language vocabulary knowledge and clear, accurate production of signs and fingerspelling at a normal/near-normal rate; occasional misproductions do not detract from conversational flow. Good use of many sign language grammatical features and comprehension good for a normal signing rate.

Intermediate Plus
Exhibits some advanced level skills, but not all and not consistently.

Intermediate
Able to discuss with some confidence routine social and work topics within a conversational format with some elaboration; generally 3-to-5 sentences. Good knowledge and control of everyday/basic sign language vocabulary with some sign vocabulary errors. Fairly clear signing at a moderate signing rate with some sign misproductions. Fair use of some sign language grammatical features and fairly good comprehension for a moderate-to-normal signing rate; a few repetitions and rephrasing of questions may be needed.

Survival Plus
Exhibits some intermediate level skills, but not all and not consistently.

Survival
Able to discuss basic social and work topics with responses generally one-to-three sentences in length. Some knowledge of basic sign language vocabulary with many sign vocabulary and/or sign production errors. Slow-to-moderate signing rate. Basic use of a few sign language grammatical features. Fair comprehension for signing produced at a slow-to-moderate rate with some repetition and rephrasing.

Novice Plus
Exhibits some survival level skills, but not all and not consistently.

Novice
Able to provide single sign and some short phrase/sentence responses to basic questions signed at a slow-to-moderate rate with frequent repetition and rephrasing. Vocabulary primarily related to everyday work and/or social areas such as basic work-related signs, family members, basic objects, colors, numbers, names of weekdays, and time. Production and fluency characterized by many sign production errors and by a slow rate with frequent inappropriate pauses/hesitations.

No Functional Skills
May be able to provide short single sign and "primarily" finger-skills spelled responses to some basic questions, signed at a slow rate with extensive repetition and rephrasing.

The SCPI assessment is offered at the Virginia School for the Deaf and Blind at Staunton and the Virginia School for the Deaf, Blind, and Multi-Disabled at Hampton.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the Sign Communication Proficiency Interview (SCPI) as an option for demonstrating proficiency in American Sign Language and establish a proficiency level of “advanced” for the assessment.

Impact on Resources:

Any cost for the assessment will be incurred by the test taker.

Timetable for Further Review/Action:

School divisions will be notified of the action by the Board of Education.

Board of Education Agenda Item

Item: S. **Date:** October 18, 2007

Topic: First Review of the Board of Education's 2007 Annual Report on the Condition and Needs of Public Schools in Virginia

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

Telephone: 804/225-2540 **E-mail:** Margaret.Roberts@doe.virginia.gov

Origin:

____ Topic presented for information only (no board action required)

_X__ Board review required by
- _X_ State or federal law or regulation
- ___ Board of Education regulation
- ___ Other:

____ Action requested at this meeting

_X__ Action requested at future meeting: November 29, 2007

Previous Review/Action:

_X_ No previous board review/action

___ Previous review/action:
date:
action:

Background Information: The Board of Education has submitted an annual report each year since 1971, when the requirement was initially adopted by the General Assembly. Section 22.1-18 of the *Code of Virginia* sets forth the requirement that the Board of Education shall submit an annual report on the condition and needs of the public schools in Virginia. This section of the *Code* reads as follows:

> **§ 22.1-18. Report on education and standards of quality for school divisions; when submitted and effective.**
> By November 15 of each year, the Board of Education shall submit to the Governor and the General Assembly a report on the condition and needs of public education in the Commonwealth and shall identify any school divisions and the specific schools therein which have failed to establish and maintain schools meeting the existing prescribed standards of quality. Such standards of quality shall be subject to revision only by the General Assembly,

> pursuant to Article VIII, Section 2 of the Constitution of Virginia. Such report shall include a complete listing of the current standards of quality for the Commonwealth's public schools, together with a justification for each particular standard, how long each such standard has been in its current form, and whether the Board recommends any change or addition to the standards of quality.

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

Summary of Major Elements: An initial draft of the 2007 Annual Report on the Condition and Needs of Public Schools in Virginia is attached. At the October 18th meeting, the Board of Education is requested to review the draft and make any necessary changes, additions, or deletions, all of which will be incorporated prior to the final review and adoption of the report.

Please note that the 2007 Annual Report on the Condition and Needs of Public Schools in Virginia will be delivered to the Governor and members of the General Assembly slightly later than November 15 (the due date specified in § 22.1-18 of the *Code of Virginia*).

Also note that some data elements are not yet incorporated into the draft text (e.g., the measures for the Board's eight objectives). At the time of this writing, the data are undergoing final verifications and will be added prior to the final review of the text at the November 29, 2007, Board of Education meeting.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education receive the draft report for first review and give staff suggestions for additions and changes to be incorporated into the report prior to the final review on November 29, 2007.

Impact on Resources: Staff at the Department of Education prepared the attached draft; therefore, there is an administrative impact related to preparing the text of the report and the tables contained therein. In addition, there is a minimal administrative impact for preparing,

photocopying, and mailing the report to the intended recipients. The fiscal impact of distributing the report is minimal because Legislative Services guidelines for submitting reports to the legislature require that the reports be submitted on-line rather than in hard copy.

Timetable for Further Review/Action: Suggested changes and additional data will be incorporated into the report, and the updated document will be presented to the Board of Education for final review and adoption at the November 29, 2007, meeting. Following the Board's final adoption, the report will be transmitted to the Governor and the General Assembly as required by the *Code of Virginia*. It will also be made available to the public on the Board of Education's Web site.

DRAFT

2007
ANNUAL REPORT ON THE CONDITION AND NEEDS OF PUBLIC SCHOOLS IN VIRGINIA

PRESENTED TO
THE GOVERNOR AND
THE GENERAL ASSEMBLY

(DATE)
VIRGINIA BOARD OF EDUCATION

Members of the Board of Education as of July 30, 2007

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COMMONWEALTH OF VIRGINIA
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(date)

The Honorable Timothy Kaine, Governor
Members of the Virginia General Assembly
Commonwealth of Virginia
Richmond, Virginia 23219

Dear Governor Kaine and Members of the Virginia General Assembly:

On behalf of the Board of Education, I am pleased to transmit the *2007 Annual Report on the Condition and Needs of Public Schools in Virginia*, submitted pursuant to § 22.1-18 of the Code of Virginia. The report contains information about the condition and needs of Virginia's public schools, including an analysis of student academic performance and a report on the local divisions' compliance with the requirements of the Standards of Quality and the Standards of Accreditation.

The Board of Education's *2007 Report on the Condition and Needs of Public Schools in Virginia* highlights the success as well as the challenges faced by Virginia's public school system. Improving academic achievement for students is the core of the Board of Education's mission, and producing well-educated adults is a complex undertaking. Schools matter, and so do families and communities as a whole. With this in mind, the Board of Education, working with its many partners, has a responsibility to help localities provide the best possible public education system for all students – regardless of wealth, race, ethnicity, disability or place of birth. As a result, the Board of Education's goal is to ensure that all students achieve standards of excellence, no matter what community they reside in or what challenges they face.

The progress shown by our public schools is the result of ongoing collaboration, dedication, workable strategies and wise use of resources, both human and financial. It is the result of the hard work of teachers, administrators, support staff, students, parents, and supporters throughout the Commonwealth. The Board of Education is grateful for the cooperation and support the Governor and General Assembly have given to Virginia's school improvement efforts.

As we look to the future, the members of the Board of Education pledge to remain focused on providing the best educational opportunities and the brightest future for the young people enrolled in Virginia's public schools.

Sincerely,

Mark E. Emblidge
President, Board of Education

Statutory Requirement for the Annual Report

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

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

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2007 Annual Report on the Condition and Needs of Public Schools in Virginia

EXECUTIVE SUMMARY

(Text of summary to be placed here.)

2007 Annual Report on the Condition and Needs of Public Schools in Virginia

The Board of Education's Vision

The vision of the Board of Education and Superintendent of Public Instruction, in cooperation with their partners, is to create an excellent statewide system of public education that derives strength from our diversity and that ensures equality of opportunity for each student in a safe and healthy learning environment that prepares all students to be capable, responsible, and self-reliant citizens in the global society.

The Board of Education's Mission

The mission of the Board of Education and Superintendent of Public Instruction, in cooperation with their partners, is to set education policy and provide leadership that improves the achievement of all students by advocating for effective programs that address individual and diverse learning needs of students, establishes high standards and has high expectations for learning, measures student performance, provides accountability to the public, and promotes a culture of lifelong learning.

Summary of the Academic Progress of Virginia's Students

The *Code of Virginia* requires that the Board of Education report on the academic performance of Virginia's students. Detailed information on statewide testing program results and other data on schools and students is contained in Appendices A and B. Highlights of the academic progress of Virginia's schools and the performance of our students are as follows:

Virginia's public schools and our students continue to show overall academic gains and receive national recognition for achievement and innovation. Highlights include:

- Seven out of ten of Virginia's public schools met or exceeded increased No Child Left Behind Act (NCLB) achievement objectives in reading and mathematics during the 2006-2007 school year. Overall achievement in both subjects increased compared with the previous year.
- Results from testing in 2006-2007 also showed that high school students increased their achievement on all Standards of Learning (SOL) tests in English reading, English writing, mathematics, history and science required for graduating with a Standard or Advanced Studies diploma.
- Ninety-one percent of Virginia public schools are fully accredited and meeting state standards for student achievement in English, mathematics, history/social science and science based on 2006-2007 assessment results.
- Results from the 2007 National Assessment of Educational Progress (NAEP) show that the reading and mathematics skills of Virginia students continue to improve and that the commonwealth's students remain among the nation's highest achievers in these subjects.

- The U.S. Department of Education (USED) recognized Virginia in 2007 as one of a handful of states whose implementation of the Individuals with Disabilities Education Act (IDEA) meets the requirements of the law.

- The Department of Education in 2007 unveiled a new, online resource to help educators and administrators analyze safety data as they develop and review plans to protect children, improve discipline and enhance security. The new Safe Schools Information Resource (SSIR) also broadens public access to school-safety data and provides an easy-to-use tool for creating reports and comparing data for schools and divisions.

- *Education Week*, in its January "Quality Counts 2007" report, labeled Virginia students as the most likely to succeed in the nation. Education Week stated that the typical student in the Commonwealth – quoting now – "enjoys higher achievement and is more likely to finish high school and continue on to college than in other states."

- This same publication, in its "Technology Counts 2007" report, awarded Virginia an "A-minus" for its use of technology to support learning. Only one other state received a higher grade.

- The College Board this year, in its annual Advanced Placement Report to the Nation, celebrated Virginia's entry into the select handful of states in which 20 percent or more of high school seniors achieve a grade of 3 or better on at least one AP examination.

- The College Board also recognized Virginia for narrowing the "equity gap" for African-American students. The equity gap is the difference between enrollment and representation in AP courses. Hispanic participation in AP courses and testing also has increased dramatically.

- 2006 marked the third consecutive year in which more of our students graduated with an Advanced Studies Diploma than a Standard Diploma.

- The average ACT score among Virginia high school graduates increased significantly last year as the number of test-takers in the state continued to rise.

- The influential Thomas B. Fordham Institute last year awarded Virginia an "A" for its coverage of world history in the History and Social Science Standards of Learning (SOL) and praised the standards as "a model of clarity." The Fordham institute previously awarded our U.S. History standards a "B" based on a review that did not include the supporting curriculum framework.

The Board of Education's Plan of Action

The Board of Education has developed and is now implementing its comprehensive plan of action for the coming years. More details for the plan of action may be found in the Board of Education's Comprehensive Plan: 2007-2012, which may be viewed at the following Web site: http://www.doe.virginia.gov/VDOE/VA_Board/comprehensiveplan.pdf. The plan outlines eight objectives, along with strategies and activities that will provide the framework for the Board of Education's focus for the near future. The objectives of the Board are:

OBJECTIVE 1: The Board of Education will continue to enhance the quality standards for all public schools in Virginia.

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

OBJECTIVE 3: The Board of Education will support accountability for all schools, focusing on assisting chronically low-performing schools and school divisions while recognizing all schools and school divisions as they move towards excellence.

OBJECTIVE 4: The Board of Education will work cooperatively with partners to help ensure that all young children are ready to enter kindergarten with the skills they need for success.

OBJECTIVE 5: The Board of Education will establish policies that support the attainment of literacy skills of all students, kindergarten through grade 12.

OBJECTIVE 6: The Board of Education will establish policies and standards that enhance the preparation, recruitment, and retention of educational personnel, including their meaningful, ongoing professional development.

OBJECTIVE 7: The Board of Education will provide leadership in implementing the provisions of state and federal laws and regulations.

OBJECTIVE 8: The Board of Education will provide leadership to help schools and school divisions ensure a safe and secure environment conducive to facilitating the teaching and learning process.

Summary of Progress
Board of Education Objectives

The Board of Education's Comprehensive Plan for 2007-2012 contains eight objectives for action. Along with each objective is an outline of specific strategies to be implemented to accomplish the objective. Also included is a description of various measures that will be used to help the Board determine its progress toward meeting the objectives. A brief overview of the status of each objective is as follows:

(Data to measure progress for each of the Board's eight objectives will be placed here.)

Compliance with the Requirements of the Standards of Quality 2006-2007

Section 22.1-18 of the *Code of Virginia* requires the Board of Education to "identify any school divisions and the specific schools therein which have failed to establish and maintain schools meeting the existing prescribed standards of quality."

Appendix D contains a list of school divisions that have reported non-compliance with any of the provisions of the SOQ, and Appendix E lists the individual schools within the divisions that have failed to meet Standard 3 of the SOQ, which requires all schools to be accredited.

Each year, staff members of the Department of Education collect self-assessment data from school divisions on their compliance with the provisions of § 22.1-253.13:1 through 22.1-253.13:8 of the *Code of Virginia* (Standards of Quality). The chairman of the school board and division superintendent certify compliance with the standards and the individual indicators within each standard to the Department of Education via a newly developed electronic data collection system.

Where divisions indicate less than full compliance with the standards, corrective action plans for the noncompliance items are required. Of the divisions that were not in full compliance, all have filed a corrective action plan. The data are for the 2006-2007 school year and for the Standards of Quality that were in effect as of July 1, 2006.

Compliance with the Requirements of the Standards of Accreditation

Ninety-one percent of Virginia public schools are fully accredited and meeting state standards for student achievement in English, mathematics, history/social science and science based on 2006-2007 assessment results. Students in 1,686 of Virginia's 1,843 schools met or exceeded state achievement objectives on Standards of Learning (SOL) tests and other statewide assessments in the four core academic areas last year. The percentage of schools meeting or exceeding state accreditation standards was unchanged from the previous year. Ninety-six percent of Virginia's elementary schools and 97 percent of high schools are now fully accredited.

Sixty-nine percent, or 218, of Virginia's 314 middle schools are fully accredited. This includes 19 now fully accredited middle schools that last year were warned in mathematics.

Divisions in which All Schools are Rated Fully Accredited

Sixty-nine of Virginia's 132 school divisions have no schools on the state's academic warning list, compared with 63 last year. See Appendix E for a list of the 69 divisions.

Accreditation Denied
Four schools in Petersburg City Public Schools have been denied accreditation for a second consecutive year because of continued low student achievement. These schools and areas of deficiency are as follows:

- A.P. Hill Elementary (English, mathematics and science)
- J.E.B. Stuart Elementary (English, mathematics, history/social science and science)
- Peabody Middle (English, mathematics, history/social science and science)
- Petersburg High (Mathematics and science)

A fifth Petersburg school, Vernon Johns Middle, was denied accreditation for the first time because of low achievement in English, mathematics and history/social science.

Accredited with Warning
The number of schools accredited with warning decreased to 102, compared with 138 last year. Forty-six schools that were on academic warning last year achieved full accreditation, including 19 elementary schools, 24 middle schools, one high school and two combined schools. Forty-five schools slipped from full accreditation to accredited with warning. See Appendix E for the list of schools rated accredited with warning.

Conditional Accreditation
The Board of Education granted conditional accreditation to 28 schools that are in the process of implementing reconstitution plans after not meeting accreditation standards for four consecutive years. Schools that are granted conditional accreditation have three years to raise student achievement to state standards and must apply annually for this rating. Twenty newly opened schools are automatically rated as conditionally accredited. See Appendix E for a list of schools rated conditionally accredited.

How Ratings are Determined
The accreditation ratings are based on the achievement of students on SOL assessments and approved substitute tests in English, mathematics, history/social science and science administered during the summer and fall of 2006 and the spring of 2007, or on overall achievement during the three most recent academic years. The results of tests administered in each subject area are combined to produce overall passing percentages in English, mathematics, history and science.

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

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

Prescribed Changes to the Standards of Quality

The Board of Education's Committee on the Standards of Quality, under the chairmanship of Dr. Gary L. Jones, has led in the Board's efforts to upgrade the SOQ. In 2003, the Board of Education prescribed new provisions to the Standards of Quality, which were presented to the General Assembly for consideration, adoption, and funding. The 2004, 2005, 2006, and 2007 sessions of the General Assembly adopted and funded many of the Board's revisions. However, several policy changes that were prescribed by the Board in June 2003 have not yet been enacted or funded by the General Assembly. They are as follows:

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

The Board recommended additional policy changes in 2006 that have not yet been enacted or funded by the General Assembly. They are as follows:

- Require one full-time instructional position for each 1,000 students in grades kindergarten through eight to serve as the mathematics teacher specialist.

- Require one full-time position per 1,000 students licensed by the Board of Education to serve as the data manager/test coordinator.

- Require local school boards to maintain pupil-teacher ratios for students who are blind or vision-impaired at not less than the following levels: Level I, resource teacher, 24 to one; Level II, self-contained with an aide, 10 to one; self-contained without an aide, eight to one, or Level II, self-contained student weight of 2.5.

Summary of the Significant Needs of Virginia's Public Schools

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

School Improvement Activities

The Standards of Learning program has produced such significant and widespread increases in student achievement that the Virginia Board of Education is able to focus more of its attention and resources on school divisions that have not shared in this success. Aggressive interventions by the Virginia Department of Education and well-defined partnerships between the Board of Education and local schools boards have produced positive results in districts previously identified as low performing. For example:

- Lee County Public Schools underwent a voluntary division-level academic review in 2004. By November 2006, Lee County had met all of the objectives of its corrective action plan and was released by the Board from the division-level academic review process.
- Richmond Public Schools was released from the division-level academic review process in February 2007 after 42 out of the city's 49 schools earned full accreditation. Technical assistance from VDOE is now focused on the seven Richmond schools still not meeting state and federal standards for achievement.

In the most aggressive intervention to date, the Petersburg School Board agreed in November 2006 to a memorandum of understanding with the Board of Education and a corrective action plan including the following goals:

- Raising student achievement during the first year of the memorandum to the point that at least a third of the division's schools achieve full accreditation and at least five meet all benchmarks under No Child Left Behind Act (NCLB).
- By the end of second year, at least seven schools must achieve full accreditation and make adequate yearly progress under NCLB.

Significant Needs of the Public Schools

Further analysis of the significant needs of the public schools may be summarized as follows:

- The need for all students to have ever-increasing levels of skills and knowledge—including career and technical skills—presents the particular challenge to address the needs of students for whom achievement gaps persist: children of poverty, students who possess limited English proficiency, and students at-risk of academic failure;

- Dealing effectively with the realities of schooling for some children who face difficult personal circumstances such as high poverty, high crime in their neighborhoods, high rates of unhealthy behaviors and other health risks, and other circumstances that obstruct their learning at school;

- The need to work closely with partners, such as other state agencies and private providers, to determine the best ways to provide early childhood education programs that are of high quality and that will enhance school readiness.

- The need to increase the percentage of young students reading on grade level by grade three and to work to ensure that their reading and literacy skills remain up to par throughout their schooling.

- The need to increase the percentage of fully accredited schools and to provide meaningful, ongoing technical assistance to school divisions that are struggling to meet state's academic standards and the federal No Child Left Behind requirements.

- The need to help schools that are struggling to improve student achievement. These schools are in critical need of additional training and other technical assistance for staff and fiscal resources to use classroom instructional time effectively and to monitor the implementation of effective programs. Teachers and administrators also need additional assistance in using data to improve classroom instruction.

- The need to increase the number of students taking more rigorous courses in high school, especially in light of the rapid growth in technology and other career/technical fields that threatens to create a generation of underskilled and underemployed workers if students are not prepared to meet those challenges.

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

Closing Statement by the Virginia Board of Education

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

The encouraging results we have seen so far, however, should not mask the realities of schooling for some children who may face difficult personal circumstances such as high poverty, high crime in their neighborhoods, and other circumstances that obstruct their learning at school. Moreover, the condition and needs of schools surely reflect the condition and needs found in their communities. While the achievement gaps that exist among groups of students are narrowing, the gaps persist and provide a huge challenge to our public schools.

The Board of Education is bold in its expectations and the actions taken as a result. It also acknowledges the challenges our students will face as they grow into productive adult citizens of the global economy—the rapid growth in technology, the changing demographics of our communities, and greater demands for skills for all citizens. The challenges are huge, but so are the opportunities for a better life through a better education for all of our citizens now and in the future.

With its comprehensive plan of action as its roadmap, the Board is focused on critical areas of concern: setting challenging learning standards for schools and students, finding new and effective ways to help struggling schools and divisions, emphasizing the benefits of early learning programs, improving reading and literacy at every grade and for every subgroup of students, ensuring safe and healthy learning environments, ensuring that our teachers and administrators are highly qualified, and keeping young people in school until they graduate. For the Board of Education, the goal is clear: All children can achieve at high levels. In short, *all* means *all*.

APPENDICES

Appendix A:
Statewide Standards of Learning Test Results: 2004-2005 through 2006-2007

Appendix B:
Measures of Student Progress

Appendix C:
Standards of Quality, as Amended by the 2007 General Assembly

Appendix D:
List of Public Schools Rated Accreditation Denied, Accredited with Warning, or Conditionally Accredited for 2007

Appendix E:
Divisions Reporting Non-Compliance with Certain Provisions of the Standards of Quality for 2006-2007

Appendix A:
Statewide Standards of Learning Test Results for 2004-2005 through 2006-2007

Reported by NCLB Subgroups

Overview of Statewide Results in English and Mathematics: 2004-2005 through 2006-2007

	2004-2005	2005-2006	2006-2007
Student Subgroup	**Passed**	**Passed**	**Passed**
English Performance			
All Students	81	84	85
Black Students	70	73	76
Hispanic Students	73	76	72
White Students	87	89	90
Students with Disabilities	56	64	62
Students Identified as Disadvantaged	69	73	73
Limited English Proficient Students	70	72	67
Mathematics Performance			
All Students	84	76	80
Black Students	73	62	68
Hispanic Students	77	66	70
White Students	89	81	85
Students with Disabilities	61	53	58
Students Identified as Disadvantaged	74	62	67
Limited English Proficient Students	77	65	70

	2004-2005			2005-2006			2006-2007		
Student Subgroup	**Adv**	**Prof**	**Pass**	**Adv**	**Prof**	**Pass**	**Adv**	**Prof**	**Pass**
English: Reading: Grade 3									
All Students	19	58	77	39	45	84	37	44	80
Female Students	21	59	80	40	45	85	39	44	83
Male Students	16	57	73	37	45	82	35	44	78
Black Students	10	56	67	24	49	73	22	49	71
Hispanic Students	9	59	68	22	57	79	21	44	65
White Students	23	59	82	47	41	88	45	42	87
Asian Students	26	58	84	44	46	90	43	42	85
American Indian Students	18	58	76	40	47	86	39	42	81
Other Students	20	60	80	41	43	84	37	45	82
Students with Disabilities	9	44	54	25	45	71	24	39	62
Students Identified as Disadvantaged	9	56	65	23	51	74	22	47	69
Limited English Proficient Students	8	59	68	17	60	77	18	43	62
Students Identified as Migrant	9	55	65	12	59	71	22	49	71
Mathematics: Grade 3									
All Students	52	36	88	52	38	90	48	41	89
Female Students	52	36	88	51	39	90	48	41	89
Male Students	53	35	88	52	37	89	49	40	89
Black Students	33	46	79	32	50	82	31	50	81
Hispanic Students	37	45	82	38	47	85	34	49	84
White Students	61	31	92	61	33	93	57	36	93
Asian Students	66	28	94	68	27	95	65	30	95
American Indian Students	50	38	88	54	38	92	49	39	88
Other Students	57	34	90	57	34	91	48	41	89
Students with Disabilities	31	42	73	32	43	75	31	43	74
Students Identified as Disadvantaged	35	45	80	35	48	83	32	49	81
Limited English Proficient Students	37	45	82	38	47	85	34	50	83
Students Identified as Migrant	39	41	80	31	53	83	34	55	89

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
Science: Grade 3									
All Students	42	47	89	40	50	90	39	49	88
Female Students	40	49	89	38	52	90	37	51	88
Male Students	44	45	89	42	48	90	41	48	89
Black Students	23	56	80	21	60	81	19	59	79
Hispanic Students	26	54	81	23	61	84	25	56	81
White Students	51	42	93	50	45	95	49	44	93
Asian Students	48	45	93	44	50	94	47	46	93
American Indian Students	42	48	90	41	50	91	34	56	91
Other Students	45	46	91	43	50	92	38	50	89
Students with Disabilities	28	48	76	27	50	77	26	48	74
Students Identified as Disadvantaged	25	55	80	23	59	82	23	57	80
Limited English Proficient Students	24	57	80	18	64	82	22	57	80
Students Identified as Migrant	19	58	77	20	67	87	19	61	80
History and Social Science: Grade 3									
All Students	52	38	89	57	34	91	64	29	92
Female Students	51	39	90	57	35	92	64	29	93
Male Students	53	36	89	57	33	91	64	28	92
Black Students	35	47	82	41	44	85	48	40	87
Hispanic Students	36	47	83	42	43	85	49	38	87
White Students	60	33	93	65	29	94	72	23	95
Asian Students	62	32	94	67	28	95	75	21	96
American Indian Students	55	33	89	56	37	93	59	35	94
Other Students	56	36	92	61	31	92	61	30	91
Students with Disabilities	32	44	76	35	42	78	41	38	79
Students Identified as Disadvantaged	34	48	81	39	45	84	47	39	86
Limited English Proficient Students	35	47	82	38	46	85	47	40	87
Students Identified as Migrant	28	54	82	39	50	89	48	44	92

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
English: Reading: Grade 4									
All Students	-	-	-	42	45	86	47	40	87
Female Students	-	-	-	43	45	88	49	40	89
Male Students	-	-	-	40	45	85	45	41	86
Black Students	-	-	-	27	51	78	32	48	80
Hispanic Students	-	-	-	24	56	80	31	46	77
White Students	-	-	-	50	41	90	55	37	91
Asian Students	-	-	-	48	44	92	56	36	92
American Indian Students	-	-	-	41	46	86	52	41	93
Other Students	-	-	-	45	43	88	50	39	88
Students with Disabilities	-	-	-	26	46	72	29	41	69
Students Identified as Disadvantaged	-	-	-	25	53	77	30	48	78
Limited English Proficient Students	-	-	-	20	59	79	26	47	74
Students Identified as Migrant	-	-	-	5	70	75	22	58	80

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
Mathematics: Grade 4									
All Students	-	-	-	34	44	77	37	44	81
Female Students	-	-	-	32	45	77	36	45	81
Male Students	-	-	-	35	43	78	39	42	81
Black Students	-	-	-	18	46	64	22	47	69
Hispanic Students	-	-	-	20	45	65	23	47	70
White Students	-	-	-	41	43	84	44	42	86
Asian Students	-	-	-	49	37	87	52	38	91
American Indian Students	-	-	-	33	44	78	40	45	85
Other Students	-	-	-	37	44	80	39	43	83
Students with Disabilities	-	-	-	20	38	59	23	39	62
Students Identified as Disadvantaged	-	-	-	18	45	64	22	47	69
Limited English Proficient Students	-	-	-	20	44	63	23	46	69
Students Identified as Migrant	-	-	-	6	51	57	23	49	72
English: Reading: Grade 5									
All Students	29	56	85	42	45	87	36	51	87
Female Students	33	55	88	44	45	89	38	51	89
Male Students	26	56	83	40	45	85	34	51	85
Black Students	15	60	75	24	53	77	21	59	80
Hispanic Students	15	66	81	26	55	81	21	54	74
White Students	37	53	90	50	41	91	43	48	91
Asian Students	35	57	92	51	42	93	45	45	90
American Indian Students	32	58	90	41	48	89	31	60	91
Other Students	33	55	88	46	43	89	39	50	89
Students with Disabilities	13	52	65	23	49	72	21	47	68
Students Identified as Disadvantaged	14	61	75	25	53	78	21	57	77
Limited English Proficient Students	11	68	80	22	58	81	18	52	70
Students Identified as Migrant	10	56	65	17	50	67	19	49	68

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
English: Writing: Grade 5									
All Students	37	54	91	32	57	89	26	63	89
Female Students	44	50	94	39	53	92	33	60	93
Male Students	30	58	88	25	60	85	20	66	86
Black Students	23	64	87	20	63	82	15	68	83
Hispanic Students	26	60	86	20	60	80	16	68	84
White Students	43	50	94	37	54	92	31	61	92
Asian Students	53	42	95	45	49	94	41	54	95
American Indian Students	39	56	95	31	54	85	20	67	87
Other Students	42	50	92	30	59	89	31	60	91
Students with Disabilities	13	56	69	9	52	61	8	55	63
Students Identified as Disadvantaged	20	64	84	17	63	80	14	68	81
Limited English Proficient Students	19	62	81	18	59	78	15	67	82
Students Identified as Migrant	12	64	75	21	50	71	10	65	75
Mathematics: Grade 5									
All Students	25	55	81	45	38	83	48	38	87
Female Students	25	57	82	46	39	84	49	39	88
Male Students	26	54	79	44	37	82	48	37	86
Black Students	12	57	69	30	44	74	35	45	80
Hispanic Students	15	57	72	33	41	74	34	44	78
White Students	31	55	86	52	36	87	55	35	90
Asian Students	42	49	90	61	30	91	64	30	93
American Indian Students	25	56	81	44	41	85	46	38	85
Other Students	29	53	82	46	39	85	48	39	87
Students with Disabilities	11	44	55	25	38	63	29	40	70
Students Identified as Disadvantaged	13	56	69	30	43	73	34	44	78
Limited English Proficient Students	16	54	70	32	40	72	34	44	78
Students Identified as Migrant	12	48	60	38	27	65	34	46	80

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
Science: Grade 5									
All Students	15	66	81	23	62	85	25	63	88
Female Students	14	67	80	20	63	83	22	65	87
Male Students	17	66	82	26	61	86	27	61	88
Black Students	6	61	67	10	62	72	11	67	78
Hispanic Students	7	63	70	11	64	75	14	65	79
White Students	20	68	88	29	61	91	31	61	93
Asian Students	19	69	88	31	60	91	33	60	93
American Indian Students	13	74	87	20	66	86	25	64	89
Other Students	16	67	83	22	64	87	25	64	89
Students with Disabilities	10	52	62	15	51	66	15	55	70
Students Identified as Disadvantaged	7	61	68	11	62	73	12	66	78
Limited English Proficient Students	6	61	67	10	62	72	12	64	76
Students Identified as Migrant	9	50	59	9	55	64	6	65	70
English: Reading: Grade 6									
All Students	-	-	-	38	45	83	37	47	84
Female Students	-	-	-	41	46	86	40	47	87
Male Students	-	-	-	35	45	80	34	48	82
Black Students	-	-	-	19	52	71	22	53	75
Hispanic Students	-	-	-	23	52	75	20	51	71
White Students	-	-	-	46	42	89	45	45	90
Asian Students	-	-	-	51	41	91	48	43	92
American Indian Students	-	-	-	35	49	84	41	47	87
Other Students	-	-	-	44	42	86	37	47	84
Students with Disabilities	-	-	-	20	41	60	20	40	60
Students Identified as Disadvantaged	-	-	-	19	51	71	21	52	72
Limited English Proficient Students	-	-	-	18	53	71	16	50	67
Students Identified as Migrant	-	-	-	13	41	54	16	46	62

	2004-2005			2005-2006			2006-2007			
Mathematics: Grade 6	**Adv**	**Prof**	**Pass**	**Adv**	**Prof**	**Pass**	**Adv**	**Prof**	**Pass**	
All Students	-	-	-	17	35	51	49	39	60	40
Female Students	-	-	-	16	35	52	48	40	61	39
Male Students	-	-	-	17	34	51	49	38	60	40
Black Students	-	-	-	7	27	34	66	34	44	56
Hispanic Students	-	-	-	9	30	39	61	35	48	52
White Students	-	-	-	21	39	60	40	42	69	31
Asian Students	-	-	-	34	39	73	27	39	80	20
American Indian Students	-	-	-	15	38	52	48	44	63	37
Other Students	-	-	-	23	34	57	43	36	60	40
Students with Disabilities	-	-	-	10	20	30	70	25	39	61
Students Identified as Disadvantaged	-	-	-	7	27	34	66	33	44	56
Limited English Proficient Students	-	-	-	11	29	39	61	32	46	54
Students Identified as Migrant	-	-	-	9	27	36	64	34	52	48
History and Social Science (Alternate Assessment): Grade 6										
All Students	-	-	-	-	-	-	-	18	91	9
Female Students	-	-	-	-	-	-	-	20	92	8
Male Students	-	-	-	-	-	-	-	17	90	10
Black Students	-	-	-	-	-	-	-	18	90	10
Hispanic Students	-	-	-	-	-	-	-	19	92	8
White Students	-	-	-	-	-	-	-	19	93	7
Asian Students	-	-	-	-	-	-	-	11	89	11
American Indian Students	-	-	-	-	-	-	-	<	<	<
Other Students	-	-	-	-	-	-	-	17	81	19
Students with Disabilities	-	-	-	-	-	-	-	18	91	9
Students Identified as Disadvantaged	-	-	-	-	-	-	-	17	91	9
Limited English Proficient Students	-	-	-	-	-	-	-	14	93	7

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
English: Reading: Grade 7									
All Students	-	-	-	38	44	81	40	43	82
Female Students	-	-	-	41	44	84	43	43	86
Male Students	-	-	-	35	44	78	37	42	80
Black Students	-	-	-	20	49	69	23	49	72
Hispanic Students	-	-	-	22	48	70	23	47	70
White Students	-	-	-	47	41	88	49	39	88
Asian Students	-	-	-	48	40	89	51	38	89
American Indian Students	-	-	-	39	45	84	43	46	89
Other Students	-	-	-	44	41	85	38	43	81
Students with Disabilities	-	-	-	18	37	55	19	35	54
Students Identified as Disadvantaged	-	-	-	19	48	67	21	48	69
Limited English Proficient Students	-	-	-	14	48	62	17	45	62
Students Identified as Migrant	-	-	-	9	53	62	18	44	62

Mathematics; Grade 7									
All Students	-	-	-	11	33	44	20	36	55
Female Students	-	-	-	11	33	44	20	37	57
Male Students	-	-	-	11	32	43	20	34	54
Black Students	-	-	-	4	22	26	10	30	40
Hispanic Students	-	-	-	6	25	31	10	31	41
White Students	-	-	-	15	38	53	25	39	64
Asian Students	-	-	-	21	43	64	34	39	74
American Indian Students	-	-	-	10	32	42	17	39	56
Other Students	-	-	-	16	35	51	20	31	51
Students with Disabilities	-	-	-	10	16	26	16	20	37
Students Identified as Disadvantaged	-	-	-	6	22	28	11	29	40
Limited English Proficient Students	-	-	-	6	24	30	12	28	40
Students Identified as Migrant	-	-	-	7	32	38	17	32	49

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
Science (Alternate Assessment): Grade 7									
All Students	-	-	-	-	-	-	<	<	<
Male Students	-	-	-	-	-	-	<	<	<
White Students	-	-	-	-	-	-	<	<	<
Students with Disabilities	-	-	-	-	-	-	<	<	<
Students Identified as Disadvantaged	-	-	-	-	-	-	<	<	<
History and Social Science (Alternate Assessment): Grade 7									
All Students	-	-	-	-	-	-	75	16	91
Female Students	-	-	-	-	-	-	75	15	90
Male Students	-	-	-	-	-	-	76	17	92
Black Students	-	-	-	-	-	-	74	18	92
Hispanic Students	-	-	-	-	-	-	76	15	90
White Students	-	-	-	-	-	-	77	14	91
Asian Students	-	-	-	-	-	-	77	19	97
Other Students	-	-	-	-	-	-	73	12	85
Students with Disabilities	-	-	-	-	-	-	75	16	91
Students Identified as Disadvantaged	-	-	-	-	-	-	77	15	92
Limited English Proficient Students	-	-	-	-	-	-	77	11	89
English: Reading: Grade 7									
All Students	53	76	24	27	51	78	30	49	79
Female Students	54	80	20	29	52	81	33	50	83
Male Students	52	73	27	25	50	75	28	48	76
Black Students	52	63	37	13	51	64	16	52	67
Hispanic Students	53	66	34	13	49	63	15	48	63
White Students	53	83	17	34	51	85	38	48	86
Asian Students	55	86	14	34	51	85	41	46	87
American Indian Students	49	73	27	28	53	81	27	59	86
Other Students	51	76	24	32	49	81	31	42	73
Students with Disabilities	35	42	58	14	36	50	16	33	49
Students Identified as Disadvantaged	51	61	39	13	51	64	15	50	65
Limited English Proficient Students	52	61	39	10	45	54	11	42	52
Students Identified as Migrant	39	39	61	5	36	41	8	47	55

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
English: Writing; Grade 8									
All Students	7	67	74	8	83	91	4	81	86
Female Students	9	72	81	11	84	94	6	85	90
Male Students	5	62	67	5	82	87	3	78	81
Black Students	2	57	59	3	82	85	1	76	77
Hispanic Students	3	58	61	3	82	85	2	74	75
White Students	9	72	80	10	83	93	5	85	90
Asian Students	13	74	87	14	82	96	8	84	92
American Indian Students	5	64	69	8	82	90	5	83	88
Other Students	8	67	75	10	82	92	5	79	85
Students with Disabilities	1	34	35	2	59	61	2	51	53
Students Identified as Disadvantaged	2	55	57	3	80	83	1	73	74
Limited English Proficient Students	1	48	49	3	78	81	1	67	68
Students Identified as Migrant	0	31	31	0	49	49	0	60	60
Mathematics: Grade 8									
All Students	22	59	81	36	40	76	40	36	77
Female Students	21	61	83	37	42	79	41	38	80
Male Students	23	56	79	36	38	74	40	35	74
Black Students	8	59	67	20	43	63	24	41	64
Hispanic Students	14	59	73	24	39	64	28	37	65
White Students	27	59	86	43	40	83	48	35	84
Asian Students	45	48	93	59	30	89	65	25	90
American Indian Students	18	61	79	33	42	76	39	39	78
Other Students	28	53	81	47	34	81	39	29	68
Students with Disabilities	9	41	50	16	29	45	19	28	47
Students Identified as Disadvantaged	9	58	67	20	42	62	24	40	64
Limited English Proficient Students	18	52	70	21	37	58	28	34	62
Students Identified as Migrant	16	49	65	9	48	57	26	49	75

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
Science: Grade 8									
All Students	28	59	87	30	57	87	32	56	89
Female Students	25	62	87	26	60	86	29	59	88
Male Students	31	57	87	33	54	88	35	54	89
Black Students	11	65	76	12	63	75	14	64	79
Hispanic Students	14	63	77	16	60	77	17	61	78
White Students	36	57	92	38	55	93	41	53	94
Asian Students	36	57	93	43	50	93	47	48	95
American Indian Students	30	58	87	29	61	90	33	60	93
Other Students	31	57	88	32	57	89	33	55	88
Students with Disabilities	11	53	65	14	50	64	15	49	64
Students Identified as Disadvantaged	11	64	75	13	62	75	14	63	78
Limited English Proficient Students	11	61	72	16	56	72	12	60	72
Students Identified as Migrant	7	56	62	12	52	64	5	44	49
History and Social Science: Grade 8									
All Students	29	53	82	32	49	81	27	53	80
Female Students	25	56	81	27	53	80	23	57	80
Male Students	32	50	82	35	46	81	31	49	80
Black Students	16	55	71	23	50	73	19	54	73
Hispanic Students	15	53	68	18	50	68	13	52	65
White Students	36	52	88	38	49	87	33	52	86
Asian Students	36	52	88	38	46	83	30	53	83
American Indian Students	18	57	75	29	51	80	37	56	93
Other Students	21	58	79	40	34	74	20	48	68
Students with Disabilities	23	41	64	44	25	69	29	31	60
Students Identified as Disadvantaged	16	55	71	24	49	73	18	53	70
Limited English Proficient Students	9	47	55	22	41	63	9	47	55
Students Identified as Migrant	25	35	60	25	50	75	<	<	<

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
English: Reading: High School									
All Students	28	60	88	42	48	90	44	50	94
Female Students	30	60	90	45	47	92	46	49	95
Male Students	25	61	87	39	50	89	41	52	93
Black Students	12	66	78	21	62	83	22	66	88
Hispanic Students	15	66	81	26	58	84	27	63	90
White Students	34	58	92	52	42	94	53	43	96
Asian Students	31	59	90	47	44	91	50	46	96
American Indian Students	30	60	90	40	48	88	41	50	92
Other Students	27	59	86	40	50	90	48	45	93
Students with Disabilities	11	55	66	18	51	69	19	55	74
Students Identified as Disadvantaged	13	64	78	22	60	82	22	65	87
Limited English Proficient Students	7	63	70	12	62	73	15	72	87
Students Identified as Migrant	3	57	59	5	62	67	21	65	86
English: Writing: High School									
All Students	31	57	88	26	62	88	28	65	92
Female Students	37	55	92	31	60	91	33	62	95
Male Students	26	59	85	22	64	85	22	68	90
Black Students	14	65	79	10	70	80	12	75	87
Hispanic Students	19	60	79	13	67	81	14	73	87
White Students	39	54	93	34	59	92	34	60	95
Asian Students	38	52	91	34	58	92	36	59	95
American Indian Students	29	60	89	21	67	88	28	64	92
Other Students	30	54	84	24	62	86	30	62	92
Students with Disabilities	8	53	62	5	55	60	5	61	67
Students Identified as Disadvantaged	13	65	78	11	68	79	12	74	86
Limited English Proficient Students	6	60	66	6	69	74	7	75	82
Students Identified as Migrant	0	60	60	11	57	68	11	69	80

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
Mathematics (Alternate Assessment): High School									
All Students	66	32	98	50	30	80	66	22	88
Female Students	65	32	98	53	31	83	66	22	88
Male Students	67	32	98	49	30	78	67	22	88
Black Students	66	32	98	45	33	79	67	23	91
Hispanic Students	70	25	95	68	30	98	74	15	89
White Students	67	31	98	53	28	80	68	20	88
Asian Students	76	24	100	56	32	88	62	24	86
American Indian Students	<	<	<	<	<	<	<	<	<
Other Students	46	50	96	25	31	56	54	27	81
Students with Disabilities	66	32	98	50	30	80	66	22	88
Students Identified as Disadvantaged	69	29	97	47	33	80	68	19	87
Limited English Proficient Students	33	53	87	65	26	91	62	31	93
Algebra I									
All Students	21	66	86	19	69	88	22	69	92
Female Students	21	67	88	20	70	89	23	70	93
Male Students	20	64	84	19	68	86	21	68	90
Black Students	9	69	78	8	73	81	10	76	87
Hispanic Students	13	68	81	11	72	83	14	73	88
White Students	24	65	90	23	68	90	26	68	94
Asian Students	41	54	94	40	55	95	46	52	97
American Indian Students	13	70	83	18	68	86	24	67	91
Other Students	25	61	85	24	65	89	26	62	88
Students with Disabilities	5	58	63	4	63	67	5	70	75
Students Identified as Disadvantaged	11	68	79	9	72	81	11	75	86
Limited English Proficient Students	19	64	83	16	68	84	20	69	88
Students Identified as Migrant	18	49	66	15	64	80	7	86	93

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
Geometry									
All Students	23	60	83	22	61	83	23	63	86
Female Students	21	61	82	20	61	81	21	64	85
Male Students	25	60	85	24	60	84	25	62	87
Black Students	8	59	67	7	60	68	7	65	72
Hispanic Students	14	61	75	13	62	75	15	65	80
White Students	28	61	89	27	62	88	28	63	91
Asian Students	41	50	91	40	51	91	44	49	93
American Indian Students	19	66	85	18	60	78	24	60	84
Other Students	26	56	82	31	55	87	26	60	86
Students with Disabilities	7	53	61	7	53	60	7	56	62
Students Identified as Disadvantaged	12	60	72	10	62	72	10	64	74
Limited English Proficient Students	20	55	75	17	56	73	19	60	79
Students Identified as Migrant	17	62	79	16	61	76	9	85	93
Algebra II									
All Students	33	55	88	22	62	85	22	66	88
Female Students	33	56	89	22	63	85	21	68	89
Male Students	34	54	87	23	61	84	23	64	87
Black Students	18	62	80	10	67	77	10	72	82
Hispanic Students	24	59	83	16	63	78	15	67	82
White Students	36	54	90	25	62	87	24	66	90
Asian Students	49	44	93	41	50	91	40	53	93
American Indian Students	28	50	78	21	60	81	19	68	87
Other Students	36	50	86	29	55	84	26	60	86
Students with Disabilities	13	58	71	9	58	67	9	65	73
Students Identified as Disadvantaged	22	61	83	13	66	79	12	70	82
Limited English Proficient Students	35	51	86	25	56	81	25	60	85
Students Identified as Migrant	27	73	100	25	55	80	16	65	81

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
Science (Alternate Assessment)									
All Students	53	43	96	50	24	75	57	29	86
Female Students	53	44	97	52	23	75	56	33	88
Male Students	54	41	95	49	25	75	59	26	85
Black Students	53	43	96	47	25	72	58	31	89
Hispanic Students	58	33	90	63	32	95	57	26	83
White Students	52	44	96	52	24	76	59	27	86
Asian Students	60	36	96	61	18	79	65	19	85
American Indian Students	<	<	<	<	<	<	<	<	<
Other Students	56	36	92	31	25	56	46	29	75
Students with Disabilities	53	43	96	50	24	75	57	29	86
Students Identified as Disadvantaged	54	41	95	48	26	74	61	24	85
Limited English Proficient Students	27	60	87	60	26	86	75	13	88
Biology									
All Students	12	71	83	13	70	83	15	73	87
Female Students	10	72	82	11	71	82	13	75	87
Male Students	14	70	83	14	69	83	17	71	87
Black Students	3	66	69	3	67	69	3	72	76
Hispanic Students	4	62	66	5	63	68	6	69	75
White Students	16	74	90	17	73	90	20	74	93
Asian Students	16	70	86	17	69	86	23	68	90
American Indian Students	10	71	81	11	71	82	17	73	91
Other Students	12	69	81	17	67	85	17	72	89
Students with Disabilities	3	53	57	3	55	58	4	60	64
Students Identified as Disadvantaged	4	65	68	4	65	69	4	71	75
Limited English Proficient Students	4	56	59	2	55	57	4	64	68
Students Identified as Migrant	0	62	62	0	59	59	0	67	67

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
Chemistry									
All Students	15	73	88	16	71	87	17	73	91
Female Students	12	75	88	13	73	86	14	76	90
Male Students	18	71	89	20	69	88	21	71	92
Black Students	5	73	78	5	73	78	6	77	83
Hispanic Students	7	68	75	7	64	71	9	71	80
White Students	17	74	92	19	72	91	20	74	94
Asian Students	21	68	89	24	64	89	28	65	93
American Indian Students	12	76	87	12	72	84	15	78	93
Other Students	21	68	89	20	61	82	21	67	88
Students with Disabilities	5	61	66	6	58	64	6	63	69
Students Identified as Disadvantaged	6	72	78	6	71	77	8	74	82
Limited English Proficient Students	8	63	71	8	61	69	10	67	77
Students Identified as Migrant	<	<	<	0	82	82	21	71	92
Earth Science									
All Students	15	65	80	18	63	82	19	65	84
Female Students	11	67	78	14	66	80	15	67	83
Male Students	19	64	83	23	61	84	24	63	86
Black Students	4	61	66	6	63	69	7	66	72
Hispanic Students	7	60	67	8	61	69	10	65	74
White Students	21	67	88	25	64	89	26	65	91
Asian Students	17	68	85	22	64	86	25	63	89
American Indian Students	11	68	79	16	66	81	19	68	86
Other Students	11	65	75	18	60	78	18	62	80
Students with Disabilities	5	52	57	6	53	59	6	54	61
Students Identified as Disadvantaged	6	62	68	7	62	69	8	64	72
Limited English Proficient Students	3	53	56	4	54	57	5	58	63
Students Identified as Migrant	5	49	54	4	53	56	9	52	62

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
History and Social Science (Alternate Assessment)									
All Students	68	28	96	63	13	76	66	19	86
Female Students	66	31	97	63	15	78	65	21	86
Male Students	69	26	95	64	11	75	67	19	86
Black Students	66	29	95	60	12	72	65	22	87
Hispanic Students	75	18	93	78	7	85	74	14	89
White Students	69	28	96	65	13	78	67	20	87
Asian Students	80	20	100	65	21	85	67	19	85
American Indian Students	<	<	<	<	<	<	<	<	<
Other Students	56	40	96	44	19	63	60	14	74
Students with Disabilities	68	28	96	63	13	76	66	19	86
Students Identified as Disadvantaged	65	30	95	63	11	74	70	16	86
Limited English Proficient Students	53	27	80	73	13	87	71	18	88
Virginia and United States History									
All Students	34	55	90	39	52	92	40	53	93
Female Students	28	60	88	33	57	90	34	58	92
Male Students	40	51	91	46	47	93	46	48	94
Black Students	17	64	81	20	65	84	21	66	87
Hispanic Students	20	62	82	25	59	85	25	64	89
White Students	42	52	93	48	47	95	49	47	96
Asian Students	39	54	92	46	49	94	46	50	96
American Indian Students	38	53	91	31	60	92	35	57	92
Other Students	32	54	86	40	49	90	40	52	92
Students with Disabilities	14	56	70	17	56	74	18	59	77
Students Identified as Disadvantaged	17	63	80	20	64	84	21	65	86
Limited English Proficient Students	15	64	79	14	65	80	16	68	84
Students Identified as Migrant	4	68	71	8	58	66	26	58	84

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
World History I									
All Students	29	56	85	28	56	85	31	58	89
Female Students	25	60	84	24	60	84	27	62	89
Male Students	33	53	85	32	53	85	36	54	90
Black Students	12	61	73	12	61	73	14	66	80
Hispanic Students	19	58	77	18	58	76	21	63	84
White Students	35	55	90	35	55	90	38	55	93
Asian Students	42	50	92	42	50	92	50	45	96
American Indian Students	27	56	83	27	57	83	35	57	92
Other Students	32	53	85	34	50	85	37	50	87
Students with Disabilities	11	53	64	12	53	64	12	57	69
Students Identified as Disadvantaged	13	60	73	13	60	73	14	65	79
Limited English Proficient Students	19	56	75	14	58	73	22	61	82
Students Identified as Migrant	11	47	58	14	47	60	17	58	75
World History II									
All Students	30	58	88	31	58	89	35	57	92
Female Students	24	63	87	25	63	88	28	63	91
Male Students	37	53	90	38	53	90	42	51	93
Black Students	14	65	79	14	66	80	16	69	84
Hispanic Students	18	61	79	17	63	80	21	62	84
White Students	36	56	92	37	55	93	41	54	95
Asian Students	41	53	94	43	51	94	47	50	97
American Indian Students	23	63	86	30	60	90	37	57	95
Other Students	32	55	87	38	52	89	37	54	91
Students with Disabilities	13	53	67	13	56	69	17	58	75
Students Identified as Disadvantaged	15	63	78	15	63	78	16	65	82
Limited English Proficient Students	19	61	80	16	61	77	20	62	82
Students Identified as Migrant	20	73	93	21	56	76	16	69	84

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
World Geography									
All Students	22	53	75	26	51	77	28	55	82
Female Students	18	54	72	22	52	75	23	57	80
Male Students	27	52	78	30	50	80	33	52	85
Black Students	9	51	60	11	53	64	12	58	70
Hispanic Students	16	56	72	19	53	72	21	60	81
White Students	29	53	82	34	50	83	35	52	88
Asian Students	32	55	88	37	49	86	35	53	88
American Indian Students	22	53	75	30	45	76	26	61	87
Other Students	25	52	77	32	51	83	23	52	76
Students with Disabilities	7	40	47	9	43	52	8	49	57
Students Identified as Disadvantaged	10	52	62	12	52	64	14	57	71
Limited English Proficient Students	8	54	63	12	51	62	12	58	69
Students Identified as Migrant	3	38	41	13	44	56	16	53	68
Virginia Studies									
All Students	44	41	85	45	40	85	40	43	83
Female Students	42	43	84	41	43	84	37	45	82
Male Students	47	39	86	48	38	86	43	41	84
Black Students	28	49	76	28	47	75	25	49	74
Hispanic Students	31	45	76	30	46	75	26	45	70
White Students	52	37	89	52	37	90	47	41	88
Asian Students	56	35	92	57	35	92	51	38	89
American Indian Students	38	46	84	43	44	87	35	49	84
Other Students	49	39	88	50	37	87	40	42	83
Students with Disabilities	27	39	66	27	41	68	25	39	63
Students Identified as Disadvantaged	27	48	74	27	47	74	24	47	71
Limited English Proficient Students	29	45	75	28	46	75	24	44	68
Students Identified as Migrant	31	23	54	15	50	65	28	38	66

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
United States History to 1877									
All Students	16	47	63	20	45	65	20	49	69
Female Students	14	46	61	17	45	62	18	49	67
Male Students	19	47	66	22	45	68	23	49	72
Black Students	6	38	44	8	37	46	9	44	53
Hispanic Students	11	43	54	11	40	51	12	46	58
White Students	20	50	71	24	49	73	25	52	77
Asian Students	31	51	82	32	47	78	34	50	84
American Indian Students	12	52	64	20	48	68	22	51	73
Other Students	18	52	69	21	45	66	19	48	67
Students with Disabilities	5	29	34	8	31	39	9	36	45
Students Identified as Disadvantaged	6	37	43	8	36	44	9	43	51
Limited English Proficient Students	13	42	55	11	38	49	12	45	57
Students Identified as Migrant	5	32	36	6	24	29	9	42	51
United States History from 1877 to Present									
All Students	36	48	84	42	43	85	44	43	87
Female Students	32	51	83	38	46	84	40	46	86
Male Students	40	45	85	46	40	86	47	40	88
Black Students	20	53	72	24	50	74	27	51	78
Hispanic Students	22	51	73	26	46	72	27	48	75
White Students	42	46	88	50	40	90	52	40	92
Asian Students	49	42	92	57	35	92	58	35	93
American Indian Students	36	51	87	36	52	88	42	47	89
Other Students	41	46	87	44	44	89	41	41	83
Students with Disabilities	14	44	58	19	43	62	21	46	66
Students Identified as Disadvantaged	18	52	70	23	49	72	25	51	75
Limited English Proficient Students	24	49	73	24	44	68	23	48	70
Students Identified as Migrant	22	50	72	5	59	65	37	35	72

	2004-2005			2005-2006			2006-2007		
	Adv	Prof	Pass	Adv	Prof	Pass	Adv	Prof	Pass
Civics and Economics									
All Students	28	56	84	34	51	84	32	51	82
Female Students	26	58	84	32	53	84	31	52	83
Male Students	30	53	83	35	49	84	33	49	82
Black Students	14	59	73	17	57	74	17	55	72
Hispanic Students	16	56	72	18	53	71	18	51	69
White Students	33	55	88	41	48	89	39	49	88
Asian Students	40	51	90	47	44	91	46	45	91
American Indian Students	24	63	87	35	53	88	30	56	86
Other Students	33	53	86	39	48	88	33	49	82
Students with Disabilities	9	47	56	12	45	57	12	44	56
Students Identified as Disadvantaged	12	57	69	15	55	70	15	53	69
Limited English Proficient Students	15	54	69	17	51	68	14	50	65
Students Identified as Migrant	19	38	56	0	58	58	9	50	59

Appendix B:
Measures of Student Progress

Adequate Yearly Progress

Details of the statewide Standards of Learning test results are shown in Appendix A.

Results from the statewide testing program in 2006-2007 showed that high school students increased their achievement on all Standards of Learning tests in English reading, English writing, mathematics, history and science required for graduating with a Standard or Advanced Studies diploma.

- Middle school students also contributed to an overall four-point increase in mathematics achievement by making significant gains in performance on rigorous, grade-level mathematics assessments introduced during the 2005-2006 school year.

- Of the 1,823 open schools that earned Adequate Yearly Progress (AYP) ratings, 72 percent met the federal education law's requirements for AYP despite higher benchmarks for reading and mathematics.

- The AYP benchmarks for achievement in reading and mathematics were each four points higher than during the previous school year.

- Virginia as a state met or exceeded all of the objectives for participation in statewide testing and achievement except in the reading performance of limited English proficient (LEP) students.

- Fifty-eight of Virginia's 132 school divisions made AYP during 2006-2007, compared with 72 during the previous year.

- In 23 school divisions, all schools made AYP.

- Achievement in mathematics rebounded during 2006-2007 as students improved on their performance on grade-level tests first introduced during 2005-2006 in grades 4, 6 and 7. Overall, 80 percent of Virginia students tested last year in mathematics passed, compared with 76 percent in 2005-2006.

- Middle school students improved upon their performance on mathematics tests introduced during 2005-2006, and high school students increased achievement on all three end-of-course mathematics tests linked to the commonwealth's diploma requirements.

- Overall mathematics achievement of African-American and Hispanic students increased with noteworthy gains on tests in Algebra and Geometry.

- Overall achievement in reading increased slightly with 85 percent of Virginia students passing SOL and other tests in reading during 2006-2007 compared with 84 percent during 2005-2006.

- African-American and Hispanic students made significant gains on the English SOL reading test required for graduation with a Standard or Advanced Studies diploma:

- Science achievement increased overall and in all student subgroups during 2006-2007. Eighty-eight percent of Virginia students passed tests in science, compared with 85 percent during 2005-2006.

- Student achievement increased on the four high school history/social science tests.

- Twelve Title I schools made AYP for a second consecutive year, and by doing so, exited school-improvement status.

- Seventy-three percent of Virginia's 699 Title I schools made AYP based on achievement during 2006-2007.

- Fourteen Title I schools entered or remained in "year two" of improvement status, and in addition to offering transfers, must also provide supplemental educational services or tutoring free-of-charge to children who request these services.

- Fourteen Title I schools also entered or remained in "year three" of improvement status. These schools must offer transfers and tutoring, and take at least one of several corrective actions specified in the law to raise student achievement.

- Six Title I schools entered "year four" of improvement status. School divisions must begin developing alternative governance plans for these schools while continuing to offer transfers and tutoring, and continuing to implement corrective action.

- Two Richmond middle schools entered or remained in "year five" of school improvement. These schools must take or continue implementing one of the following actions:

    - Reopen as a charter school;

    - Replace all or most of the school staff relevant to the school's failure to make AYP;

    - Turn the management of the school over to a private educational management company or another entity with a demonstrated record of success; or

    - Any other major restructuring of school governance.

- Vernon Johns Middle in Petersburg moved into "year six" of improvement after not making AYP for a seventh consecutive year. Vernon Johns Middle also must continue implementation of its alternative governance plan to increase achievement.

AYP ratings and student achievement data for all Virginia public schools and school divisions are available in the Virginia School Report Card section of the Virginia Department of Education Web site. More details of Virginia's 2006-2007 results are contained in Appendix A.

NAEP

Results from the 2007 National Assessment of Educational Progress (NAEP) show that the reading and mathematics skills of Virginia students continue to improve and that the commonwealth's students remain among the nation's highest achievers in these subjects.

Average achievement for Virginia fourth- and eighth-grade students in reading and mathematics on the 2007 tests was significantly higher than that of students nationwide and in the South. Students in only two states performed at what the National Center for Education Statistics (NCES) considers a statistically higher level on the fourth-grade reading test, and students in only five states achieved at a higher level on the eighth-grade reading test. The performance of Virginia's fourth graders was especially noteworthy as overall achievement increased in both reading and mathematics.

In no state did African-American fourth and eighth graders perform at a statistically higher level in reading and mathematics than African-American students in Virginia. African-American fourth graders in Virginia also narrowed the achievement gap with White students in reading by six points. For the first time since the NAEP began in the early 1990s, a majority - 60 percent - of African-American fourth graders demonstrated reading proficiency at or above the Basic level. Virginia also was the only state where African American students improved their performance in mathematics at both grade levels from 2005 to 2007.

In addition, Hispanic students outperformed peers nationwide in reading and math. Hispanic achievement in Virginia in both grades 4 and 8 was 12 points higher than the national averages.

The achievement of Virginia students on the NAEP is especially satisfying in light of the fact that it was a steep decline in reading achievement on the NAEP in the early 1990s that awakened educators and policy makers in the Commonwealth to the need for more rigorous standards for both students and schools.

Special Education

The U.S. Department of Education (USED) recognized Virginia in 2007 as one of a handful of states whose implementation of the Individuals with Disabilities Education Act (IDEA) meets the requirements of the law. After evaluating the Commonwealth's progress toward meeting the goals of its State Performance Plan, USED determined that Virginia is meeting the requirements and purposes of IDEA in five key areas, including

- Collecting and reporting valid and reliable data about the education and performance of students with disabilities

- Transitioning toddlers in need of special education services into the PK-12 system
- Providing supervision and correcting problems in school division special education programs
- Resolving complaints in a timely manner
- Adjudicating due-process complaints in a timely manner

The publication on the VDOE Web site in June 2007 of state- and division-level reports on the performance of students with disabilities provides the public with easily accessible information about state and local efforts to raise the achievement of these students.

Safe Schools Information Resource

VDOE in 2007 unveiled a new, online resource to help educators and administrators analyze safety data as they develop and review plans to protect children, improve discipline and enhance security. The new Safe Schools Information Resource (SSIR) also broadens public access to school-safety data and provides an easy-to-use tool for creating reports and comparing data for schools and divisions. SSIR enables schools, parents and communities to access data easily, assess school-safety needs and design programs and strategies that address identified needs. Users can track trends and create charts and are able to "drill" down to view and compare data for schools and divisions on specific offenses and discipline outcomes. Information available through SSIR includes:

- Frequency of reported offenses
- Data on student offenders
- Data on non-student offenders
- Disciplinary outcomes resulting from student offenses

SSIR was developed by the Department of Education and Virginia Commonwealth University's Center for School-Community Collaboration as part of the Prevention Through Information initiative, a three-year, federally funded project to improve the capacity of Virginia schools to collect and use safety data for prevention planning.

School Safety Data: 2004-2005 and 2005-2006

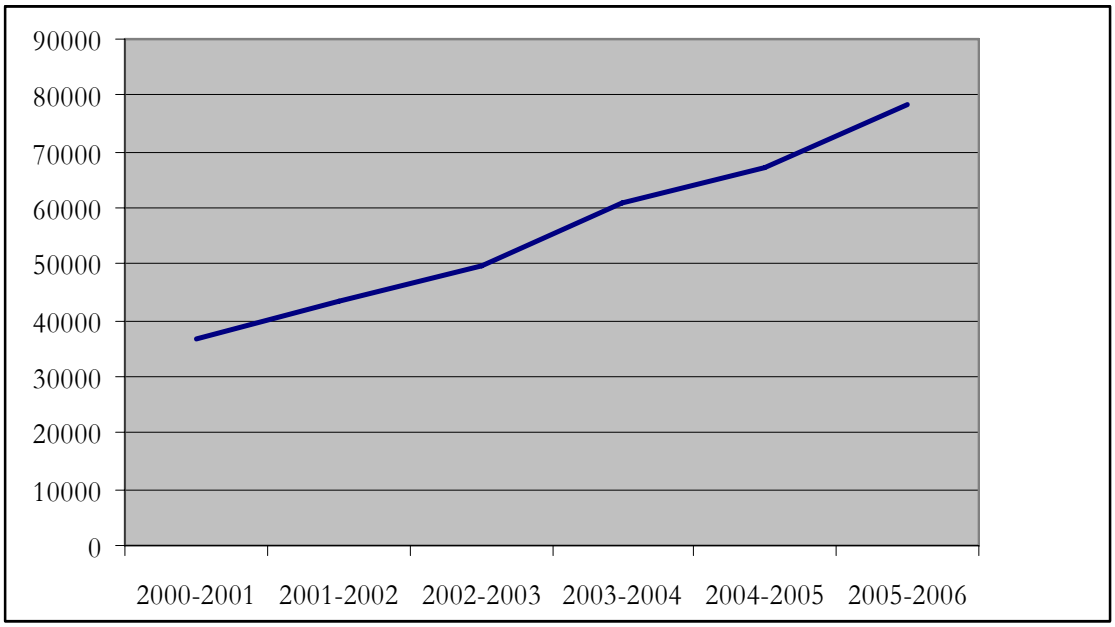
Offense Category	2004-2005	2005-2006	2006-2007
Related to Weapons	2946	3144	*
Against Student	12860	12747	*
Against Staff	4159	4290	*
Against Person	27207	37412	*
Related to alcohol, tobacco, other drugs	10624	11011	*
Related to Property	9216	10263	*
Related to Behavior	82156	62616	*
Other	169321	180841	*

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

2006-2007: 1,220,597

2005-2006: 1,213,767
2004-2005: 1,205,847
2003-2004: 1,192,076
2002-2003: 1,177,229

Enrollment of Limited English Proficient (LEP) Students in Virginia's Public Schools



Career and Technical Education (CTE) Programs: Number of Industry Certifications, State Licenses Earned, and National Occupational Competency Testing Institute Assessments Passed by Students

	2004-2005	2005-2006	2006-2007
NOCTI Assessments	559	1,008	1,195
State Licensures	1,100	1,172	1,012
Industry Certification	4,678	7,935	10,277
CTE Completers	28,420	29,403	30,917

Enrollment in Special Education Programs

2006-2007: 172,704
2005-2006: 175,730
2004-2005: 175.577
2003-2004: 172,525
2002-2003: 169,303
2001-2002: 164,878

Enrollment in Gifted Education Programs

2006-2007: 176,647
2005-2006:172,978
2004-2005: 173,195
2003-2004: 173,207
2002-2003: 147,832

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

Year	Eligible Students	Percent of Statewide Enrollment
2001-2002	348,880	31.30 percent
2002-2003	362,477	31.81 percent
2003-2004	374,437	32.63 percent
2004-2005	387,554	33.48 percent
2005-2006	387,847	33.11 percent
2006-2007	394,860	33.49 percent

Percent of Students Enrolled in Advanced Programs

Program type	2004-2005	2005-2006
Advanced Placement Test Taken	35366 / 9.6%	40639 / 10.79%
Advanced Placement course enrollment	45638 / 12.39%	50418 / 13.39%
Dual Enrollment courses taken	16409 / 4.45%	20105 / 5.34%
Governor's School enrollment	3554 / .96%	4029 / 1.07%
Seniors enrolled in IB Program	870 / .24%	1075 / .29%

Program Completion Information
Shown as percent of total number of graduates

Credential type	2004-2005	2005-2006
Advanced Diploma	36370 / 47.34%	37864 / 48.82%
Certificate of Completion	571 / .74%	513 / .66%
GED	1104 / 1.44%	1057 / 1.36%
GED/ISAEP Certificate	1503 / 1.96%	1486 / 1.92%
General Achievement Diploma	15 / .02%	34 / .04%
Modified Standard Diploma	1706 / 2.22%	1899 / 2.45%
Special Diploma	2584 / 3.36%	2471 / 3.19%
Standard Diploma	32976 / 42.92%	32238 / 41.56%

Graduation Rates: 2004-2005 and 2005-2006

Graduation Rate Student Subgroup	2004-2005 Percentage	2005-2006 Percentage
All Students	79	79
Black Students	70	71
Hispanic Students	68	65
White Students	83	84
Students with Disabilities	-	42
Students Identified as Disadvantaged	-	68
Limited English Proficient Students	-	64
Students Identified as Migrant	-	69
Homeless	-	0

Statewide Dropout Information by Ethnic Subgroup
Shown as a percent of total enrollment

Student Subgroup	2004-2005	2005-2006
All Students	10381 / 1.86%	10608 / 1.88%
Female	4302 / 1.58%	4265 / 1.55%
Male	6079 / 2.13%	6343 / 2.2%
Unspecified	75 / 1.58%	98 / 1.52%
Black	3597 / 2.44%	3992 / 2.65%
Hispanic	1801 / 5.28%	1585 / 4.32%
White	4475 / 1.31%	4564 / 1.34%
Asian	398 / 1.47%	322 / 1.15%
American Indian	32 / 2.05%	42 / 2.48%
Native Hawaiian	<	<

Note: < = A group below state definition for personally identifiable results

Professional Qualifications of Teachers
Shown as a percentage of core academic classes taught by teachers not meeting the federal definition of Highly Qualified

School type	2004-2005	2005-2006	2006-2007
All Schools	5	5	3
High Poverty	6	6	5
Low Poverty	3	3	2

Notes:
-- High Poverty means schools in the top quartile of poverty in the state.
-- Low poverty means schools in the bottom quartile in the state.
-- NCLB defines core academic subjects as: English, reading or language arts, mathematics, science, foreign language, civics and government, economics, art, history, and geography.

Highest Degrees Held by Teachers in Virginia

Degree type	2004-2005	2005-2006	2006-2007
Bachelor's Degree	49%	50%	51%
Master's Degree	49%	48%	47%
Doctoral Degree	1%	1%	1%

Provisional and Special Education Conditional Licenses

Credential type	2004-2005	2005-2006	2006-2007
Provisional	8%	7%	7%
Special Education Conditional	2%	2%	2%

Total Number of Teachers and Administrators in Virginia's Public Schools: 2005-2006

Teachers = 98,415
Administrators = 4,153
Total = 102,568

Number of Initial Teaching Licenses Issued by the Virginia Department of Education: 2005-2006

Total number of licenses issued to in-state applicants between July 1, 2005 and June 30, 2006: 6,259
Total number of licenses issued to out-of-state applicants between July 1, 2005 and June 30, 2006: 4,577
Total number of licenses issued between July 1, 2005 and June 30, 2006: 10,836

Total Number of Home-Schooled Students in Virginia

2006-2007: 20,240
2005-2006: 18,693
2004-2005: 17,448
2003-2004: 18,102
2002-2003: 16,542

Statewide Average Daily Attendance Percentages

2005-2006: 95.0 percent
2004-2005: 95.0 percent
2003-2004: 95.0 percent
2002-2003: 94.9 percent
2001-2002: 95.0 percent

General Fund (GF) Legislative Appropriations— Total State, Total K-12, Total Direct Aid to Public Education: FY 1995 through 2006

Fiscal Year	Total GF Appropriation for Operating Expenses	Total K-12 GF Appropriation	Total K-12 GF Appropriation as a % of Total Operating	Total Direct Aid to Public Education GF Appropriation	Total Direct Aid to Public Education GF Appropriation as a % of Total Operating
1995	7,355,695,733	2,547,067,019	34.6%	2,514,736,974	34.2%
1996	7,597,249,960	2,686,990,223	35.4%	2,658,572,757	35.0%
1997	8,134,360,672	2,930,985,574	36.0%	2,895,766,099	35.6%
1998	8,715,476,981	3,082,072,592	35.4%	3,046,807,462	35.0%
1999	9,967,431,115	3,534,978,628	35.5%	3,489,301,374	35.0%
2000	11,093,396,991	3,720,945,765	33.5%	3,673,762,807	33.1%
2001	12,283,610,813	4,007,068,597	32.6%	3,942,411,254	32.1%
2002	12,013,820,347	3,959,806,011	33.0%	3,895,682,317	32.4%
2003	12,105,186,620	3,980,489,954	32.9%	3,923,268,185	32.4%
2004	12,370,158,175	4,129,120,033	33.4%	4,069,907,268	32.9%
2005	13,781,896,827	4,719,699,883	34.2%	4,653,203,619	33.8%
2006	15,111,251,632	5,071,605,259	33.6%	4,998,052,047	33.1%
2007	16,779,048,401	5,770,433,215	34.4%	5,695,619,782	33.9
2008	16,982,495,713	5,933,601,634	34.9%	5,859,840,675	34.5%

Notes:

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

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

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

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

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

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

Appendix C:
2007 STANDARDS OF QUALITY AS AMENDED

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

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

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

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

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

The Standards of Learning in all subject areas shall be subject to regular review and revision to maintain rigor and to reflect a balance between content knowledge and the application of knowledge in preparation for eventual employment and lifelong learning.

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

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

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

In addition, the Department of Education shall make available and maintain a website, either separately or through an existing website utilized by the Department of Education, enabling public elementary, middle, and high school educators to submit recommendations for improvements relating to the Standards of Learning, when

under review by the Board according to its established schedule, and related assessments required by the Standards of Quality pursuant to this chapter. Such website shall facilitate the submission of recommendations by educators.

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

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

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

C. Local school boards shall develop and implement a program of instruction for grades K through 12 that is aligned to the Standards of Learning and meets or exceeds the requirements of the Board of Education. The program of instruction shall emphasize reading, writing, speaking, mathematical concepts and computations, proficiency in the use of computers and related technology, and scientific concepts and processes; essential skills and concepts of citizenship, including knowledge of Virginia history and world and United States history, economics, government, foreign languages, international cultures, health and physical education, environmental issues and geography necessary for responsible participation in American society and in the international community; fine arts, which may include, but need not be limited to, music and art, and practical arts; knowledge and skills needed to qualify for further education, gainful employment, or training in a career and technical field; and development of the ability to apply such skills and knowledge in preparation for eventual employment and lifelong learning and to achieve economic self-sufficiency.

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

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

Any student who fails to achieve a passing score on all of the Standards of Learning assessments for the relevant grade level in grades three through eight or who fails an end-of-course test required for the award of a verified unit of credit shall be required to attend a remediation program or to participate in another form of remediation. Division superintendents shall require such students to take special programs of prevention, intervention, or remediation, which may include attendance in public summer school programs, in accordance with clause (ii) of subsection A of § 22.1-254 and § 22.1-254.01.

Remediation programs shall include, when applicable, a procedure for early identification of students who are at risk of failing the Standards of Learning assessments in grades three through eight or who fail an end-of-course test required for the award of a verified unit of credit required for the student's graduation. Such programs may also include summer school for all elementary and middle school grades and for all high school academic courses, as defined by regulations promulgated by the Board of Education, or other forms of remediation. Summer school remediation programs or other forms of remediation shall be chosen by the division superintendent to be appropriate to the academic needs of the student. Students who are required to attend such

summer school programs or to participate in another form of remediation shall not be charged tuition by the school division.

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

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

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

programs, and the availability of financial assistance to low-income and needy students to take the advanced placement and International Baccalaureate examinations.
10. Identification of students with limited English proficiency and enrollment of such students in appropriate instructional programs.
11. Early identification, diagnosis, and assistance for students with reading and mathematics problems and provision of instructional strategies and reading and mathematics practices that benefit the development of reading and mathematics skills for all students.
12. Incorporation of art, music, and physical education as a part of the instructional program at the elementary school level.
13. A program of student services for grades kindergarten through 12 that shall be designed to aid students in their educational, social, and career development.
14. The collection and analysis of data and the use of the results to evaluate and make decisions about the instructional program.

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

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

§ 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel.
A. The Board shall establish requirements for the licensing of teachers, principals, superintendents, and other professional personnel.

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

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

Within its regulations governing special education programs, the Board shall seek to set pupil/teacher ratios for pupils with mental retardation that do not exceed the pupil/teacher ratios for self-contained classes for pupils with specific learning disabilities.

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

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

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

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

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

H. Each local school board shall employ, at a minimum, the following full-time equivalent positions for any school that reports fall membership, according to the type of school and student enrollment:
1. Principals in elementary schools, one half-time to 299 students, one full-time at 300 students; principals in middle schools, one full-time, to be employed on a 12-month basis; principals in high schools, one full-time, to be employed on a 12-month basis;
2. Assistant principals in elementary schools, one half-time at 600 students, one full-time at 900 students; assistant principals in middle schools, one full-time for each 600 students; assistant principals in high schools, one full-time for each 600 students;
3. Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one-half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full-time at 300 students, two full-time at 1,000 students;
4. Guidance counselors in elementary schools, one hour per day per 100 students, one full-time at 500 students, one hour per day additional time per 100 students or major fraction thereof; guidance counselors in middle schools, one period per 80 students, one full-time at 400 students, one additional period per 80 students or major fraction thereof; guidance counselors in high schools, one period per 70 students, one full-time at 350 students, one additional period per 70 students or major fraction thereof; and
5. Clerical personnel in elementary schools, part-time to 299 students, one full-time at 300 students; clerical personnel in middle schools, one full-time and one additional fulltime for each 600 students beyond 200 students and one full-time for the library at 750 students; clerical personnel in high schools, one full-time and one additional full-time for each 600 students beyond 200 students and one full-time for the library at 750 students.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

In prescribing such Standards of Learning assessments, the Board shall provide local school boards the option of administering tests for United States History to 1877, United States History: 1877 to the Present, and Civics and

Economics. The last administration of the cumulative grade eight history test will be during the 2007-2008 academic school year. Beginning with the 2008-2009 academic year, all school divisions shall administer the United States History to 1877, United States History: 1877 to the Present, and Civics and Economics tests.

The Board of Education shall make publicly available such assessments in a timely manner and as soon as practicable following the administration of such tests, so long as the release of such assessments does not compromise test security or deplete the bank of assessment questions necessary to construct subsequent tests, or limit the ability to test students on demand and provide immediate results in the web-based assessment system.

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

These Standards of Learning assessments shall include, but need not be limited to, end-of-course or end-of-grade tests for English, mathematics, science, and history and social science.

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

The Standard of Learning requirements, including all related assessments, shall be waived for any student awarded a scholarship under the Brown v. Board of Education Scholarship Program, pursuant to § 30-231.2, who is enrolled in a preparation program for the General Education Development (GED) certificate or in an adult basic education program to obtain the high school diploma.

The Board of Education may adopt special provisions related to the administration and use of any SOL test or tests in a content area as applied to accreditation ratings for any period during which the SOL content or assessments in that area are being revised and phased in. Prior to statewide administration of such tests, the Board of Education shall provide notice to local school boards regarding such special provisions.

D. The Board of Education may pursue all available civil remedies pursuant to § 22.1-19.1 or administrative action pursuant to § 22.1-292.1 for breaches in test security and unauthorized alteration of test materials or test results.

The Board may initiate or cause to be initiated a review or investigation of any alleged breach in security, unauthorized alteration, or improper administration of tests by local school board employees responsible for the distribution or administration of the tests.

Records and any other information furnished to or prepared by the Board during the conduct of a review or investigation may be withheld pursuant to subdivision 12 of § 2.2-3705.3. However, this section shall not prohibit the disclosure of records to (i) a local school board or division superintendent for the purpose of permitting such board or superintendent to consider or to take personnel action with regard to an employee or (ii) any requester, after the conclusion of a review or investigation, in a form that (a) does not reveal the identify of any person making a complaint or supplying information to the Board on a confidential basis and (b) does not compromise the security of any test mandated by the Board. Any local school board or division superintendent receiving such records or other information shall, upon taking personnel action against a relevant employee, place copies of such records or information relating to the specific employee in such person's personnel file.

Notwithstanding any other provision of state law, no test or examination authorized by this section, including the Standards of Learning assessments, shall be released or required to be released as minimum competency tests, if,

in the judgment of the Board, such release would breach the security of such test or examination or deplete the bank of questions necessary to construct future secure tests.

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

F. To assess the educational progress of students as individuals and as groups, each local school board shall require the use of Standards of Learning assessments and other relevant data to evaluate student progress and to determine educational performance.

Each local school shall require the administration of appropriate assessments to all students for grade levels and courses identified by the Board of Education, which may include criterion-referenced tests, teacher-made tests and alternative assessment instruments and shall include the Standards of Learning Assessments and the National Assessment of Educational Progress state-by-state assessment. Each school board shall analyze and report annually, in compliance with any criteria that may be established by the Board of Education, the results from the Stanford Achievement Test Series, Ninth Edition (Stanford Nine) assessment, if administered, industry certification examinations, and the Standards of Learning Assessments to the public.

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

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

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

§ 22.1-253.13:4. Standard 4. Student achievement and graduation requirements.
A. Each local school board shall award diplomas to all secondary school students, including students who transfer from nonpublic schools or from home instruction, who earn the units of credit prescribed by the Board of Education, pass the prescribed tests, and meet such other requirements as may be prescribed by the local school board and approved by the Board of Education. Provisions shall be made to facilitate the transfer and appropriate grade placement of students from other public secondary schools, from nonpublic schools, or from home instruction as outlined in the standards for accreditation.

Further, reasonable accommodation to meet the requirements for diplomas shall be provided for otherwise qualified students with disabilities as needed.

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

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

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

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

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

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

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

1. Provide for the selection of integrated learning courses meeting the Standards of Learning and approved by the Board to satisfy graduation credit requirements, which shall include Standards of Learning testing, as necessary;
2. Establish the requirements for a standard, modified standard, or advanced studies high school diploma, which shall include one credit in fine or performing arts or career and technical education and one credit in United States and Virginia history. The requirements for a standard high school diploma shall, however, include at least two sequential electives chosen from a concentration of courses selected from a variety of options that may be planned to ensure the completion of a focused sequence of elective courses. Students may take such focused sequence of elective courses in consecutive years or any two years of high school. Such focused sequence of elective courses shall provide a foundation for further education or training or preparation for employment and shall be developed by the school division, consistent with Board of Education guidelines and as approved by the local school board;
3. Establish the requirements for a technical diploma. This diploma shall meet or exceed the requirements of a standard diploma and will include a concentration in career and technical education, as established in Board regulations. A student who meets the requirement for the advanced studies diploma who also fulfills a concentration in career and technical education shall receive an advanced technical diploma. The Board may develop or designate assessments in career and technical education for the purposes of awarding verified credit pursuant to subdivision 6.
4. Provide, in the requirements for the verified units of credit stipulated for obtaining the standard or advanced studies diploma, that students completing elective classes into which the Standards of Learning for any required course have been integrated may take the relevant Standards of Learning test for the relevant required course and receive, upon achieving a satisfactory score on the specific Standards of Learning assessment, a verified unit of

credit for such elective class that shall be deemed to satisfy the Board's requirement for verified credit for the required course;
5. Establish a procedure to facilitate the acceleration of students that allows qualified students, with the recommendation of the division superintendent, without completing the140-hour class, to obtain credit for such class upon demonstration of mastery of the course content and objectives. Having received credit for the course, the student shall be permitted to sit for the relevant Standards of Learning assessment and, upon receiving a passing score, shall earn a verified credit. Nothing in this section shall preclude relevant school division personnel from enforcing compulsory attendance in public schools; and
6. Provide for the award of verified units of credit for passing scores on industry certifications, state licensure examinations, and national occupational competency assessments approved by the Board of Education.

School boards shall report annually to the Board of Education the number of industry certifications obtained, state licensure examinations passed, and the number of career and technical education completers that graduated. These numbers shall be reported as categories on the School Performance Report Card.

For the purposes of this subdivision, a “career and technical education completer” is a student who has met the requirements for a career and technical concentration or specialization and all requirements for high school graduation or an approved alternative education program.

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

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

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

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

F. The Board shall establish, by regulation, requirements for the award of a general achievement diploma for those persons who have (i) achieved a passing score on the GED examination; (ii) successfully completed an

education and training program designated by the Board of Education; and (iii) satisfied other requirements as may be established by the Board for the award of such diploma.

G. (Effective October 1, 2008) To ensure the uniform assessment of high school graduation rates, the Board shall collect, analyze, and report high school graduation and dropout data using a formula prescribed by the Board The Board may promulgate such regulations as may be necessary and appropriate for the collection, analysis, and reporting of such data.

§ 22.1-253.13:5. Standard 5. Quality of classroom instruction and educational leadership.
A. Each member of the Board of Education shall participate in high-quality professional development programs on personnel, curriculum and current issues in education as part of his service on the Board.

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

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

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

D. Each local school board shall require (i) its members to participate annually in high quality professional development activities at the state, local, or national levels on governance, including, but not limited to, personnel policies and practices; curriculum and instruction; use of data in planning and decision making; and current issues in education as part of their service on the local board and (ii) the division superintendent to participate annually in high-quality professional development activities at the local, state or national levels.

E. Each local school board shall provide a program of high-quality professional development (i) in the use and documentation of performance standards and evaluation criteria based on student academic progress and skills for teachers and administrators to clarify roles and performance expectations and to facilitate the successful implementation of instructional programs that promote student achievement at the school and classroom levels; (ii) as part of the license renewal process, to assist teachers and principals in acquiring the skills needed to work with gifted students, students with disabilities, and students who have been identified as having limited English proficiency and to increase student achievement and expand the knowledge and skills students require to meet the standards for academic performance set by the Board of Education; (iii) in educational technology for all instructional personnel which is designed to facilitate integration of computer skills and related technology into the curricula, and (iv) for administrative personnel designed to increase proficiency in instructional leadership and management, including training in the evaluation and documentation of teacher and administrator performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel.

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

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

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

§ 22.1-253.13:6. Standard 6. Planning and public involvement.
A. The Board of Education shall adopt a statewide comprehensive, unified, long-range plan based on data collection, analysis, and evaluation. Such plan shall be developed with statewide participation. The Board shall review the plan biennially and adopt any necessary revisions. The Board shall post the plan on the Department of Education's website if practicable, and, in any case, shall make a hard copy of such plan available for public inspection and copying.

This plan shall include the objectives of public education in Virginia, including strategies for first improving student achievement, particularly the achievement of educationally at-risk students, then maintaining high levels of student achievement; an assessment of the extent to which these objectives are being achieved; a forecast of enrollment changes; and an assessment of the needs of public education in the Commonwealth. In the annual report required by § 22.1-18, the Board shall include an analysis of the extent to which these Standards of Quality have been achieved and the objectives of the statewide comprehensive plan have been met. The Board shall also develop, consistent with, or as a part of, its comprehensive plan, a detailed comprehensive, long-range plan to integrate educational technology into the Standards of Learning and the curricula of the public schools in Virginia, including career and technical education programs. The Board shall review and approve the comprehensive plan for educational technology and may require the revision of such plan as it deems necessary.

B. Each local school board shall adopt a divisionwide comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement. The plan shall be developed with staff and community involvement and shall include, or be consistent with, all other divisionwide plans required by state and federal laws and regulations. Each local school board shall review the plan biennially and adopt any necessary revisions. Prior to the adoption of any divisionwide comprehensive plan or revisions thereto, each local school board shall post such plan or revisions on the division's Internet website if practicable, and, in any case, shall make a hard copy of the plan or revisions available for public inspection and copying and shall conduct at least one public hearing to solicit public comment on the divisionwide plan or revisions.

The divisionwide comprehensive plan shall include, but shall not be limited to, (i) the objectives of the school division, including strategies for first improving student achievement, particularly the achievement of educationally at-risk students, then maintaining high levels of student achievement; (ii) an assessment of the extent to which these objectives are being achieved; (iii) a forecast of enrollment changes; (iv) a plan for projecting and managing enrollment changes including consideration of the consolidation of schools to provide for a more comprehensive and effective delivery of instructional services to students and economies in school operations; (v) an evaluation of the appropriateness of establishing regional programs and services in cooperation

with neighboring school divisions; (vi) a plan for implementing such regional programs and services when appropriate; (vii) a technology plan designed to integrate educational technology into the instructional programs of the school division, including the school comprehensive technology plan for Virginia adopted by the Board of Education; (viii) an assessment of the needs of the school division and evidence of community participation, including parental participation, in the development of the plan; (ix) any corrective action plan required pursuant to § 22.1-253.13:3; and (x) a plan for parent and family involvement to include building successful school and parent partnerships that shall be developed with staff and community involvement, including participation by parents.

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

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

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

§ 22.1-253.13:7. Standard 7. School board policies.
A. Each local school board shall maintain and follow up-to-date policies. All school board policies shall be reviewed at least every five years and revised as needed.

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

A current copy of the school division policies, including the Student Conduct Policy, shall be posted on the division's website and shall be available to employees and to the public. School boards shall ensure that printed copies of such policies are available as needed to citizens who do not have online access.

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

§ 22.1-253.13:8. Compliance.
The Standards of Quality prescribed in this chapter shall be the only standards of quality required by Article VIII, Section 2 of the Constitution of Virginia.

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

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

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

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

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

APPENDIX D

Compliance with the Standards of Quality: 2006-2007

Divisions Reporting Full Compliance with All Provisions of the Standards of Quality for 2006-2007

Albemarle County
Alexandria City
Alleghany County
Amelia County
Appomattox County
Botetourt County
Buckingham County
Carroll County
Charlotte County
Clarke County
Colonial Heights City
Culpeper County
Cumberland County
Fairfax County
Falls Church City
Floyd County
Fluvanna County
Franklin County
Giles County
Gloucester County
Goochland County
Harrisonburg City
Highland County
King and Queen County
Lancaster County
Lee County
Lexington City
Loudoun County
Louisa County
Madison County
Manassas Park City
Mathews County
Middlesex County
Nelson County
New Kent County
Northumberland County
Nottoway County
Orange County
Patrick County
Poquoson City
Powhatan County
Prince George County
Radford City
Richmond County
Roanoke County
Russell County
Salem City
Scott County
Shenandoah County
Stafford County
Virginia Beach City
Warren County
Waynesboro City
West Point (Town of)
Winchester City
Wise County
York County

Divisions Reporting Non-Compliance with Certain Provisions of the Standards of Quality for 2006-2007

§ 22.1-253.13:1. Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.	
Buchanan County	The division requires students who fail all of the SOL tests at grades three through eight to attend summer school or other form of remediation. (C.3.) The division implements career exploration opportunities in the middle school grades. (D.1.d.) The division has implemented a process for identification of students with limited English proficiency and enrolls such students in appropriate instructional programs. (D.1.l.)
Petersburg City	The school division has implemented Standards of Learning objectives or the equivalent or standards that exceed the Board of Education's requirements. (B.1.)
§ 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel.	
Accomack County	The school board employs licensed instructional personnel qualified in the relevant subject areas. (B.1.)
Arlington County	The school board employs licensed instructional personnel qualified in the relevant subject areas. (B.1.)
Augusta County	The school board employs two full-time equivalent positions per 1,000 students in grades K-12, one who provides technology support and one who serves as an instructional technology teacher. (J.1.)
Bath County	The school board employs licensed instructional personnel qualified in the relevant subject areas. (B.1.)
Bedford County	The school board employs, at a minimum, full-time equivalent positions for any school that reports average daily membership as delineated in the standards: Guidance Counselors. (H.1.4)
Buchanan County	The school division employs in addition to the positions supported by basic aid and those in support of regular school year programs of prevention, intervention, and remediation, 17 full- time equivalent instructional positions for each 1,000 students identified as limited English proficient. (F.1.) The school board employs, at a minimum, full-time equivalent positions for any school that reports average daily membership as delineated in the standards: Principals, Assistant Principals, Librarians, and Guidance Counselors. (H.1.1., H.1.2., H.1.3., H.1.4)
Buena Vista City	The school board employs licensed instructional personnel qualified in the relevant subject areas. (B.1.)
Charlottesville City	The school board employs licensed instructional personnel qualified in the relevant subject areas. (B.1.)
Dickenson County	The school board employs licensed instructional personnel qualified in the relevant subject areas. (B.1.) The school board, annually, on or before January 1 reports to the public the actual pupil/teacher ratios (excluding resource personnel) in elementary school classrooms for the current year. The Board shall also report the pupil/teacher ratio including resource teachers. (M.1.)

§ 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel, continued:	
Frederick County	The school board employs two full-time equivalent positions per 1,000 students in grades K-12, one who provides technology support and one who serves as an instructional technology teacher. (J.1.)
Grayson County	The school board employs licensed instructional personnel qualified in the relevant subject areas. (B.1.) The school division employs in addition to the positions supported by basic aid and those in support of regular school year programs of prevention, intervention, and remediation, 17 full- time equivalent instructional positions for each 1,000 students identified as limited English proficient. (F.1.)
Greensville County	The school board employs licensed instructional personnel qualified in the relevant subject areas. (B.1.)
Hampton City	The school board employs two full-time equivalent positions per 1,000 students in grades K-12, one who provides technology support and one who serves as an instructional technology teacher. (J.1.)
Hanover County	The school board employs two full-time equivalent positions per 1,000 students in grades K-12, one who provides technology support and one who serves as an instructional technology teacher. (J.1.)
Hopewell City	The school board employs licensed instructional personnel qualified in the relevant subject areas. (B.1.) The school board employs, at a minimum, full-time equivalent positions for any school that reports average daily membership as delineated in the standards: Librarians. (H.1.3.) All combined schools in the school division meet the staffing (except for guidance counselors) requirements for the highest-grade level in the school. The requirement for guidance counselors meets the requirements based on enrollment at the various school organization levels. (K.1)
Isle of Wight County	The school board employs licensed instructional personnel qualified in the relevant subject areas. (B.1.)
King William County	The school board employs licensed instructional personnel qualified in the relevant subject areas. (B.1.) The school division has a ratio of pupils in average daily membership to full-time equivalent teaching positions (excluding special education teachers, principals, assistant principals, counselors, and librarians) no greater than the following ratios: Twenty-four to one in English classes in grades six through twelve (C.1.d.)
Martinsville City	The school board employs licensed instructional personnel qualified in the relevant subject areas. (B.1.)
Norton City	The school board employs licensed instructional personnel qualified in the relevant subject areas. (B.1.)
Rappahanock County	The school board employs licensed instructional personnel qualified in the relevant subject areas. (B.1.)
Westmoreland County	The school division has a ratio of pupils in average daily membership to full-time equivalent teaching positions (excluding special education teachers, principals, assistant principals, counselors, and librarians) no greater than the following ratios: Twenty-four to one in English classes in grades six through twelve (C.1.d.)

§ 22.1-253.13:3. Standard 3. Accreditation, other standards and evaluation. The following school divisions reported that not all schools were fully accredited:	
Accomack County	
Alexandria City	
Amherst County	
Augusta County	
Bland County	
Bristol City	
Brunswick County	
Buchanan County	
Campbell County	
Caroline County	
Charles City County	
Charlottesville City	
Chesapeake City	
Chesterfield County	
Colonial Beach (Town of)	
Covington City	
Craig County	
Danville City	
Dickenson County	
Dinwiddie County	
Essex County	
Fauquier County	
Franklin City	
Frederick County	
Fredericksburg City	
Galax City	
Grayson County	
Greene County	
Greensville County	
Halifax County	
Hampton City	
Henrico County	
Henry County	
Isle of Wight County	
King George County	
Lunenburg County	
Lynchburg City	
Manassas City	
Martinsville City	
Mecklenburg County	
Montgomery County	
Newport News City	
§ 22.1-253.13:3. Standard 3. Accreditation, other standards and evaluation. The following school	

divisions reported that not all schools were fully accredited, continued:	
Norfolk City	
Northampton County	
Page County	
Petersburg City	
Pittsylvania County	
Portsmouth City	
Prince Edward County	
Prince William County	
Pulaski County	
Richmond City	
Roanoke City	
Rockbridge County	
Rockingham County	
Smyth County	
Southampton County	
Spotsylvania County	
Staunton City	
Suffolk City	
Surry County	
Sussex County	
Tazewell County	
Washington County	
Westmoreland County	
Williamsburg-James City County	
Wythe County	
§ 22.1-253.13:4. Standard 4. Student achievement and graduation requirements.	
No divisions reported non-compliance with this standard.	
§ 22.1-253.13:5. Standard 5. Quality of classroom instruction and educational leadership.	
No divisions reported non-compliance with this standard.	
§ 22.1-253.13:6. Standard 6. Planning and public involvement.	
Buckingham County	The school board revises, extends, and adopts a divisionwide comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement. The plan shall be developed with staff and community involvement and shall include, or be consistent with, all other divisionwide plans required by state and federal laws and regulations. The plan is reviewed biennially and revised as necessary. (B.1.)
Caroline County	The school board revises, extends, and adopts a divisionwide comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement. The plan shall be developed with staff and community involvement and shall include, or be consistent with, all other divisionwide plans required by state and federal laws and regulations. The plan is reviewed biennially and revised as necessary. (B.1.)

§ 22.1-253.13:7. Standard 7. School board policies.	
Harrisonburg City	The school board policy manual did not contain information about procedures for addressing concerns with the school division and recourse available for parents for a judicial review of a school board action as provided for in § 22.1-87 of the Code. (B.1.6.)
§ 22.1-253.13:8. Standard 8. Compliance.	
No divisions reported non-compliance with this standard.	

Appendix E
List of Public Schools Rated Accreditation Denied, Accredited with Warning, or Conditionally Accredited: 2006- 2007

Schools Rated Accreditation Denied

Four schools in Petersburg City Public Schools have been denied accreditation for a second consecutive year because of continued low student achievement. These schools and areas of deficiency are as follows:

- A.P. Hill Elementary (English, mathematics and science)
- J.E.B. Stuart Elementary (English, mathematics, history/social science and science)
- Peabody Middle (English, mathematics, history/social science and science)
- Petersburg High (Mathematics and science)

A fifth Petersburg school, Vernon Johns Middle, was denied accreditation for the first time because of low achievement in English, mathematics and history/social science.

Schools Rated Accredited with Warning

The number of schools accredited with warning decreased to 102, compared with 138 last year. Forty-six schools that were on academic warning last year achieved full accreditation, including 19 elementary schools, 24 middle schools, one high school and two combined schools. Forty-five schools slipped from full accreditation to accredited with warning.

Division	School
Alexandria City	Francis C Hammond Middle
Alexandria City	George Washington Middle
Amelia County	Amelia County Middle
Amherst County	Amherst Middle School
Amherst County	Monelison Middle
Arlington County	Gunston Middle
Arlington County	Kenmore Middle
Augusta County	Beverley Manor Middle
Bland County	Rocky Gap Elementary
Brunswick County	James S. Russell Middle
Buchanan County	Hurley Middle
Brunswick County	James S. Russell Middle
Buchanan County	Hurley Middle
Buchanan County	Russell Prater Elementary
Buckingham County	Buckingham Co. Middle
Buckingham County	Dillwyn Primary
Carroll County	Woodlawn School
Charles City County	Charles City Co. High
Chesterfield County	Falling Creek Middle
Chesterfield County	Meadowbrook High
Chesterfield County	Salem Church Middle
Accredited with Warning	

continued: Colonial Beach	Colonial Beach Elementary
Covington City	Jeter-Watson Intermediate
Craig County	Craig County High
Culpeper County	Culpeper Middle
Danville City	O. Trent Bonner Middle School
Danville City	Westwood Middle
Dickenson County	Ervinton Elementary
Fairfax County	Glasgow Middle
Fairfax County	Holmes Middle
Fauquier County	W. C. Taylor Middle
Franklin City	Joseph P. King Jr. Middle
Frederick County	Frederick County Middle
Galax City	Galax Middle
Grayson County	Independence Middle
Greensville County	Belfield Elementary
Halifax County	Halifax County Middle
Hampton City	C. Alton Lindsay Middle
Hampton City	Jane H. Bryan Elementary
Henrico County	Fairfield Middle
Henrico County	Rolfe Middle
Henrico County	Va. Randolph Comm. High
Henry County	Laurel Park Middle School
King George County	Potomac Elementary
King William County	Hamilton Holmes Middle
Loudoun County	Sterling Middle
Lynchburg City	Paul L. Dunbar Mid. For Innov.
Lynchburg City	Sandusky Middle
Manassas City	Grace E. Metz Middle School
Montgomery County	Christiansburg Middle
Montgomery County	Shawsville Middle
Newport News City	Achievable Dream Academy
Newport News City	B. T. Washington Middle School
Newport News City	Crittenden Middle
Newport News City	Homer L. Hines Middle
Newport News City	Mary Passage Middle
Norfolk City	Blair Middle
Norfolk City	Lafayette-Winona Middle
Norfolk City	Northside Middle
Norfolk City	Norview Middle
Norfolk City	Rosemont Middle
Norfolk City	Ruffner Middle
Northampton County	Northampton Middle
Orange County	Locust Grove Middle
Orange County	Prospect Heights Middle
Accredited with Warning continued:	

Petersburg City	Blandford Academy
Pittsylvania County	Gretna Middle
Portsmouth City	Brighton Elementary School
Portsmouth City	Park View Elementary
Portsmouth City	Victory Elementary
Prince William County	Fred M. Lynn Middle
Prince William County	Mills E. Godwin Middle
Prince William County	Stuart M. Beville Middle
Pulaski County	Dublin Middle
Richmond City	Binford Middle
Richmond City	Blackwell Elementary
Richmond City	Elkhardt Middle
Richmond City	Fred D. Thompson Middle
Richmond City	Lucille M. Brown Middle
Richmond City	Martin Luther King, Jr. Middle School
Richmond City	Oak Grove/Bellemeade Elementary
Roanoke City	Breckinridge Middle
Roanoke City	Fairview Magnet Elementary
Roanoke City	Lincoln Terrace Saturn Network
Roanoke City	Roanoke Acdmy/Math & Sc
Roanoke City	William Ruffner Middle
Rockbridge County	Rockbridge Middle
Southampton County	Southampton Middle
Spotsylvania County	Berkeley Elementary
Spotsylvania County	Chancellor Middle
Spotsylvania County	Post Oak Middle
Stafford County	Donald B. Dixon-Lyle R. Smith Middle
Suffolk City	John F. Kennedy Middle
Suffolk City	King`S Fork Middle
Tazewell County	Tazewell High
Washington County	Glade Spring Middle
Washington County	Wallace Middle
Waynesboro City	Kate Collins
Westmoreland County	Montross Middle
Williamsburg-James City County	James Blair Middle
Wythe County	Fort Chiswell Middle
Wythe County	Rural Retreat Middle
Wythe County	Scott Memorial Middle

Schools Rated Conditionally Accredited

The Board of Education granted conditional accreditation to 28 schools that are in the process of implementing reconstitution plans after not meeting accreditation standards for four consecutive years. Schools that are granted conditional accreditation have three years to raise student achievement to state standards and must apply annually for this rating. While these schools again fell short of the requirements for full accreditation, all are making significant changes in staff, governance, instructional program or a combination of these.

Division	School(s)
Alexandria	Jefferson-Houston Elementary
Caroline County	Caroline Middle
Charles City County	Charles City County Middle
Dinwiddie County	Dinwiddie County Middle
Essex County	Essex Intermediate
Grayson County	Baywood Elementary, Mt. Rogers Combined, and Providence Elementary
Hampton City	Hampton Harbour Academy, C. Vernon Spratley Middle and Francis Mallory Elementary
Henrico County	L. Douglas Wilder Middle and New Bridge Elementary
Newport News	Huntington Middle
Norfolk City	Lake Taylor Middle
Portsmouth City	Craddock Middle
Prince Edward County	Prince Edward Middle
Pulaski County	Pulaski Middle
Richmond City	Chandler Middle and Thomas Boushall Middle
Roanoke City	Lucy Addison Middle, Forest Park Elementary and Stonewall Jackson Middle
Rockbridge County	Maury River Middle
Surry County	Luther P. Jackson Middle
Sussex County	Sussex Central Middle
Tazewell County	Richlands Middle and Tazewell Middle

Board of Education Agenda Item

Item: T. **Date:** October 18, 2007

Topic: Final Review of Proposed Board of Education Meeting Dates for the 2008 Calendar Year

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

Telephone: 804/225-2924 **E-mail:** Margaret.Roberts@doe.virginia.gov

Origin:

____ Topic presented for information only (no board action required)

_X_ Board review required by
- ____ State or federal law or regulation
- ____ Board of Education regulation
- _X_ Other: Board of Education Bylaws

_X_ Action requested at this meeting

___ Action requested at future meeting:

Previous Review/Action:

___ No previous board review/action

_X_ Previous review/action: First Review of Proposed Dates
date: September 26, 2007
action: Changes to proposed dates were requested

Background Information: Section 2 of Article Three of the Bylaws of the Board of Education states the following:

> Section 2. Regular Meetings. Prior to and no later than the annual meeting (February), the Board shall adopt a tentative schedule for regular meetings for the applicable calendar year. Such schedule shall be subject to the change, alteration or adjustment by the President as he or she deems appropriate, to accommodate the operation of the Board as is necessary.

Summary of Major Elements: In recent years, the Board of Education has met monthly except for the months of August and December. Meetings are typically held on the fourth Thursday of the month, although this is not a requirement. Exceptions are the January meeting which is held early in the month to coincide with the opening of the General Assembly session, and the November meeting, which is scheduled to avoid meeting during Thanksgiving week.

The April meeting is typically a two- or three-day planning session. Meetings are scheduled to avoid major religious or secular holidays.

In addition to the regular, monthly business meetings, the President may call special meetings of the full Board of Education and its committees, as deemed necessary. Unless otherwise announced by the President, all Board of Education meetings will held in the Jefferson Conference Room on the 22nd floor of the James Monroe Building, 101 North 14th Street, Richmond, Virginia 23219.

The proposed meeting dates for 2008 are as follows:

Thursday, January 10, 2008
Thursday, February 21, 2008
Wednesday, March 19, 2008
Wednesday-Thursday, April 23-24, 2008
Thursday, May 22, 2008
Thursday, June 19, 2008
Thursday, July 24, 2008
Thursday, September 25, 2008
Thursday, October 23, 2008
Thursday, November 20, 2008

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education adopt the meeting schedule for 2008.

Impact on Resources: Funding to support the expenses related to the meetings of the Board of Education are provided from the Department of Education's general operating budget, which is appropriated by the General Assembly.

Timetable for Further Review/Action: Following final adoption, the schedule of meeting dates for 2008 will be will be widely disseminated and posted on the appropriate Web sites.

ATTACHMENT:

BOARD OF EDUCATION
MEETING DATES
2008 CALENDAR YEAR

Thursday, January 10, 2008

Thursday, February 21, 2008

Wednesday, March 19, 2008

Wednesday-Thursday, April 23-24, 2008

Thursday, May 22, 2008

Thursday, June 19, 2008

Thursday, July 24, 2008

Thursday, September 25, 2008

Thursday, October 23, 2008

Thursday, November 20, 2008

Board of Education Agenda Item

Item: U. **Date:** October 18, 2007

Topic: Annual Report from the Virginia Council for Private Education

Presenter: Mr. George McVey, President, Virginia Council for Private Education

Telephone: 804/ 423-6435 **E-mail:** gjmcvey@vcpe.org

_X_ Topic presented for information only (no board action required)

____ Board review required by
- ____ State or federal law or regulation
- ____ Board of Education regulation
- _X_ Other: Board of Education Resolution

___ Action requested at this meeting

___ Action requested at future meeting

Previous Review/Action:

_X_ No previous board review/action

____ Previous review/action:
date:
action:

Background Information: At its meeting on November 15, 1993, the Board of Education adopted a resolution that recognized the accrediting process for nonpublic elementary and secondary schools as administered through the Commission on Accreditation of the Virginia Council for Private Education (VCPE). The resolution was primarily for the purpose of public school acceptance of credits earned by students who attended such schools when they transfer to public schools and for any other such purpose(s) which may, from time to time, be specified by the *Code of Virginia* or as may be mutually agreed upon by the Board and VCPE. The resolution specifies, among other things, that the Board of Education will receive an annual report from VCPE.

A copy of the resolution is attached.

Summary of Major Elements: Mr. George McVey, president of VCPE, will present the annual report on behalf of his organization.

Superintendent's Recommendation: N/A

Impact on Resources: N/A

Timetable for Further Review/Action: N/A

Virginia Board of Education Resolution

Recognizing VCPE: Accrediting Nonpublic Elementary and Secondary Schools

Resolution Number 1993-6 **November 15, 1993**

WHEREAS, the *Code of Virginia* requires that all children who are five years old by September 30 and not older than 18 attend a public or private or parochial school to satisfy compulsory attendance laws; and

WHEREAS, the Virginia Council for Private Education (VCPE) was organized in 1974 as the Virginia affiliate of the National Council for American Private Education (CAPE) for purposes including "the encouragement of a broad public commitment to excellence in education"; and

WHEREAS, the VCPE established a Commission on Accreditation in July, 1985, "...for the purpose of approving appropriate accreditation processes for nonpublic schools in order to secure recognition for those schools by the State Department of Education"; and

WHEREAS, the Board of Education ceased accrediting nonpublic schools, and at its meeting on April 25, 1985, approved recommendations affecting the relationship of nonpublic schools and the Department of Education; and

WHEREAS, the Department of Education has maintained and fostered an ongoing and viable relationship with the VCPE since that time; and

WHEREAS, the 1993 General Assembly of Virginia amended sections of the *Code of Virginia* relating to the licensure of child day care centers which included an exemption for "a certified preschool or nursery school program operated by a private school which is accredited by a statewide accreditation organization recognized by the State Board of Education..."; and

WHEREAS, the Board is desirous of reaffirming and strengthening its relationship with the VCPE;

NOW, THEREFORE BE IT RESOLVED that the Board recognizes the accrediting process for nonpublic elementary and secondary schools as administered through the Commission on Accreditation of the Virginia Council for Private Education (VCPE) primarily for the purpose of public school acceptance of credits earned by students who attended such schools when they transfer to public schools and for any other such purpose(s) which may, from time to time, be specified by the *Code of Virginia* or as may be mutually agreed upon by the Board and VCPE; and

BE IT FURTHER RESOLVED that the Board will periodically review this recognition to ensure its continued relevancy and currency and the Superintendent of Public Instruction, or his designee, shall maintain contact with the VCPE and shall meet with its membership at least annually. Further, the Superintendent shall advise the Board on educational issues of concern to the VCPE.

Adopted in the Minutes of the Virginia Board of Education
November 15, 1993