

COMMONWEALTH of VIRGINIA

Board of Education Agenda

Date of Meeting: January 10, 2008

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 November 29, 2007, Meeting of the Board

Resolutions/Recognitions

- Presentation of the Leadership and Cultural Diversity Education Award to Williamsburg-James City County Public Schools

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 Fund or Placement on a Waiting List

Action/Discussion: Board of Education Regulations

- D. First Review of Proposed Revisions to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8 VAC 20-131-10 et seq.)

Action/Discussion Items

- E. First Review of a Request for an Increased Graduation Requirement from Roanoke County Public Schools
- F. Final Review of Criteria for Making Distributions from the Public Charter School Fund (HB 2311)

Action/Discussion Items (continued)

- G. Final Review of Proposed Schedule for the Adoption of Mathematics, English, Science, and Foreign Languages Textbooks and Instructional Materials
- H. Final Review of Proposed Revised *Physical Education Standards of Learning*
- I. Final Review of Proposed Revised *Health Education Standards of Learning*
- J. Final Review of Proposed Revised *Driver Education Standards of Learning*
- K. Final Review of Proposed Revised *History and Social Science Standards of Learning*
- L. Final Review of Proposed *Curriculum Framework for Algebra, Functions, and Data Analysis Standards of Learning*
- M. First Review of Proposed Amendments to Virginia's Consolidated Application Accountability Plan Under the *No Child Left Behind Act of 2001*
- N. First Review of Revisions of Industry, Professional, or Trade Association Certification Examinations and Occupational Competency Assessments to Meet the Requirements for the Board of Education's Career and Technical and Advanced Mathematics and Technology Seals and the Student-Selected Verified Credit
- O. First Review of Virginia's Five-Year State Plan for Fiscal Years 2008-2013 for the Carl D. Perkins Career and Technical Education Act of 2006

Report

- P. Report on the Governor's Proposed Budget

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, January 9, 2008. 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: January 10, 2008

Topic: Final Review of Financial Report on Literary Fund

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

Telephone Number: (804) 225-2025

E-Mail Address: Kent.Dickey@doe.virginia.gov

Origin:

Topic presented for information only (no board action required)

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

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

Previous Review/Action:

No previous board review/action

Previous review/action
date _____
action _____

Background Information:

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

Summary of Major Elements

Attachment A reflects the financial position of the Literary Fund as of September 30, 2007. The information presented in this report reflects the commitments against the Literary Fund as of September 30, 2007.

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

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

Superintendent's Recommendation:

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

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

Line Reference		<u>September 30, 2007</u>	<u>August 31, 2007</u>	<u>Increase/(Decrease)</u>
	PRINCIPAL BALANCE			
1.	Cash and investments maintained by State Treasurer	165,596,696	154,973,706	10,622,990
2.	Temporary loans received from local school boards (secured by promissory notes)	0	16,080,353	(16,080,353)
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)	319,274,452	305,772,455	13,501,997
5.	Total Principal of Literary Fund	484,871,148	476,826,514	8,044,634
	CURRENT COMMITMENTS AGAINST LITERARY FUND REVENUE			
6.	Balance due on active projects (Attachment B)	23,353,668	23,353,668	0
7.	Debt service on VPSA equipment notes ¹	63,784,682	63,784,682	0
8.	Interest rate subsidy ²	3,082,043	20,000,000	(16,917,957)
9.	Trigon Reserve	5,657,429	5,657,429	0
10.	Transfer for Teacher Retirement ³	116,128,935	116,128,935	0
11.	Other Encumbrances held by Treasurer of Virginia	10,234	10,234	0
12.	Required Carry Forward Balance	63,784,682	63,784,682	0
13.	Total of Literary Fund Commitments	275,801,672	292,719,629	(16,917,957)
	FUNDS AVAILABLE FOR CURRENT COMMITMENTS AND NEW LOANS			
14.	Cash and investments maintained by State Treasurer (Line 1)	165,596,696		
15.	Less commitments against Literary Fund Revenues (Line 13)	<u>(275,801,672)</u>		
16.	Balance Available to Fund New Projects Currently on Waiting List - (Additional Funds Needed to Meet Commitments)	(110,204,976)		

NOTES:

¹ Chapter 847 requires \$63,784,682 to be set aside for debt service on VPSA equipment notes.

² Chapter 847 requires \$20,000,000 to be set aside for an interest rate subsidy program. (Subsidy Sale completed for \$16,917,957.48 and is reflected in line 8.)

³ Chapter 847 requires \$116,128,935 to be transferred from the Literary Fund to pay teacher retirement in fiscal year 2008.

ACTIVE LITERARY FUND PROJECTS AS OF December 31, 2007

Application Number	School Division	School	Release Date	Funds Approved for Release	Actual Funds Disbursed	Balance Due	Percent Drawn
Literary Loans							
11203	Staunton City	A. R. Ware Elementary	July, 2007	\$ 7,500,000	\$ -	7,500,000	0.00%
				\$ 7,500,000	\$ -	\$ 7,500,000	
Subsidy Grants							
11062	Chesapeake City	Butts Road Intermediate	2001 Subsidy	85,594	(77,881)	7,713	90.99%
11102	Washington County	Rhea Valley Elementary	2001 Subsidy	168,673	(165,235)	3,438	97.96%
11131	Stafford County	Stafford Elementary	2003 Subsidy	659,305	(659,178)	127	99.98%
11096	Washington County	Abingdon High	2003 Subsidy	34,943	-	34,943	0.00%
11098	Washington County	Holston High	2003 Subsidy	20,949	-	20,949	0.00%
11097	Washington County	John S. Battle High	2003 Subsidy	30,210	-	30,210	0.00%
11099	Washington County	Patrick Henry High	2003 Subsidy	30,181	-	30,181	0.00%
11100	Washington County	Valley Institute	2003 Subsidy	5,861	-	5,861	0.00%
11151	Nottoway County	Blackstone Primary	2004 Subsidy	54,632	(40,393)	14,239	73.94%
11150	Nottoway County	Crewe Primary	2004 Subsidy	191,790	(161,572)	30,218	84.24%
11181	Grayson County	Grayson Middle	2005 Subsidy	138,831	-	138,831	0.00%
11143	Franklin County	Windy Gap Elementary	2006 Subsidy	745,557	-	745,557	0.00%
11195	Page County	Page County High	2006 Subsidy	1,331,227	-	1,331,227	0.00%
11196	Page County	Luray High	2006 Subsidy	1,324,727	-	1,324,727	0.00%
11201	Portsmouth City	Park View Elementary	2006 Subsidy	1,331,227	(6,500)	1,324,727	0.49%
11210	Halifax County	Halifax Middle	2006 Subsidy	1,331,227	(6,500)	1,324,727	0.49%
11121	Henry County	G. W. Carver Elementary	2006 Subsidy	624,720	(236,924)	387,795	37.92%
11220	Halifax County	South Boston Elementary	2006 Subsidy	641,739	-	641,739	0.00%
11222	Henry County	Campbell Court Elementary	2006 Subsidy	706,533	-	706,533	0.00%
11217	Waynesboro City	Kate Collins Middle	2007 Subsidy	798,438	(791,938)	6,500	99.19%
11229	Augusta County	Stuarts Draft High School	2007 Subsidy	798,438	-	798,438	0.00%
11230	Augusta County	Wilson Memorial High School	2007 Subsidy	791,938	-	791,938	0.00%
11225	Hanover County	Hanover Elementary	2007 Subsidy	214,640	-	214,640	0.00%
11212	Washington County	Abingdon Elementary	2007 Subsidy	201,358	(6,500)	194,858	3.23%
11213	Washington County	High Point Elementary	2007 Subsidy	154,739	-	154,739	0.00%
11214	Washington County	Valley Institute Elementary	2007 Subsidy	123,197	-	123,197	0.00%
11215	Washington County	E. B. Stanley Middle	2007 Subsidy	149,896	-	149,896	0.00%
11223	Essex County	Essex Intermediate School	2007 Subsidy	214,640	(6,500)	208,140	3.03%
11256	Henry County	Drewry Mason Elementary	2007 Subsidy	648,523	-	648,523	0.00%
11239	Cumberland County	Cumberland Middle School	2007 Subsidy	1,382,236	-	1,382,236	0.00%
11238	Cumberland County	Cumberland High School	2007 Subsidy	1,375,736	-	1,375,736	0.00%

ACTIVE LITERARY FUND PROJECTS AS OF December 31, 2007

Application Number	School Division	School	Release Date	Funds Approved for Release	Actual Funds Disbursed	Balance Due	Percent Drawn
11209	New Kent County	New Kent High School	2007 Subsidy	214,640	(6,500)	208,140	3.03%
11257	Rockingham County	Montevideo Elementary School	2007 Subsidy	798,438	-	798,438	0.00%
11226	Hanover County	Trades Based Center	2007 Subsidy	208,140	-	208,140	0.00%
11228	Roanoke County	Northside High School	2007 Subsidy	798,438	-	798,438	0.00%
11258	Gloucester County	Abingdon Elementary School	2007 Subsidy	798,438	-	798,438	0.00%
				\$ 26,629,801	\$ (2,165,622)	\$ 24,464,180	

January, 2008

LITERARY FUND PROJECT REIMBURSEMENTS COMPLETED AS OF December 31, 2007

Application Number	School Division	School	Release Date	Funds Approved for Release	Actual Funds Disbursed	Funds Returned	Balance Due	Percent Drawn
11152	Sussex County	Sussex Central Middle	January, 2007	7,500,000	(7,002,530)	497,470	0.00	100.00%
11192	Greene County	William Monroe High	January, 2007	4,000,000	(4,000,000)	0.00	0.00	100.00%
11191	Greene County	William Monroe Middle	January, 2007	5,000,000	(5,000,000)	0.00	0.00	100.00%
				\$ 16,500,000	\$ (16,002,530)	\$ 497,470	\$ -	
11186	Brunswick County	Brunswick High	2006 Subsidy	1,331,227	(1,331,227)	0.00	0.00	100.00%
11205	Wythe County	Max Meadows Elementary	2006 Subsidy	410,529	(410,529)	0.00	0.00	100.00%
11198	Warren County	West Warren High	2007 Subsidy	798,438	(798,438)	0.00	0.00	100.00%
11199	Warren County	East Warren High	2007 Subsidy	791,938	(791,938)	0.00	0.00	100.00%
11216	Martinsville City	Patrick Henry Elementary	2007 Subsidy	465,095	(465,095)	0.00	0.00	100.00%
11240	Dinwiddie County	New High School	2007 Subsidy	1,382,236	(1,382,236)	0.00	0.00	100.00%
11241	Dinwiddie County	New Elementary School	2007 Subsidy	1,375,736	(1,375,736)	0.00	0.00	100.00%
11242	Nottoway County	Nottoway Intermediate and Middle	2007 Subsidy	556,810	(556,810)	0.00	0.00	100.00%
11243	King George County	New High School	2007 Subsidy	798,438	(798,438)	0.00	0.00	100.00%
11224	Caroline County	Ladysmith Elementary	2007 Subsidy	798,438	(798,438)	0.00	0.00	100.00%
				\$ 25,208,885	\$ (24,711,415)	\$ 497,470	\$ -	

January, 2008

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends approval of four (4) applications totaling \$27,312,391 (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
11274	Petersburg City	Robert E. Lee Elementary School	October 4, 2007	6,493,700	Addition and Renovation (Plans Not Received)
11275	Petersburg City	Walnut Hill Elementary School	October 4, 2007	5,818,691	Addition and Renovation (Plans Not Received)
11277	Virginia Beach City	Virginia Beach Middle School	October 26, 2007	7,500,000	New Construction (Plans Received)
11276	Norton City	Norton Elementary School	November 13, 2007	7,500,000	Addition and Renovation (Plans Not Received)
				Total: \$ 27,312,391	

January, 2008

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 four elements that require action by the Board of Education. These elements are:

1. Two new projects, totaling \$15,000,000, listed on Attachment A are eligible for placement on the First Priority Waiting List.
2. Twenty-five projects from the First Priority Waiting List participated in the 2007 Virginia Public School Authority 2007 Interest Rate Subsidy program and, as a result, have been removed from the First Priority Waiting List (Attachment C).
3. One project for Rockingham County (Montevideo Elementary School) was inadvertently left off of the First Priority Waiting List in October, 2007. Based on the date of approval of plans, this project should have been listed as Number 33 on the First Priority Waiting List. Rockingham County elected to participate in the 2007 Virginia Public School Authority 2007 Interest Rate Subsidy program, and consequently the Montevideo Elementary School project was removed from the First Priority Waiting List.
4. Three new projects, totaling \$19,812,391, 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 funding for the thirteen projects listed on Attachment D in the amount of \$44,000,000 be released.

The Superintendent of Public Instruction further recommends that the Board of Education approve the actions described in the four 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	July, 2007	Powhatan County	New Elementary School	3%	7,500,000	7,500,000	Funding Deferred
2	July, 2007	Wise County	Coeburn Middle School	2%	3,457,500	10,957,500	Funding Deferred
3	July, 2007	Pulaski County	Riverlawn Elementary School	2%	7,500,000	18,457,500	Funding Deferred
4	October, 2007	Roanoke City	William Fleming High School	3%	7,500,000	25,957,500	Funding Deferred
5	October, 2007	Wise County	Powell Valley Primary School	2%	4,015,000	29,972,500	Funding Deferred
6	October, 2007	Manassas Park City	Cougar Upper Elementary School	3%	7,500,000	37,472,500	Funding Deferred
7	October, 2007	Covington City	Jeter Watson Intermediate School	2%	7,500,000	44,972,500	Funding Deferred
8	October, 2007	Covington City	Edgemont Primary School	2%	7,500,000	52,472,500	Funding Deferred
9	October, 2007	Prince George County	North Elementary School	2%	7,500,000	59,972,500	Funding Deferred
10	October, 2007	Town of West Point	West Point High School	2%	275,000	60,247,500	Funding Deferred
11	October, 2007	Town of West Point	West Point Middle School	2%	200,000	60,447,500	Funding Deferred
<i>New projects to be added with funding deferred until funds are approved for release by separate action of the Board of Education</i>							
12	January, 2008	Radford City	Belle Heth Elementary School	2%	7,500,000	67,947,500	<i>Funding Deferred</i>
13	January, 2008	Virginia Beach City	Virginia Beach Middle School	3%	7,500,000	75,447,500	<i>Funding Deferred</i>

January, 2008

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

January, 2008

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
June, 2005	Warren County	West Warren High	3%	7,500,000	7,500,000	2007 VPSA Subsidy Program Participant
June, 2005	Warren County	East Warren High	3%	7,500,000	15,000,000	2007 VPSA Subsidy Program Participant
March, 2006	Martinsville City	Patrick Henry Elementary	2%	2,500,000	17,500,000	2007 VPSA Subsidy Program Participant
March, 2006	Waynesboro City	Kate Collins Middle	3%	7,500,000	25,000,000	2007 VPSA Subsidy Program Participant
March, 2006	Augusta County	Stuarts Draft High School	3%	7,500,000	32,500,000	2007 VPSA Subsidy Program Participant
March, 2006	Augusta County	Wilson Memorial High School	3%	7,500,000	40,000,000	2007 VPSA Subsidy Program Participant
June, 2006	Dinwiddie County	New High School	2%	7,500,000	47,500,000	2007 VPSA Subsidy Program Participant
June, 2006	Dinwiddie County	New Elementary School	2%	7,500,000	55,000,000	2007 VPSA Subsidy Program Participant
June, 2006	Nottoway County	Nottoway Intermediate and Middle School	2%	3,000,000	58,000,000	2007 VPSA Subsidy Program Participant
June, 2006	King George County	New High School	3%	7,500,000	65,500,000	2007 VPSA Subsidy Program Participant
September, 2006	Caroline County	Ladysmith Elementary	3%	7,500,000	73,000,000	2007 VPSA Subsidy Program Participant
September, 2006	Hanover County	Hanover Elementary	4%	7,500,000	80,500,000	2007 VPSA Subsidy Program Participant
January, 2007	Washington County	Abingdon Elementary	3%	1,845,218	82,345,218	2007 VPSA Subsidy Program Participant
January, 2007	Washington County	High Point Elem	3%	1,465,253	83,810,471	2007 VPSA Subsidy Program Participant
January, 2007	Washington County	Valley Institute Elementary	3%	1,166,525	84,976,996	2007 VPSA Subsidy Program Participant
January, 2007	Washington County	E. B. Stanley Middle	3%	1,419,383	86,396,379	2007 VPSA Subsidy Program Participant
January, 2007	Essex County	Essex Intermediate School	4%	7,500,000	93,896,379	2007 VPSA Subsidy Program Participant
January, 2007	Henry County	Drewry Mason Elementary	2%	3,500,000	97,396,379	2007 VPSA Subsidy Program Participant
April, 2007	Cumberland County	Cumberland Middle School	2%	7,500,000	104,896,379	2007 VPSA Subsidy Program Participant
April, 2007	Cumberland County	Cumberland High School	2%	7,500,000	112,396,379	2007 VPSA Subsidy Program Participant
April, 2007	New Kent County	New Kent High School	4%	7,500,000	119,896,379	2007 VPSA Subsidy Program Participant
April, 2007	Rockingham County	Montevideo Elementary School	3%	7,500,000	127,396,379	2007 VPSA Subsidy Program Participant
July, 2007	Hanover County	Trades Based Center	4%	7,500,000	134,896,379	2007 VPSA Subsidy Program Participant
July, 2007	Roanoke County	Northside High School	3%	7,500,000	142,396,379	2007 VPSA Subsidy Program Participant
July, 2007	Gloucester County	Abingdon Elementary School	3%	7,500,000	149,896,379	2007 VPSA Subsidy Program Participant

January, 2008

VIRGINIA BOARD OF EDUCATION - RELEASE OF LITERARY FUNDS

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

Date Placed on Waiting List	School Division	School	Interest Rate	Amount	Cumulative Total
June, 2005	Staunton City	T. C. McSwain Elementary	3%	7,500,000	7,500,000
March, 2006	Culpeper County	Culpeper County High	3%	7,500,000	15,000,000
January, 2007	Patrick County	Blue Ridge Elementary School	2%	151,618	15,151,618
January, 2007	Patrick County	Hardin Reynolds Memorial School	2%	105,406	15,257,024
January, 2007	Patrick County	Meadows of Dan Elementary	2%	105,217	15,362,241
January, 2007	Patrick County	Patrick County High School	2%	275,324	15,637,565
January, 2007	Patrick County	Patrick Springs Primary	2%	195,976	15,833,541
January, 2007	Patrick County	Stuart Elementary School	2%	304,878	16,138,419
January, 2007	Patrick County	Woolwine Elementary School	2%	361,581	16,500,000
January, 2007	Galax City	Galax High School	2%	5,000,000	21,500,000
April, 2007	Southampton County	Riverdale Elementary School	2%	7,500,000	29,000,000
April, 2007	Greensville County	E. W. Wyatt Middle School	2%	7,500,000	36,500,000
April, 2007	Culpeper County	New Elementary School	4%	7,500,000	44,000,000

January, 2008

LITERARY FUND OF VIRGINIA
APPROVED APPLICATION LIST ¹

Priority	Date Placed on Application List	School Division	School	Interest Rate	Application Amount	Cumulative Total	Action/Status
1	March, 2006	Roanoke County	William Byrd High School	3%	7,500,000	7,500,000	Pending receipt of plans
2	January, 2007	Washington County	John Battle High School	3%	489,126	7,989,126	Pending receipt of plans
3	January, 2007	Washington County	Abingdon High School	3%	489,126	8,478,252	Pending receipt of plans
4	January, 2007	Washington County	Patrick Henry High School	3%	1,177,236	9,655,488	Pending receipt of plans
5	January, 2007	Washington County	Holston High School	3%	602,186	10,257,674	Pending receipt of plans
6	January, 2007	Washington County	Meadowview Elementary School	3%	1,491,288	11,748,962	Pending receipt of plans
7	January, 2007	Washington County	Wallace Middle School	3%	1,165,073	12,914,035	Pending receipt of plans
8	January, 2007	Washington County	Glade Spring Middle School	3%	1,596,000	14,510,035	Pending receipt of plans
9	October, 2007	Rockingham County	Elementary School in Elkton	3%	7,500,000	22,010,035	Pending receipt of plans
10	October, 2007	Rockingham County	High School in Elkton	3%	7,500,000	29,510,035	Pending receipt of plans
<i>New projects to be added to the approved application list.</i>							
11	January, 2008	Petersburg City	Robert E. Lee Elementary School	2%	6,493,700	36,003,735	Pending receipt of plans
12	January, 2008	Petersburg City	Walnut Hill Elementary School	2%	5,818,691	41,822,426	Pending receipt of plans
13	January, 2008	Norton City	Norton Elementary School	3%	7,500,000	49,322,426	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.

January, 2008

Board of Education Agenda Item

Item: D.

Date: January 10, 2008

Topic: First Review of the Proposed Revisions to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8 VAC 20-131-5 et seq.)

Presenter: Ms. Anne D. Wescott, Assistant Superintendent for Policy and Communications
Dr. Deborah Jonas, Executive Director for Research and Strategic Planning

Telephone Numbers: (804) 225-2403
(804) 225-2067

E-Mail Addresses Anne.Wescott@doe.virginia.gov
Deborah.Jonas@doe.virginia.gov

Origin:

Topic presented for information only (no board action required)

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

Action requested at this meeting

Action requested at future meeting: _____

Previous Review/Action:

No previous board review/action

Previous review/action

date February 28, 2007

action First review and approval of the Notice of Intended Regulatory Action

Background Information: Section 22.1-253.13:3 of the *Code of Virginia* requires the Board of Education to promulgate Standards of Accreditation for Virginia's K-12 public schools. The *Code* states:

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 current regulations were adopted by the Board of Education on May 24, 2006, and became effective September 7, 2006. In July 2006, the president of the Board, Dr. Mark Emblidge, formed a special committee of the Board of Education to research and recommend policies to reduce the number of students who drop out of high school and to improve graduation rates, especially among minority students. The proposed revisions are an outgrowth of the work both of that committee and of the Board's adoption of a graduation rate formula in November 2006: Graduation rate = [On-time graduates in Year X] / [(First-time entering ninth graders in Year X-4) + (Transfers in) – (Transfers out)]. In the fall of 2008, the records of first-time ninth graders in 2004-2005 will be able to be linked to their records four years later to determine their graduation status.

The proposed revisions are also in response to legislation passed by the 2007 General Assembly that requires the Board of Education to establish the requirements for the Standard Technical and Advanced Technical Diplomas. HB 2039 and SB 1147 require the Board to:

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....

Finally, the House Education Committee, while not taking action on HB 3201, related to removing students from classes, requested the Chairman write a letter to the Board of Education asking that the Board consider this issue in its review of applicable regulations, and report back to the patron and the committee. Language in response to this bill is included in the proposed revisions.

Summary of Major Elements: The proposed revisions establish the requirements for the Standard Technical Diploma and the Advanced Technical Diploma, and they establish a graduation and completion index that all schools with a graduating class would be required to meet in order to be fully accredited.

Standard Technical Diploma and Advanced Technical Diploma

Standard Technical Diploma requirements – A minimum of 22 standard credits and six verified credits, in the following areas:

- English – Four standard credits and two verified credits
- Mathematics – Three standard credits and one verified credit
Courses completed to satisfy this requirement would include at least three course selections from among: Algebra I, Geometry, Algebra Functions and Data Analysis, Algebra II, or other mathematics courses above the level of Algebra II. The Board would approve courses to satisfy this requirement.
- Laboratory science – Three standard credits and one verified credit
Courses completed to satisfy this requirement would include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics, or

completion of the sequence of science courses required for the International Baccalaureate Diploma. The Board would approve courses to satisfy this requirement.

- History and social sciences – Three standard credits and one verified credit
Courses completed to satisfy this requirement would include U.S. and Virginia History, U.S. and Virginia Government, and one course in either world history or geography or both. The Board would approve courses to satisfy this requirement.
- Health and physical education – Two standard credits
- Fine arts, foreign language, economics, or personal finance – One standard credit
- Career and Technical Education – Four standard credits
Courses completed to satisfy this requirement must include a career concentration as approved by the Board. For concentrations that require less than four courses students must complete additional courses that are related to the student's career concentration.
- Electives – Two standard credits
- Student selected assessment – One verified credit
A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics or other areas as prescribed by the Board in 8 VAC 20-131-110. If a career concentration includes a specific assessment approved by the Board, then the student must take this assessment.
- Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification competency credential or license for (i) the student selected verified credit and (ii) either a science or history and social science verified credit when the certification license or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board as an additional test to verify student achievement.

Advanced Technical Diploma requirements – A minimum of 26 standard credits and nine verified credits, in the following areas:

- English – Four standard credits and two verified credits
- Mathematics – Four standard credits and two verified credits
Courses completed to satisfy this requirement would include at least three course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II. The Board would approve courses to satisfy this requirement.
- Laboratory science – Four standard credits and two verified credits

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

- History and social sciences – Four standard credits and two verified credits
Courses completed to satisfy this requirement would include U.S. and Virginia History, U.S. and Virginia Government, and one course in either world history or geography or both. The Board would approve courses to satisfy this requirement.
- Foreign Language – Three standard credits
Courses completed to satisfy this requirement would include three years of one language or two years of two languages.
- Health and physical education – Two standard credits
- Fine arts or economics – One standard credit
- Career and Technical Education – Four standard credits
Courses completed to satisfy this requirement must include a career concentration as approved by the Board. For concentrations that require less than four courses students must complete additional courses that are related to the student’s career concentration. If a career concentration includes a specific assessment approved by the Board, then the student must take this assessment.
- Student selected assessment – One verified credit
A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics or other areas as prescribed by the Board in 8 VAC 20-131-110.

Graduation and Completion Index

- The Board of Education would establish a graduation and completion index.
- The graduation and completion index would include weighted percentage points for students who:
 - ✓ Graduate from high school in four years or less – 100 points
 - ✓ Graduate from high school in more than four years – 100 points
 - ✓ Earn a GED certificate – 75 points
 - ✓ Remain in school for more than four years – 70 points
 - ✓ Earn a certificate of completion – 60 points
- The index would account for all students in the graduating class’s ninth grade cohort, plus transfers into the school and minus transfers out of the school and students who are deceased. Students who remain in school or earn a credential after their assigned cohort year would also be included in the index.

- Beginning with academic year 2009-2010, for accreditation ratings for 2010-2011, schools with a graduating class would be required to meet the prescribed thresholds on the Board’s graduation and completion rate index, in addition to meeting the required pass rates on the Standards of Learning assessments, in order to be fully accredited.
- Beginning with academic year 2009-2010, for accreditation ratings for 2010-2011, schools with a graduating class would be required to achieve a minimum of 80 percentage points on the Board of Education’s graduation and completion index, in addition to meeting the required Standards of Learning pass rates, in order to be fully accredited.
- A school would be rated provisionally accredited in academic years 2010-2011 through 2014-2015 if it met the required pass rates on the Standards of Learning assessments, but failed to achieve 80 percent on the graduation and completion index, but met the following benchmarks:

Graduation and Completion Index Benchmarks for Provisionally Accredited Ratings		
Academic Year	Accreditation Year	Index Percentage Points
2009-2010	2010-2011	75
2010-2011	2011-2012	76
2011-2012	2012-2013	77
2012-2013	2013-2014	78
2013-2014	2014-2015	79

- If a school failed to meet the benchmarks for the provisionally accredited rating, the school would be accredited with warning for not achieving the minimum threshold on the graduation and completion index.
- If a school failed to meet the 80 percentage points on the index for the years after academic year 2013-2014, for accreditation ratings for the years after accreditation year 2014-2015, the school would be accredited with warning for not achieving the minimum threshold on the index.
- A school could remain in accredited with warning status for no more than three consecutive years. If the school failed to meet the minimum threshold for a fourth year, the school would be denied accreditation for not achieving the minimum threshold on the index.
- Accreditation would be based on the school’s current pass rates and index points or a trailing three-year average of pass rates and index points, whichever is higher.
- Alternative education schools and schools with grades with an enrollment of 50 or fewer students in the ninth grade cohort would be permitted to request that the Board approve an alternative accreditation plan to meet the graduation and completion index.
- The use of the graduation and completion index for accreditation of high schools would be phased in over five years. However, the School Performance Report Card would report the school’s graduation and completion index in addition to its on-time graduation rate based on the Board’s formula and by subgroup. Completion rates as well as diploma and credential types would be reported annually as well.

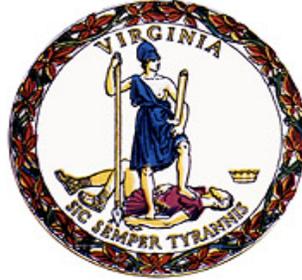
Other Proposed Revisions

- Throughout the regulations, the Standard Technical Diploma and the Advanced Technical Diploma were added wherever other diplomas established by the Board are referenced.
- In kindergarten through the eighth grade, students who are accelerated would be required to take the Standards of Learning test for either the grade level enrolled, or the grade level of the content received in instruction, but not both. No student would be required to take more than one Standards of Learning assessment in any content area.
- The requirements for the Standard Diploma would be revised to require one standard credit in foreign language, economics, or personal finance. The number of required electives would be reduced from six to five.
- Courses to satisfy the mathematics requirements for the Standard Diploma would include Algebra, Functions, and Data Analysis, in addition to Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II.
- The requirements for the Advanced Studies Diploma would be revised to require two additional standard credits: one in economics or personal finance, and one additional elective. The total number of standard credits required for the Advanced Studies Diploma would be 26, consistent with the number required for the Advanced Technical Diploma.
- The student selected test required for the Standard and Advanced Studies Diplomas could include an assessment prescribed by the Board in economics.
- The principal would be required to notify the parents of students removed from class for disciplinary reasons for two or more consecutive days in whole or in part (House Bill 3201, from the 2007 General Assembly).

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education waive first review and authorize the Department of Education staff to proceed with the requirements of the Administrative Process Act. Following the review by the Attorney General's Office, the Department of Planning and Budget, the Secretary of Education, and the Governor, the proposed regulations will be published for a period of public comment. Following the public comment, the Board will review the regulations again, and will consider any changes in response to public comment.

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

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



***REGULATIONS ESTABLISHING
STANDARDS FOR ACCREDITING
PUBLIC SCHOOLS IN VIRGINIA***

8 VAC 20-131.

***(REVISIONS FOR CONSIDERATION BY THE BOARD OF EDUCATION –
JANUARY 10, 2008)***

***Adopted by the Board of Education
May 24, 2006
Effective September 7, 2006***

TABLE OF CONTENTS

8 VAC 20-131-5. Definitions.....	1
Part I	4
Purpose	4
8 VAC 20-131-10. Purpose.	4
Part II	5
Philosophy, Goals, and Objectives.....	5
8 VAC 20-131-20. Philosophy, goals, and objectives.	5
Part III.....	6
Student Achievement.....	6
8 VAC 20-131-30. Student achievement expectations.	6
8 VAC 20-131-40. Literacy Passport Tests. (Repealed.).....	8
8 VAC 20-131-50. Requirements for graduation.....	9
8 VAC 20-131-60. Transfer students.....	18
Part IV.....	22
School Instructional Program.....	22
8 VAC 20-131-70. Program of instruction and learning objectives.....	22
8 VAC 20-131-80. Instructional program in elementary schools.	23
8 VAC 20-131-90. Instructional program in middle schools.....	24
8 VAC 20-131-100. Instructional program in secondary schools.....	25
8 VAC 20-131-110. Standard and verified units of credit.	27
8 VAC 20-131-120. Summer school.	29
8 VAC 20-131-130. Elective courses.	30
8 VAC 20-131-140. College preparation programs and opportunities for postsecondary credit.	31
8 VAC 20-131-150. Standard school year and school day.	32
8 VAC 20-131-160. (Repealed.).....	33
8 VAC 20-131-170. Family Life Education.	34
8 VAC 20-131-180. Off-site instruction.	35
8 VAC 20-131-190. Library media, materials and equipment.....	36
8 VAC 20-131-200. Extracurricular and other school activities, recess.	37
Part V.....	38
School and Instructional Leadership.....	38
8 VAC 20-131-210. Role of the principal.....	38
8 VAC 20-131-220. Role of professional teaching staff.....	40
8 VAC 20-131-230. Role of support staff.....	41
8 VAC 20-131-240. Administrative and support staff; staffing requirements.	42
8 VAC 20-131-250. (Repealed.).....	44
Part VI.....	45
School Facilities and Safety.....	45
8 VAC 20-131-260. School facilities and safety.	45
4. Written procedures to follow for the safe evacuation of persons with special physical, medical, or language needs who may need assistance to exit a facility.	46
Part VII.....	47
School and Community Communications.....	47
8 VAC 20-131-270. School and community communications.	47
Part VIII.....	49
School Accreditation.....	49
8 VAC 20-131-280. Expectations for school accountability.	49
8 VAC 20-131-290. Procedures for certifying accreditation eligibility.....	52
8 VAC 20-131-300. Application of the standards.	54
8 VAC 20-131-310. Action requirements for schools that are Accredited with Warning or Accreditation Withheld/Improving School Near Accreditation.	58
8 VAC 20-131-315. Action requirements for schools that are denied accreditation.....	60
8 VAC 20-131-320. Provisional accreditation benchmarks. (Repealed.).....	62
8 VAC 20-131-325. Recognitions and rewards for school and division accountability performance.....	63
8 VAC 20-131-330. Waivers. (Repealed.).....	64
8 VAC 20-131-340. Special provisions and sanctions.	65
8 VAC 20-131-350. Waivers.....	66
8 VAC 20-131-360. Effective date.	67

8 VAC 20-131-5. Definitions.

The following words and terms apply only to these regulations and do not supersede those definitions used for federal reporting purposes or for the calculation of costs related to the Standards of Quality (§§ 22- 253.13:1 et seq. of the Code of Virginia). When used in these regulations, these words shall have the following meanings, unless the context clearly indicates otherwise:

“Accreditation” means a process used by the Virginia Department of Education (hereinafter “department”) to evaluate the educational performance of public schools in accordance with these regulations.

“Additional test” means a test, including substitute tests approved by the Board of Education that students may use in lieu of a Standards of Learning test to obtain verified credit.

“Class period” means a segment of time in the school day that is approximately 1/6 of the instructional day.

“Combined school” means a public school that contains any combination of or all of the grade levels from kindergarten through grade 12. This definition does not include those schools defined as elementary, middle, or secondary schools.

“Elementary school” means a public school with any grades kindergarten through five.

“Eligible students” means the total number of students of school age enrolled in the school at a grade or course for which a Standards of Learning test is required unless excluded under the provisions of 8 VAC 20-131-30 F and 8 VAC 20-131-280 D relative to limited English proficient (LEP) students.

“Enrollment” means the act of complying with state and local requirements relative to the registration or admission of a child for attendance in a school within a local school division. This term also means registration for courses within the student’s home school or within related schools or programs.

“First time” means the student has not been enrolled in the school at any time during the current school year (for purposes of 8 VAC 20-131-60 with reference to students who transfer in during the school year).

“Four core areas” or “four core academic areas” means English, mathematics, science, and history and social science for purposes of testing for the Standards of Learning.

“Graduate” means a student who has earned a Board of Education recognized diploma, which includes the Advanced Studies, Advanced Technical, Standard, Standard Technical, Modified Standard, Special, and General Achievement diplomas.

“Homebound instruction” means academic instruction provided to students who are confined at home or in a health care facility for periods that would prevent normal school attendance based upon certification of need by a licensed physician or a licensed clinical psychologist.

“Locally awarded verified credit” means a verified unit of credit awarded by a local school board in accordance with 8 VAC 20-131-110.

“Middle school” means a public school with any grades 6 through 8.

“Planning period” means one class period per day or the equivalent unencumbered of any teaching or supervisory duties.

“Recess” means a segment of free time exclusive of time provided for meals during the standard school day in which students are given a break from instruction.

“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.

“School” means a publicly funded institution where students are enrolled for all or a majority of the instructional day and:

1. Those students are reported in fall membership at the institution; and
2. At a minimum, the institution meets the pre-accreditation eligibility requirements of these regulations as adopted by the Board of Education.

“Secondary school” means a public school with any grades 9 through 12.

“Standard school day” means a calendar day that averages at least five and one-half instructional hours for students in grades 1 through 12, excluding breaks for meals and recess, and a minimum of three instructional hours for students in kindergarten.

“Standard school year” means a school year of at least 180 teaching days or a total of at least 990 teaching hours per year.

“Standard unit of credit” or “standard credit” means credit awarded for a course in which the student successfully completes 140 clock hours of instruction and the requirements of

the course. Local school boards may develop alternatives to the requirement for 140 clock hours of instruction as provided for in these regulations at 8 VAC 20-131-110.

“Standards of Learning” (SOL) tests means those criterion referenced assessments approved by the Board of Education for use in the Virginia assessment program that measure attainment of knowledge and skills required by the Standards of Learning.

“Student” means a person of school age as defined by § 22.1-1 of the Code of Virginia, a child with disabilities as defined in § 22.1-213 of the Code of Virginia, and a person with limited English proficiency in accordance with § 22.1-5 of the Code of Virginia.

“Student periods” means the number of students a teacher instructs per class period multiplied by the number of class periods taught.

“Verified unit of credit” or “verified credit” means credit awarded for a course in which a student earns a standard unit of credit and achieves a passing score on a corresponding end-of-course SOL test or an additional test approved by the Board of Education as part of the Virginia assessment program.

“Virginia assessment program” means a system used to evaluate student achievement that includes Standards of Learning tests and additional tests which may be approved from time to time by the Board of Education.

Part I
Purpose

8 VAC 20-131-10. Purpose.

The foremost purpose of public education in Virginia is to provide children with a quality education giving them opportunities to meet their fullest potential in life. The standards for the accreditation of public schools in Virginia are designed to ensure that an effective educational program is established and maintained in Virginia's public schools. The mission of the public education system is to educate students in the essential academic knowledge and skills in order that they may be equipped for citizenship, work, and a private life that is informed and free. The accreditation standards:

1. Provide an essential foundation of educational programs of high quality in all schools for all students.
2. Encourage continuous appraisal and improvement of the school program for the purpose of raising student achievement.
3. Foster public confidence.
4. Assure recognition of Virginia's public schools by other institutions of learning.
5. Establish a means of determining the effectiveness of schools.

Section 22.1-253.13:3 B of the Code of Virginia requires the Virginia Board of Education (hereinafter "board") promulgate regulations establishing standards for accreditation.

The statutory authority for these regulations is delineated in § 22.1-19 of the Code of Virginia, which includes the requirement that the board shall provide for the accreditation of public elementary, middle and secondary schools in accordance with regulations prescribed by it.

These regulations govern public schools operated by local school boards providing instruction to students as defined in 8 VAC 20-131-5. Other schools licensed under other state statutes are exempt from these requirements.

Part II
Philosophy, Goals, and Objectives

8 VAC 20-131-20. Philosophy, goals, and objectives.

A. Each school shall have a current philosophy, goals, and objectives that shall serve as the basis for all policies and practices and shall be developed using the following criteria:

1. The philosophy, goals, and objectives shall be developed with the advice of professional and lay people who represent the various populations served by the school and in consideration of the needs of the community and shall serve as a basis for the creation and review of the biennial school plan.
2. The school's philosophy, goals and objectives shall be consistent with the Standards of Quality.
3. The goals and objectives shall (i) be written in plain language so as to be understandable to noneducators, including parents; (ii) to the extent possible, be stated in measurable terms; and (iii) consist primarily of measurable objectives to raise student and school achievement in the core academic areas of the Standards of Learning (SOL), to improve student and staff attendance, to reduce student drop-out rates, to increase graduation rates, and to increase the quality of instruction through professional staff development and licensure.
4. The school staff and community representatives shall review annually the extent to which the school has met its prior goals and objectives, analyze the school's student performance data including data by grade level or academic department as necessary, and report these outcomes to the division superintendent and the community in accordance with local school board policy. This report shall be in addition to the school report card required by 8 VAC 20-131-270 B.

B. Copies of the school's philosophy, goals and objectives shall be available upon request.

Part III
Student Achievement

8 VAC 20-131-30. Student achievement expectations.

A. Each student should learn the relevant grade level/course subject matter before promotion to the next grade. The division superintendent shall certify to the Department of Education that the division's promotion/retention policy does not exclude students from membership in a grade, or participation in a course, in which SOL tests are to be administered. Each school shall have a process, as appropriate, to identify and recommend strategies to address the learning, behavior, communication, or development of individual children who are having difficulty in the educational setting.

B. In kindergarten through eighth grade, where the administration of Virginia assessment program tests are required by the Board of Education, each student shall be expected to take the tests; students who are accelerated ~~should~~ shall take the test of the grade-level enrolled or take the tests for the grade level of the content received in instruction. No student shall be required to take more than one test in any content area. Schools shall use the Virginia assessment program test results in kindergarten through eighth grade as part of a set of multiple criteria for determining the promotion or retention of students. Students promoted to high school from eighth grade should have attained basic mastery of the Standards of Learning in English, history and social science, mathematics, and science and should be prepared for high school work. Students shall not be required to retake the Virginia assessment program tests unless they are retained in grade and have not previously passed the related tests.

C. In kindergarten through grade 12, students may participate in a remediation recovery program as established by the board in English (Reading) or mathematics or both.

D. The board recommends that students in kindergarten through grade 8 not be required to attend summer school or weekend remediation classes solely based on failing a SOL test in science or history/social science.

E. Each student in middle and secondary schools shall take all applicable end-of-course SOL tests following course instruction. Students who achieve a passing score on an end-of-course SOL test shall be awarded a verified unit of credit in that course in accordance with the provisions of 8 VAC 20-131-110. Students may earn verified units of credit in any courses for which end-of-course SOL tests are available. Middle and secondary schools may consider the student's end-of-course SOL test score in determining the student's final course grade. However, no student who has failed an end-of-course SOL test but passed the related course shall be prevented from taking any other course in a content area and from taking the applicable end-of-course SOL test. The board may

approve additional tests to verify student achievement in accordance with guidelines adopted for verified units of credit described in 8 VAC 20-131-110.

F. Participation in the Virginia assessment program by students with disabilities shall be prescribed by provisions of their Individualized Education Program (IEP) or 504 Plan. All students with disabilities shall be assessed with appropriate accommodations and alternate assessments where necessary.

G. All students identified as limited English proficient (LEP) shall participate in the Virginia assessment program. A school based committee shall convene and make determinations regarding the participation level of LEP students in the Virginia assessment program. In kindergarten through eighth grade, limited English proficient students may be granted a one-time exemption from SOL testing in the areas of writing, science, and history and social science.

H. Students identified as foreign exchange students taking courses for credit shall be required to take the relevant Virginia assessment program tests. Foreign exchange students who are auditing courses and who will not receive a standard unit of credit for such courses shall not be required to take the Standards of Learning tests for those courses.

8 VAC 20-131-40. Literacy Passport Tests. (Repealed.)

8 VAC 20-131-50. Requirements for graduation.

A. The requirements for a student to earn a diploma and graduate from a Virginia high school shall be those in effect when that student enters the ninth grade for the first time. Students shall be awarded a diploma upon graduation from a Virginia high school.

When students below the ninth grade successfully complete courses offered for credit in grades 9 through 12, credit shall be counted toward meeting the standard units required for graduation provided the courses are equivalent in content and academic rigor as those courses offered at the secondary level. To earn a verified unit of credit for these courses, students must meet the requirements of 8 VAC 20-131-110.

The following requirements shall be the only requirements for a diploma, unless a local school board has prescribed additional requirements that have been approved by the Board of Education. All additional requirements prescribed by local school boards that have been approved by the Board of Education remain in effect until such time as the local school board submits a request to amend or discontinue them.

B. Requirements for a Standard Diploma.

1. Beginning with the ninth-grade classes of 2003-04 and beyond, students shall earn the required standard and verified units of credit described in subdivision 2 of this subsection.

2. Credits required for graduation with a Standard Diploma.

Discipline Area	Standard Units of Credit Required	Verified Credits Required
English	4	2
Mathematics ¹	3	1
Laboratory Science ^{2,6}	3	1
History and Social Sciences ^{3,6}	3	1
Health and Physical Education	2	
Fine Arts or Career and Technical Education	1	
Foreign Language, Economics or Personal Finance	1	
Electives ⁴	6.5	
Student Selected Test ⁵		1
Total	22	6

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

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

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

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

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

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

Students completing the requirements for the Standard Diploma may be eligible to receive an honor deemed appropriate by the local school board as described in subsection ~~F~~K of this section.

C. Requirements for a Standard Technical Diploma.

Credits required for graduation with a Standard Technical Diploma.

<u>Discipline Area</u>	<u>Standard Units of Credits Required</u>	<u>Verified Credits Required</u>
<u>English</u>	<u>4</u>	<u>2</u>
<u>Mathematics</u> ¹	<u>3</u>	<u>1</u>
<u>Laboratory Science</u> ^{2,5}	<u>3</u>	<u>1</u>
<u>History & Social Sciences</u> ^{3,5}	<u>3</u>	<u>1</u>
<u>Health and P.E.</u>	<u>2</u>	
<u>Fine Arts, Foreign Language, Economics or Personal Finance</u>	<u>1</u>	
<u>Career and Technical Education</u> ⁴	<u>4</u>	
<u>Electives</u>	<u>2</u>	
<u>Student Selected</u> ⁶		<u>1</u>
<u>Total</u>	<u>22</u>	<u>6</u>

¹ Courses completed to satisfy this requirement shall include at least three course selections from among: Algebra I, Geometry, Algebra Functions and Data Analysis, or Algebra II or other mathematics courses above the level of Algebra II. The board shall approve courses to satisfy this requirement.

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

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

⁴ Courses completed to satisfy this requirement must include a career concentration as approved by the board. For concentrations that require less than four courses students must complete additional courses that are related to the student's career concentration.

⁵ Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification competency credential or license for (i) the student selected verified credit and (ii) either a science or history and social science verified credit when the certification license or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the board as an additional test to verify student achievement. If a career concentration includes a specific assessment approved by the board, then the student must take this assessment.

⁶ A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics or other areas as prescribed by the board in 8 VAC 20-131-110.

Students completing the requirements for the Standard Technical Diploma may be eligible to receive an honor deemed appropriate by the local school board as described in subsection K of this section.

~~C. D. Requirements for an Advanced Studies Diploma. (*Contingent upon passage of the VDOE legislative proposal – Any student who meets the requirements for both the Advanced Studies and the Advanced Technical diploma may choose between these two diplomas.)~~

Credits required for graduation with an Advanced Studies Diploma.

Discipline Area	Standard Units of Credit Required	Verified Credits Required
English	4	2
Mathematics ¹	4	2
Laboratory Science ²	4	2
History and Social Sciences ³	4	2
Foreign Language ⁴	3	
Health and Physical Education	2	
Fine Arts or Career and Technical Education	1	
<u>Economics or Personal Finance</u>	<u>1</u>	
Electives	2 3	
Student Selected Test ⁵		1
Total	24 <u>26</u>	9

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

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

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

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

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

Students completing the requirements for the Advanced Studies Diploma may be eligible to receive an honor deemed appropriate by the local school board as described in subsection ~~F~~K of this section.

E. Requirements for an Advanced Technical Diploma. (*Contingent upon passage of the VDOE legislative proposal – Any student who meets the requirements for both the Advanced Studies and the Advanced Technical diploma may choose between these two diplomas.)

Credits required for graduation with an Advanced Technical Diploma.

<u>Discipline Area</u>	<u>Standard Units of Credit Required</u>	<u>Verified Credits Required</u>
<u>English</u>	<u>4</u>	<u>2</u>
<u>Mathematics¹</u>	<u>4</u>	<u>2</u>
<u>Laboratory Science²</u>	<u>4</u>	<u>2</u>
<u>History and Social Sciences³</u>	<u>4</u>	<u>2</u>
<u>Foreign Language⁴</u>	<u>3</u>	
<u>Health and Physical Education</u>	<u>2</u>	
<u>Fine Arts or Economics</u>	<u>1</u>	
<u>Career and Technical Education⁵</u>	<u>4</u>	
<u>Student Selected Test⁵⁻⁶</u>		<u>1</u>
<u>Total</u>	<u>26</u>	<u>9</u>

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

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

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

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

⁵ Courses completed to satisfy this requirement must include a career concentration as approved by the board. For concentrations that require less than four courses, students must complete additional courses that are related to the student's career concentration. If a career concentration includes a specific assessment approved by the board, then the student must take this assessment to fulfill this requirement.

^{5, 6} A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education, economics, or other areas as prescribed by the board in 8 VAC 20-131-110.

Students completing the requirements for the Advanced Technical Diploma may be eligible to receive an honor deemed appropriate by the local school board as described in subsection K of this section.

Ɖ. F. Requirements for the Modified Standard Diploma.

1. Every student shall be expected to pursue a Standard Diploma, Standard Technical Diploma, Advanced Technical Diploma, or Advanced Studies Diploma. The Modified Standard Diploma program is intended for certain students at the secondary level who have a disability and are unlikely to meet the credit requirements for a Standard Diploma. Eligibility and participation in the Modified Standard Diploma program shall be determined by the student's Individualized Education Program (IEP) team including the student, where appropriate, at any point after the student's eighth grade year.

2. The school must secure the informed written consent of the parent/guardian and the student to choose this diploma program after review of the student's academic history and the full disclosure of the student's options.
3. The student who has chosen to pursue a Modified Standard Diploma shall also be allowed to pursue the Standard Diploma, Standard Technical Diploma, Advanced Technical Diploma, or Advanced Studies Diploma at any time throughout that student's high school career, and the student must not be excluded from courses and tests required to earn a Standard or Advanced Studies Diploma.
4. Students pursuing the Modified Standard Diploma shall pass literacy and numeracy competency assessments prescribed by the board.
5. Credits required for graduation with a Modified Standard Diploma.

Discipline Area	Standard Units of Credit Required
English	4
Mathematics ¹	3
Science ²	2
History and Social Sciences ³	2
Health and Physical Education	2
Fine Arts or Career and Technical Education	1
Electives ⁴	6
Total	20

¹. Courses completed to satisfy this requirement shall include content from among applications of algebra, geometry, personal finance, and statistics in courses that have been approved by the board.
². Courses completed shall include content from at least two of the following: applications of earth science, biology, chemistry, or physics in courses approved by the board.
³. Courses completed to satisfy this requirement shall include one unit of credit in U.S. and Virginia History and one unit of credit in U.S. and Virginia Government in courses approved by the board.
⁴. Courses to satisfy this requirement shall include at least two sequential electives in the same manner required for the Standard Diploma.

6. The student must meet any additional criteria established by the Board of Education.

~~E.G.~~ In accordance with the requirements of the Standards of Quality, students with disabilities who complete the requirements of their Individualized Education Program (IEP) and do not meet the requirements for other diplomas shall be awarded Special Diplomas.

~~F.H.~~ In accordance with the requirements of the Standards of Quality, students who complete prescribed programs of studies defined by the local school board but do not qualify for Standard, Standard Technical, Advanced Studies, Advanced Technical, Modified Standard, Special, or General Achievement diplomas shall be awarded

Certificates of Program Completion. The requirements for Certificates of Program Completion are developed by local school boards in accordance with the Standards of Quality. Students receiving a general achievement diploma shall comply with 8 VAC 20-680, *Regulations Governing the General Achievement Diploma*.

~~G.~~ I. In accordance with the provisions of the compulsory attendance law and 8 VAC 20-360, *Regulations Governing General Education Development Certificates*, students who do not qualify for diplomas may earn a high school equivalency credential.

~~H.~~ J. At a student's request, the local school board shall communicate or otherwise make known to institutions of higher education, potential employers, or other applicable third parties, in a manner that the local school board deems appropriate, that a student has attained the state's academic expectations by earning a Virginia diploma and that the value of such a diploma is not affected in any way by the accreditation status of the student's school.

~~I.~~ K. Awards for exemplary student performance. Students who demonstrate academic excellence and/or outstanding achievement may be eligible for one or more of the following awards:

1. Students who complete the requirements for an Advanced Studies Diploma or Advanced Technical Diploma with an average grade of "B" or better, and successfully complete college-level coursework that will earn the student at least nine transferable college credits in Advanced Placement (AP), International Baccalaureate (IB), Cambridge, or dual enrollment courses shall receive the Governor's Seal on the diploma.
2. Students who complete the requirements for a Standard Diploma, Standard Technical Diploma, ~~or~~ Advanced Studies Diploma or Advanced Technical Diploma with an average grade of "A" shall receive a Board of Education Seal on the diploma.
3. The Board of Education's Career and Technical Education Seal will be awarded to students who earn a Standard Diploma, Standard Technical Diploma, ~~or~~ Advanced Studies Diploma or Advanced Technical Diploma and complete a prescribed sequence of courses in a career and technical education concentration or specialization that they choose and maintain a "B" or better average in those courses; or (i) pass an examination or an occupational competency assessment in a career and technical education concentration or specialization that confers certification or occupational competency credential from a recognized industry, trade or professional association or (ii) acquire a professional license in that career and technical education field from the Commonwealth of Virginia. The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements.

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

5. The Board of Education's Seal for Excellence in Civics Education will be awarded to students who earn either a Standard Diploma, Standard Technical Diploma, ~~or~~ Advanced Studies Diploma or Advanced Technical Diploma and: (i) complete Virginia and United States History and Virginia and United States Government courses with a grade of "B" or higher; and, (ii) have good attendance and no disciplinary infractions as determined by local school board policies and, (iii) complete 50 hours of voluntary participation in community service or extracurricular activities. Activities that would satisfy the requirements of clause (iii) of this subdivision include: (a) volunteering for a charitable or religious organization that provides services to the poor, sick or less fortunate; (b) participating in Boy Scouts, Girl Scouts, or similar youth organizations; (c) participating in JROTC; (d) participating in political campaigns or government internships, or Boys State, Girls State, or Model General Assembly; or (e) participating in school-sponsored extracurricular activities that have a civics focus. Any student who enlists in the United States military prior to graduation will be deemed to have met this community service requirement.

6. Students may receive other seals or awards for exceptional academic, career and technical, citizenship, or other exemplary performance in accordance with criteria defined by the local school board.

~~J.~~ L. Students completing graduation requirements in a summer school program shall be eligible for a diploma. The last school attended by the student during the regular session shall award the diploma unless otherwise agreed upon by the principals of the two schools.

~~K.~~ M. Students who complete Advanced Placement courses, college-level courses, or courses required for an International Baccalaureate Diploma shall be deemed to have completed the requirements for graduation under these standards provided they have

earned the standard units of credit and earned verified units of credit in accordance with the requirements of subsections B and C of this section.

~~L.~~ N. Students shall be counseled annually regarding the opportunities for using additional tests for earning verified credits as provided in accordance with the provisions of 8 VAC 20-131-110, and the consequences of failing to fulfill the obligations to complete the requirements for verified units of credit.

8 VAC 20-131-60. Transfer students.

A. The provisions of this section pertain generally to students who transfer into Virginia high schools. Students transferring in grades K-8 from Virginia public schools or nonpublic schools accredited by one of the approved accrediting constituent members of the Virginia Council for Private Education shall be given recognition for all grade-level work completed. The academic record of students transferring from all other schools shall be evaluated to determine appropriate grade placement in accordance with policies adopted by the local school board.

B. For the purposes of this section, the term "beginning" means within the first 20 hours of instruction per course. The term "during" means after the first 20 hours of instruction per course.

C. Standard or verified units of credit earned by a student in a Virginia public school shall be transferable without limitation regardless of the accreditation status of the Virginia public school in which the credits were earned. Virginia public schools shall accept standard and verified units of credit from other Virginia public schools and state operated programs. Standard units of credit also shall be accepted for courses satisfactorily completed in accredited colleges and universities when prior written approval of the principal has been granted or the student has been given credit by the previous school attended.

D. A secondary school shall accept credits toward graduation received from Virginia nonpublic schools accredited by one of the approved accrediting constituent members of the Virginia Council for Private Education (VCPE). The Board of Education will maintain contact with the VCPE and may periodically review its accrediting procedures and policies as part of its policies under this section.

Nothing in these standards shall prohibit a public school from accepting standard units of credit toward graduation awarded to students who transfer from all other schools when the courses for which the student receives credit generally match the description of or can be substituted for courses for which the receiving school gives standard credit, and the school from which the child transfers certifies that the courses for which credit is given meet the requirements of 8 VAC 20-131-110 A.

Students transferring into a Virginia public school shall be required to meet the requirements prescribed in 8 VAC 20-131-50 to receive a Standard, Advanced Studies, Standard Technical, Advanced Technical or Modified Standard Diploma, except as provided by subsection G of this section. To receive a Special Diploma or Certificate of Program Completion, a student must meet the requirements prescribed by the Standards of Quality.

E. The academic record of a student transferring from other Virginia public schools shall be sent directly to the school receiving the student upon request of the receiving school in accordance with the provisions of the 8 VAC 20-150-10, Management of the Student's Scholastic Records in the Public Schools of Virginia.

F. The academic record of a student transferring into Virginia public schools from other than a Virginia public school shall be evaluated to determine the number of standard units of credit that have been earned, including credit from schools outside the United States, and the number of verified units of credit needed to graduate in accordance with subsection G of this section. Standard units of credit also shall be accepted for courses satisfactorily completed in accredited colleges and universities when the student has been given credit by the previous school attended.

Students transferring above the tenth grade from schools or other education programs that do not require or give credit for health and physical education shall not be required to take these courses to meet graduation requirements.

G. Students entering a Virginia public high school for the first time after the tenth grade shall earn as many credits as possible toward the graduation requirements prescribed in 8 VAC 20-131-50. However, schools may substitute courses required in other states in the same content area if the student is unable to meet the specific content requirements of 8 VAC 20-131-50 without taking a heavier than normal course load in any semester, by taking summer school, or by taking courses after the time when he otherwise would have graduated. In any event, no such student shall earn fewer than the following number of verified units, nor shall such students be required to take SOL tests or additional tests as defined in 8 VAC 20-131-110 for verified units of credit in courses previously completed at another school or program of study, unless necessary to meet the requirements listed in subdivisions 1 and 2 of this subsection:

1. For a Standard Diploma or Standard Technical Diploma:

- a. Students entering a Virginia high school for the first time during the ninth grade or at the beginning of the tenth grade shall earn credit as prescribed in 8 VAC 20-131-50;
- b. Students entering a Virginia high school for the first time during the tenth grade or at the beginning of the eleventh grade shall earn a minimum of four verified units of credit: one each in English, mathematics, history, and science. Students who complete a career and technical education program sequence may substitute a certificate, occupational competency credential or license for either a science or history and social science verified credit pursuant to 8 VAC 20-131-50; and

c. Students entering a Virginia high school for the first time during the eleventh grade or at the beginning of the twelfth grade shall earn a minimum of two verified units of credit: one in English and one of the student's own choosing.

2. For an Advanced Studies Diploma or Advanced Technical Diploma:

a. Students entering a Virginia high school for the first time during the ninth grade or at the beginning of the tenth grade shall earn credit as prescribed in 8 VAC 20-131-50;

b. Students entering a Virginia high school for the first time during the tenth grade or at the beginning of the eleventh grade shall earn a minimum of six verified units of credit: two in English and one each in mathematics, history, and science and one of the student's own choosing; and

c. Students entering a Virginia high school for the first time during the eleventh grade or at the beginning of the twelfth grade shall earn a minimum of four verified units of credit: one in English and three of the student's own choosing.

H. Students entering a Virginia high school for the first time after the first semester of their eleventh grade year must meet the requirements of subdivision G 1 c or G 2 c of this section. Students transferring after 20 instructional hours per course of their senior or twelfth grade year shall be given every opportunity to earn a Standard, Advanced Studies, or Modified Standard Diploma. If it is not possible for the student to meet the requirements for a diploma, arrangements should be made for the student's previous school to award the diploma. If these arrangements cannot be made, a waiver of the verified unit of credit requirements may be available to the student. The Department of Education may grant such waivers upon request by the local school board in accordance with guidelines prescribed by the Board of Education.

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

J. The transcript of a student who graduates or transfers from a Virginia secondary school shall conform to the requirements of 8 VAC 20-160-10, *Regulations Governing Secondary School Transcripts*.

K. The accreditation status of a high school shall not be included on the student transcript provided to colleges, universities, or employers. The board expressly states that any

student who has met the graduation requirements established in 8 VAC 20-131-50 and has received a Virginia diploma holds a diploma that should be recognized as equal to any other Virginia diploma of the same type, regardless of the accreditation status of the student's high school. It is the express policy of the board that no student shall be affected by the accreditation status of the student's school. The board shall take appropriate action, from time to time, to ensure that no student is affected by the accreditation status of the student's school.

Part IV
School Instructional Program

8 VAC 20-131-70. Program of instruction and learning objectives.

A. Each school shall provide a program of instruction that promotes individual student academic achievement in the essential academic disciplines and shall provide additional instructional opportunities that meet the abilities, interests, and educational needs of students. Each school shall establish learning objectives to be achieved by students at successive grade levels that meet or exceed the knowledge and skills contained in the Standards of Learning for English, mathematics, science, and history/social science adopted by the board and shall continually assess the progress of each student in relation to the objectives.

B. Instruction shall be designed to accommodate all students, including those identified with disabilities in accordance with the Individuals with Disabilities Education Act or § 504 of the Rehabilitation Act, as amended, those identified as gifted/talented, and those who have limited English proficiency. Each school shall provide students identified as gifted/talented with instructional programs taught by teachers with special training or experience in working with gifted/talented students. Students with disabilities shall have the opportunity to receive a full continuum of education services, in accordance with 8 VAC 20- 80, *Regulations Governing Special Education Programs for Children with Disabilities in Virginia* and other pertinent federal and state regulations.

8 VAC 20-131-80. Instructional program in elementary schools.

A. The elementary school shall provide each student a program of instruction that corresponds to the Standards of Learning for English, mathematics, science, and history/social science. In addition, each school shall provide instruction in art, music, and physical education and health and shall require students to participate in a program of physical fitness during the regular school year in accordance with guidelines established by the Board of Education.

B. In kindergarten through grade 3, reading, writing, spelling, and mathematics shall be the focus of the instructional program. Schools shall maintain, in a manner prescribed by the Board of Education, an early skills and knowledge achievement record in reading and mathematics for each student in grades kindergarten through grade 3 to monitor student progress and to promote successful achievement on the third grade SOL tests. This record shall be included with the student's records if the student transfers to a new school.

C. To provide students with sufficient opportunity to learn, a minimum of 75% of the annual instructional time of 990 hours shall be given to instruction in the disciplines of English, mathematics, science, and history/social science. Students who are not successfully progressing in early reading proficiency or who are unable to read with comprehension the materials used for instruction shall receive additional instructional time in reading, which may include summer school.

D. Elementary schools are encouraged to provide instruction in foreign languages.

8 VAC 20-131-90. Instructional program in middle schools.

A. The middle school shall provide each student a program of instruction which corresponds to the Standards of Learning for English, mathematics, science, and history/social science. In addition, each school shall provide instruction in art, music, foreign language, physical education and health, and career and technical exploration and shall require students to participate in a program of physical fitness during the regular school year in accordance with guidelines established by the Board of Education.

B. The middle school shall provide a minimum of eight courses to students in the eighth grade. English, mathematics, science, and history/social science shall be required. Four elective courses shall be available: level one of a foreign language, one in health and physical education, one in fine arts, and one in career and technical exploration.

C. Level one of a foreign language and an Algebra I course shall be available to all eighth grade students. For any high school credit-bearing course taken in middle school, parents may request that grades be omitted from the student's transcript and the student not earn high school credit for the course in accordance with policies adopted by the local school board. Notice of this provision must be provided to parents with a deadline and format for making such a request. Nothing in these regulations shall be construed to prevent a middle school from offering any other credit-bearing courses for graduation.

D. To provide students a sufficient opportunity to learn, each student shall be provided 140 clock hours per year of instruction in each of the four disciplines of English, mathematics, science, and history/social science. Sixth grade students may receive an alternative schedule of instruction provided each student receives at least 560 total clock hours of instruction in the four academic disciplines.

E. Each school shall ensure that students who are unable to read with comprehension the materials used for instruction receive additional instruction in reading, which may include summer school.

8 VAC 20-131-100. Instructional program in secondary schools.

A. The secondary school shall provide each student a program of instruction in the academic areas of English, mathematics, science, and history/social science that enables each student to meet the graduation requirements described in 8 VAC 20-131-50 and shall offer opportunities for students to pursue a program of studies in foreign languages, fine arts, and career and technical areas including:

1. Career and technical education choices that prepare the student as a career and technical education program completer in one of three or more occupational areas and that prepare the student for technical or preprofessional postsecondary programs;
2. Coursework and experiences that prepare the student for college-level studies including access to at least three Advanced Placement (AP) courses, college-level courses for degree credit, International Baccalaureate (IB) courses, Cambridge courses, or any combination thereof;
3. Preparation for college admissions tests; and
4. Opportunities to study and explore the fine arts and foreign languages.

B. Minimum course offerings for each secondary school shall provide opportunities for students to meet the graduation requirements stated in 8 VAC 20-131-50 and must include:

English	4
Mathematics	4
Science (Laboratory)	4
History and Social Sciences	4
Foreign Language	3
Electives	4
Career and Technical Education	11
Fine Arts	2
Health and Physical Education	2
Total Units	38

C. Classroom driver education may count for 36 class periods of health education. Students shall not be removed from classes other than health and physical education for the in-car phase of driver education.

D. Each school shall ensure that students who are unable to read with comprehension the materials used for instruction receive additional instruction in reading, which may include summer school.

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

A. The standard unit of credit for graduation shall be based on a minimum of 140 clock hours of instruction and successful completion of the requirements of the course. When credit is awarded in less than whole units, the increment awarded must be no greater than the fractional part of the 140 hours of instruction provided. If a school division elects to award credit on a basis other than the 140 clock hours of instruction required for a standard unit of credit defined in this subsection, the local school division shall develop a written policy approved by the superintendent and school board which ensures:

1. That the content of the course for which credit is awarded is comparable to 140 clock hours of instruction; and
2. That upon completion, the student will have met the aims and objectives of the course.

B. A verified unit of credit for graduation shall be based on a minimum of 140 clock hours of instruction, successful completion of the requirements of the course, and the achievement by the student of a passing score on the end-of-course SOL test for that course or additional tests as described in this subsection. A student may also earn a verified unit of credit by the following methods:

1. In accordance with the provisions of the Standards of Quality, students may earn a standard and verified unit of credit for any elective course in which the core academic SOL course content has been integrated and the student passes the related end-of-course SOL test. Such course and test combinations must be approved by the Board of Education.
2. Upon the recommendation of the division superintendent and demonstration of mastery of course content and objectives, qualified students may receive a standard unit of credit and be permitted to sit for the relevant SOL test to earn a verified credit without having to meet the 140-clock-hour requirement.
3. Beginning with the ninth grade class of 2003-2004 and beyond students who do not pass Standards of Learning tests in science or history and social science may receive locally awarded verified credits from the local school board in accordance with criteria established in guidelines adopted by the Board of Education.

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

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

The Board of Education will set the score that must be achieved to earn a verified unit of credit on the additional test options.

D. With such funds as are appropriated by the General Assembly, the Board of Education will provide opportunities for students who meet criteria adopted by the board to have an expedited retake of a SOL test to earn verified credit or to meet literacy and numeracy requirements for the Modified Standard Diploma.

8 VAC 20-131-120. Summer school.

A. The courses offered and the quality of instruction in the summer school program shall be comparable to that offered during the regular school term. At the middle and secondary school levels, credit for courses taken for credit toward graduation other than a repeat course shall be awarded in accordance with the requirements of 8 VAC 20-131-110. Students must also meet the requirements for SOL testing if appropriate.

B. At the middle and secondary school levels, credit for repeat courses ordinarily will be granted on the same basis as that for new courses; however, with prior approval of the principal, students may be allowed to enroll in repeat courses to be completed in no less than 70 clock hours of instruction per unit of credit. Students must also meet the requirements for SOL testing if appropriate.

C. Summer school instruction at any level, which is provided as part of a state-funded remedial program, shall be designed to improve specific identified student deficiencies. Such programs shall be conducted in accordance with regulations adopted by the board.

8 VAC 20-131-130. Elective courses.

Locally developed elective courses offered for credit toward high school graduation shall be approved by the division superintendent and local school board.

8 VAC 20-131-140. College preparation programs and opportunities for postsecondary credit.

Each middle and secondary school shall provide for the early identification and enrollment of students in a college preparation program with a range of educational and academic experiences in and outside the classroom, including an emphasis on experiences that will motivate disadvantaged and minority students to attend college.

Beginning in the middle school years, students shall be counseled on opportunities for beginning postsecondary education and opportunities for obtaining industry certifications, occupational competency credentials, or professional licenses in a career and technical education field prior to high school graduation. Such opportunities shall include access to at least three Advanced Placement courses or three college-level courses for degree credit pursuant to 8 VAC 20-131-100. Students taking advantage of such opportunities shall not be denied participation in school activities for which they are otherwise eligible. Wherever possible, students shall be encouraged and afforded opportunities to take college courses simultaneously for high school graduation and college degree credit (dual enrollment), under the following conditions:

1. Written approval of the high school principal prior to participation in dual enrollment must be obtained;
2. The college must accept the student for admission to the course or courses; and
3. The course or courses must be given by the college for degree credits (no remedial courses will be accepted).

Schools that comply with this standard shall not be penalized in receiving state appropriations.

8 VAC 20-131-150. Standard school year and school day.

A. The standard school year shall be 180 instructional days. The standard school day for students in grades 1 through 12 shall average at least 5-1/2 instructional hours, excluding breaks for meals and recess, and a minimum of three hours for kindergarten.

B. All students in grades 1 through 12 shall maintain a full day schedule of classes (5-1/2 hours), unless a waiver is granted in accordance with policies defined by the local school board.

8 VAC 20-131-160. (Repealed.)

8 VAC 20-131-170. Family Life Education.

Each school may implement the Standards of Learning for the Family Life Education program promulgated by the Board of Education or a Family Life Education program consistent with the guidelines developed by the board, which shall have the goals of reducing the incidence of pregnancy and sexually-transmitted diseases and substance abuse among teenagers.

8 VAC 20-131-180. Off-site instruction.

A. Homebound instruction shall be made available to students who are confined at home or in a health care facility for periods that would prevent normal school attendance based upon certification of need by a licensed physician or licensed clinical psychologist. For students eligible for special education or related services, the Individualized Education Program committee must revise the IEP, as appropriate. Credit for the work shall be awarded when it is done under the supervision of a licensed teacher, a person eligible to hold a Virginia license, or other appropriately licensed professional employed by the local school board, and there is evidence that the instructional time requirements or alternative means of awarding credit adopted by the local school board in accordance with the provisions of 8 VAC 20-131-110 have been met.

B. Students may enroll in and receive a standard and verified unit of credit for supervised correspondence courses with prior approval of the principal. Standard units of credit shall be awarded for the successful completion of such courses when the course is equivalent to that offered in the regular school program and the work is done under the supervision of a licensed teacher, or a person eligible to hold a Virginia license, approved by the local school board. Verified units of credit may be earned when the student has passed the SOL test associated with the correspondence course completed. The local school board shall develop policies governing this method of instruction in accordance with the provisions of 8 VAC 20-131-110 and the administration of required SOL tests prescribed by 8 VAC 20-131-30.

C. Schools are encouraged to pursue alternative means to deliver instruction to accommodate student needs through emerging technologies and other similar means. Standard units of credit shall be awarded for successful completion of such courses when the course is equivalent to that offered in the regular school program and the work is done under the supervision of a licensed teacher, or a person eligible to hold a Virginia teaching license and approved by the local school board. Verified units of credit may be earned when the student has successfully completed the requirements and passed the SOL test associated with the course. The local school board shall develop policies governing this method of delivery of instruction that shall include the provisions of 8 VAC 20-131-110 and the administration of required SOL tests prescribed by 8 VAC 20-131-30.

8 VAC 20-131-190. Library media, materials and equipment.

A. Each school shall maintain an organized library media center as the resource center of the school and provide a unified program of media services and activities for students and teachers before, during, and after school. The library media center shall contain hard copy, electronic technological resources, materials, and equipment that are sufficient to meet research, inquiry, and reading requirements of the instructional program and general student interest.

B. Each school shall provide a variety of materials and equipment to support the instructional program.

8 VAC 20-131-200. Extracurricular and other school activities, recess.

A. School sponsored extracurricular activities shall be under the direct supervision of the staff and shall contribute to the educational objectives of the school. Extracurricular activities must be organized to avoid interrupting the instructional program. Extracurricular activities shall not be permitted to interfere with the student's required instructional activities. Extracurricular activities and eligibility requirements shall be established and approved by the superintendent and the school board.

B. Competitive sports of a varsity nature (scheduled league games) shall be prohibited as a part of the elementary school program.

C. Each elementary school shall provide students with a daily recess during the regular school year as determined appropriate by the school.

Part V
School and Instructional Leadership

8 VAC 20-131-210. Role of the principal.

A. The principal is recognized as the instructional leader of the school and is responsible for effective school management that promotes positive student achievement, a safe and secure environment in which to teach and learn, and efficient use of resources. As a matter of policy, the board, through these standards, recognizes the critically important role of principals to the success of public schools and the students who attend those schools and recommends that local school boards provide principals with the maximum authority available under law in all matters affecting the school including, but not limited to, instruction and personnel, in a manner that allows the principal to be held accountable in a fair and consistent manner for matters under his direct control.

B. As the instructional leader, the principal is responsible for ensuring that students are provided an opportunity to learn and shall:

1. Protect the academic instructional time from unnecessary interruptions and disruptions and enable the professional teaching staff to spend the maximum time possible in the teaching/learning process by keeping to a minimum clerical responsibility and the time students are out of class;
2. Ensure that the school division's student code of conduct is enforced and seek to maintain a safe and secure school environment;
3. Analyze the school's test scores annually, by grade and by discipline, to:
 - a. Direct and require appropriate prevention, intervention, and/or remediation to those students performing below grade level or not passing the SOL tests;
 - b. Involve the staff of the school in identifying the types of staff development needed to improve student achievement and ensure that the staff participate in those activities; and
 - c. Analyze classroom practices and methods for improvement of instruction;
4. Ensure that students' records are maintained and that criteria used in making placement and promotion decisions, as well as any instructional interventions used to improve the student's performance, are included in the record;

5. Monitor and evaluate the quality of instruction, provide staff development, provide support that is designed to improve instruction, and seek to ensure the successful attainment of the knowledge and skills required for students by the SOL tests;
6. Maintain records of students who drop out of school, including their reasons for dropping out and actions taken to prevent these students from dropping out; and
7. Notify the parents of rising eleventh-grade and twelfth-grade students of:
 - a. the number of standard and verified units of credit required for graduation; and
 - b. the remaining number of such units of credit the individual student requires for graduation.
8. Notify the parents of students removed from class for disciplinary reasons for two or more consecutive days in whole or in part.

C. As the school manager, the principal shall:

1. Work with staff to create an atmosphere of mutual respect and courtesy and to facilitate constructive communication by establishing and maintaining a current handbook of personnel policies and procedures;
2. Work with the community to involve parents and citizens in the educational program and facilitate communication with parents by maintaining and disseminating a current student handbook of policies and procedures that includes the school division's standards of student conduct and procedures for enforcement, along with other matters of interest to parents and students;
3. Maintain a current record of licensure, endorsement, and in-service training completed by staff; and
4. Maintain records of receipts and disbursements of all funds handled. These records shall be audited annually by a professional accountant approved by the local school board.

8 VAC 20-131-220. Role of professional teaching staff.

The professional teaching staff shall be responsible for providing instruction that is educationally sound in an atmosphere of mutual respect and courtesy, which is conducive to learning, and in which all students are expected to achieve the objectives of the Standards of Learning for the appropriate grade level or course. The staff shall:

1. Serve as role models for effective oral and written communication with special attention to the correct use of language and spelling;
2. Strive to strengthen the basic skills of students in all subjects;
3. Establish teaching objectives to achieve the following:
 - a. Identify what students are expected to learn; and
 - b. Inform students of the achievement expected and keep them engaged in learning tasks;
4. Provide for individual differences of students through the use of differentiated instruction, varied materials, and activities suitable to their interests and abilities; and
5. Assess the progress of students and report promptly and constructively to them and their parents.

8 VAC 20-131-230. Role of support staff.

The school's support staff shall work with the principal and professional teaching staff to promote student achievement and successful attainment of the school's goals.

8 VAC 20-131-240. Administrative and support staff; staffing requirements.

A. Each school shall have at a minimum the staff as specified in the Standards of Quality with proper licenses and endorsements for the positions they hold.

B. The principal of each middle and secondary school shall be employed on a 12-month basis.

C. Each secondary school with 350 or more students and each middle school with 400 or more students shall employ at least one member of the guidance staff for 11 months. Guidance counseling shall be provided for students to ensure that a program of studies contributing to the student's academic achievement and meeting the graduation requirements specified in 8 VAC 20-131-50 is being followed.

D. The counseling program for elementary, middle, and secondary schools shall provide a minimum of 60% of the time for each member of the guidance staff devoted to counseling of students.

E. The middle school classroom teacher's standard load shall be based on teaching no more than 5/6 of the instructional day with no more than 150 student periods per day or 30 class periods per week. Beginning with the academic year 2008-2009 a middle school classroom teacher's standard load shall be based on teaching no more than 5/6 of the instructional day with no more than 150 student periods per day or 25 class periods per week.

F. The secondary classroom teacher's standard load shall be based on teaching no more than 5/6 of the instructional day with no more than 150 student periods per day or 25 class periods per week. Teachers of block programs that encompass more than one class period with no more than 120 student periods per day may teach 30 class periods per week. Teachers who teach very small classes may teach 30 class periods per week, provided the teaching load does not exceed 75 student periods per day. If a classroom teacher teaches 30 class periods per week with more than 75 student periods per day, an appropriate contractual arrangement and compensation shall be provided.

G. Middle or secondary school teachers shall teach no more than 750 student periods per week; however, physical education and music teachers may teach 1,000 student periods per week.

H. Notwithstanding the provisions of subsections E, F, and G each full-time middle and secondary classroom teacher shall be provided one planning period per day or the equivalent, unencumbered of any teaching or supervisory duties.

I. Staff-student ratios in special and career and technical education classrooms shall comply with regulations of the Board of Education.

J. Student services personnel as defined in the Standards of Quality shall be available as necessary to promote academic achievement and to provide support services to the school.

8 VAC 20-131-250. (Repealed.)

Part VI
School Facilities and Safety

8 VAC 20-131-260. School facilities and safety.

A. Each school shall be maintained in a manner ensuring compliance with the Virginia Statewide Building Code (13 VAC 5-63) In addition, the school administration shall:

1. Maintain a physical plant that is accessible, barrier free, safe, and clean;
2. Provide for the proper outdoor display of flags of the United States and of the Commonwealth of Virginia;
3. Provide suitable space for classrooms, administrative staff, pupil personnel services, library and media services, and for the needs and safety of physical education;
4. Provide adequate, safe, and properly-equipped laboratories to meet the needs of instruction in the sciences, technology, fine arts, and career and technical programs; and
5. Provide facilities for the adequate and safe administration and storage of student medications.

B. Each school shall maintain records of regular safety, health, and fire inspections that have been conducted and certified by local health and fire departments. The frequency of such inspections shall be determined by the local school board in consultation with the local health and fire departments. In addition, the school administration shall:

1. Equip all exit doors with panic hardware as required by the Virginia Statewide Building Code (13 VAC 5-63); and
2. Conduct fire drills at least once a week during the first month of school and at least once each month for the remainder of the school term. Evacuation routes for students shall be posted in each room. Additionally, at least one simulated lock-down and crisis emergency evacuation activity should be conducted early in the school year.

C. Each school shall have contingency plans for emergencies that include staff certified in cardiopulmonary resuscitation (CPR), the Heimlich maneuver, and emergency first aid. In addition, the school administration shall ensure that the school has:

1. Written procedures to follow in emergencies such as fire, injury, illness, allergic reactions, and violent or threatening behavior. The plan shall be outlined in the

student handbook and discussed with staff and students during the first week of each school year;

2. Space for the proper care of students who become ill;
3. A written procedure, in accordance with guidelines established by the local school board, for responding to violent, disruptive or illegal activities by students on school property or during a school sponsored activity ; and
4. Written procedures to follow for the safe evacuation of persons with special physical, medical, or language needs who may need assistance to exit a facility.

Part VII
School and Community Communications

8 VAC 20-131-270. School and community communications.

A. Each school shall promote communication and foster mutual understanding with parents and the community. Each school shall:

1. Involve parents, citizens, community agencies, and representatives from business and industry in developing, disseminating, and explaining the biennial school plan; on advisory committees; in curriculum studies; and in evaluating the educational program.
2. Provide annually to the parents and the community the School Performance Report Card in a manner prescribed by the board. The information contained therein will be for the most recent three-year period. Such information shall include but not be limited to:
 - a. Virginia assessment program results including the percentage of students tested, as well as the percentage of students not tested.
 - b. Performance of student subgroups on the Virginia assessment program as appropriate.
 - c. The accreditation rating awarded to the school.
 - d. Attendance rates for students.
 - e. Information related to school safety to include, but not limited to, incidents of physical violence (including fighting and other serious offenses), possession of firearms, and possession of other weapons.
 - f. Information related to qualifications and experience of the teaching staff including the percentage of the school's teachers endorsed in the area of their primary teaching assignment.
 - g. In addition, secondary schools' School Performance Report Cards shall include the following:
 - (1) Advanced Placement (AP) information to include percentage of students who take AP courses and percentage of those students who take AP tests;

- (2) International Baccalaureate (IB) and Cambridge course information to include percentage of students who are enrolled in IB or Cambridge programs and percentage of students who receive IB or Cambridge Diplomas;
 - (3) College-level course information to include percentage of students who take college-level courses including dual enrollment courses;
 - (4) Percentage of (i) graduates by diploma type as prescribed by the Board of Education, (ii) certificates awarded to the senior class including GED credentials, and (iii) students who do not complete high school;
 - (5) Information on the number of students obtaining industry certifications, and passing state licensure examinations and occupational competency assessments while still in high school; and
 - (6) Percentage of drop-outs.
3. Cooperate with business and industry in formulating career and technical educational programs and conducting joint enterprises involving personnel, facilities, training programs, and other resources.
 4. Encourage and support the establishment and/or continuation of a parent-teacher association or other organization and work cooperatively with it.
- B. At the beginning of each school year, each school shall provide to its students' parents or guardians information on the availability of and source for receiving:
1. The learning objectives developed in accordance with the provisions of 8 VAC 20-131-70 to be achieved at their child's grade level or, in high school, a copy of the syllabus for each of their child's courses, and a copy of the school division promotion, retention, and remediation policies;
 2. The Standards of Learning applicable to the child's grade or course requirements and the approximate date and potential impact of the child's next SOL testing; and
 3. An annual notice to students in all grade levels of all requirements for Standard, Standard Technical, Advanced Studies, Advanced Technical and Modified Standard Diplomas, and the board's policies on promotion and retention as outlined in 8 VAC 20-131-30.

The division superintendent shall report to the department compliance with this subsection through the pre-accreditation eligibility procedures in 8 VAC 20-131-290.

Part VIII
School Accreditation

8 VAC 20-131-280. Expectations for school accountability.

A. Schools will be accredited annually based on compliance with pre-accreditation eligibility requirements and achievement of the school accountability requirements of 8 VAC 20-131-300 C.

B. Each school shall be accredited based, primarily, on achievement of the criteria established in 8 VAC 20-131-30 and in 8 VAC 20-131-50 as specified below:

1. The percentage of students passing the Virginia assessment program tests in the four core academic areas administered in the school, with the accreditation rating calculated on a trailing three-year average that includes the current year scores and the scores from the two most recent years in each applicable academic area, or on the current year's scores, whichever is higher.

2. The percentage of students graduating from or completing high school based on a graduation and completion index prescribed by the Board of Education. The accreditation rating of any school with a twelfth grade shall be determined based on achievement of required SOL pass rates and percentage points on the board's graduation and completion index. School accreditation shall be determined by the school's current year index points or a trailing three-year average of index points that includes the current year and the two most recent years, whichever is higher. The Board of Education's graduation and completion index shall include weighted points for diploma graduates (100 points), GED recipients (75 points), students not graduating but still in school (70 points), and students earning certificates of program completion (60 points). The Board of Education's graduation and completion index shall account for all students in the graduating class's ninth-grade cohort, plus students transferring in, minus students transferring out and deceased students. Those students who are not included in one of the preceding categories (i.e. students who dropout) will also be included in the index.

~~2.3.~~ The number of students who successfully complete a remediation recovery program.

~~3.4.~~ Schools, with grade configurations that do not house a grade or offer courses for which SOL tests or additional tests approved by the Board of Education as outlined in 8 VAC 20-131-110 are administered, will be paired with another school in the division housing one or more of the grades in which SOL tests are administered. The pairing of such schools will be made upon the recommendation of the local

superintendent. The schools should have a "feeder" relationship and the grades should be contiguous.

C. Subject to the provisions of 8 VAC 20-131-330, the governing school board of special purpose schools such as those provided for in § 22.1-26 of the Code of Virginia, Governor's schools, special education schools, alternative schools, or career and technical schools that serve as the student's school of principal enrollment may seek approval of an alternative accreditation plan from the Board of Education. Schools offering alternative education programs and schools with an enrollment 50 or fewer students in the ninth grade cohort may request that the Board of Education approve an alternative accreditation plan to meet the graduation and completion index benchmark. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.

D. When calculating the passing rates on Virginia assessment program tests for the purpose of school accreditation, the following tolerances for limited English proficient (LEP) and transfer students will apply:

1. The scores of LEP students enrolled in Virginia public schools fewer than 11 semesters may be removed from the calculation used for the purpose of school accreditation required by 8 VAC 20-131-280 B and 8 VAC 20-131-300 C. Completion of a semester shall be based on school membership days. Membership days are defined as the days the student is officially enrolled in a Virginia public school, regardless of days absent or present. For a semester to count as a completed semester, a student must have been in membership for a majority of the membership days of the semester. These semesters need not be consecutive.
2. In accordance with the provisions of 8 VAC 20-131-30, all students who transfer into Virginia public schools are expected to take and pass all applicable SOL tests in the content areas in which they receive instruction.
3. All students who transfer within a school division shall have their scores counted in the calculation of the school's accreditation rating. Students who transfer into a Virginia school from home instruction, or from another Virginia school division, another state, or another country, in grades kindergarten through 8 shall be expected to take all applicable SOL tests or additional tests approved by the board as outlined in 8 VAC 20-131-110. If the transfer takes place after the 20th instructional day following the opening of school, the scores on these tests may be used in calculating school accreditation ratings.

4. Students who transfer into a Virginia middle or high school from home instruction, or from another state or country, and enroll in a course for which there is an end-of-course SOL test, shall be expected to take the test or additional tests for that course approved by the board as outlined in 8 VAC 20-131-110. If the transfer takes place after 20 instructional hours per course have elapsed following the opening of school or beginning of the semester, if applicable, the scores on those tests may be used in calculating school accreditation ratings in the year the transfer occurs.

5. Students who enroll on the first day of school and subsequently transfer to a school outside of the division for a total amount of instructional time equal to or exceeding 50 percent of a current school year or semester, whether the transfer was a singular or multiple occurrence, and return during the same school year shall be expected to take any applicable SOL test. The scores of those tests may be used in calculating the school accreditation rating in the year in which the transfers occur.

~~6. The board may alter the inclusions and exclusions from the accreditation calculations by providing adequate notice to local school boards.~~

E. The Board of Education may adopt special provisions related to the administration and use of any Virginia assessment program test in a content area. The Board of Education may adopt special provisions related to the administration and use of the graduation and completion index, as prescribed by the board as applied to these regulations. The Board of Education may also alter the inclusions and exclusions from the accreditation calculations by providing adequate notice to local school boards.

F. As a prerequisite to the awarding of an accreditation rating as defined in 8 VAC 20-131-300, each new or existing school shall document, in a manner prescribed by the board, the following: (i) the division's promotion/retention policies developed in accordance with the requirements of 8 VAC 20-131-30, (ii) compliance with the requirements to offer courses that will allow students to complete the graduation requirements in 8 VAC 20-131-50, (iii) the ability to offer the instructional program prescribed in 8 VAC 20-131-70 through 8 VAC 20-131-100, (iv) the leadership and staffing requirements of 8 VAC 20-131-210 through 8 VAC 20-131-240, and (v) the facilities and safety provisions of 8 VAC 20-131-260. The division superintendent shall report to the department compliance with this subsection through the pre-accreditation eligibility procedures in 8 VAC 20-131-290.

8 VAC 20-131-290. Procedures for certifying accreditation eligibility.

A. Schools will be accredited under these standards annually based, in part, on compliance with the pre-accreditation eligibility requirements described in 8 VAC 20-131-280 F.

B. To be eligible for accreditation, the principal of each school and the division superintendent shall report to the Department of Education:

1. The extent to which each school continues to meet standards reported as met in the previous year described in 8 VAC 20-131-280 F.
2. That the SOL have been fully incorporated into the school division's curriculum in all accreditation-eligible schools and the SOL material is being taught to all students eligible to take the SOL tests. This shall be certified by each school division superintendent as part of the pre-accreditation eligibility determination process.
3. Actions taken to correct any noncompliance issues cited in the previous year.
4. Compliance with subsection B of 8 VAC 20-131-270.

The principal of each school and the division superintendent shall submit pre-accreditation eligibility reports in a manner prescribed by the board to the Department of Education. Failure to submit the reports on time will constitute grounds for denying accreditation to the school.

C. In keeping with provisions of the Standards of Quality, and in conjunction with the long range comprehensive ~~six-year~~ plan of the division, each school shall prepare and implement a biennial school plan which shall be available to students, parents, staff, and the public. Each biennial school plan shall be evaluated as part of the development of the next biennial plan. Schools may use other plans to satisfy the requirement for the biennial plan with prior written approval from the Department of Education.

D. With the approval of the local school board, local schools seeking to implement experimental or innovative programs, or both, that are not consistent with these standards shall submit a waiver request, on forms provided, to the board for evaluation and approval prior to implementation. The request must include the following:

1. Purpose and objectives of the experimental/innovative programs;
2. Description and duration of the programs;

3. Anticipated outcomes;
4. Number of students affected;
5. Evaluation procedures; and
6. Mechanisms for measuring goals, objectives, and student academic achievement.

Except as specified below, the board may grant, for a period up to five years, a waiver of these regulations that are not mandated by state or federal law or designed to promote health or safety. The board may grant all or a portion of the request. Waivers of requirements in 8 VAC 20-131-30, 8 VAC 20-131-50, 8 VAC 20-131-70, and 8 VAC 20-131-280 through 8 VAC 20-131-340 shall not be granted, and no waiver may be approved for a program which would violate the provisions of the Standards of Quality.

8 VAC 20-131-300. Application of the standards.

A. Schools that meet the pre-accreditation eligibility requirements prescribed in 8 VAC 20-131- 280 F shall be assigned one of the following ratings as described in this section:

1. Fully Accredited;
2. Accredited with Warning in (specified academic area or areas);
3. Accreditation Denied;
4. Conditionally Accredited;

~~5. Accreditation Withheld/Improving School Near Accreditation (rating shall not be awarded after academic year ending in 2007, based on tests administered in 2005-2006).~~

5. Provisionally Accredited-Graduation Rate:

B. Compliance with the student academic achievement expectations shall be documented to the board directly through the reporting of the results of student performance on SOL tests and other alternative means of assessing student academic achievement as outlined in 8 VAC 20-131-110. Compliance with other provisions of these regulations will be documented in accordance with procedures prescribed by the Board of Education.

C. Accreditation ratings defined. Accreditation ratings awarded in an academic year are based upon Virginia assessment program scores from the academic year immediately prior to the year to which the accreditation rating applies. Accreditation ratings are defined as follows:

1. Fully accredited.

~~a. With tests administered in the academic year 2005-2006 for the accreditation ratings awarded for academic year 2006-2007, a school will be rated Fully Accredited when its eligible students meet the pass rate of 70% in each of the four core academic areas, except the pass rates required shall be 75% in third grade and fifth grade English and 50% in third grade science and history/social science.~~

b a. With tests administered in the academic years 2006-2007, 2007-2008, and 2008-2009 for the accreditation ratings awarded for academic years 2007-2008, 2008-2009, and 2009-2010 respectively, a school will be rated Fully Accredited when its eligible students meet the pass rate of 70% in each of the four core

academic areas except, the pass rates required shall be 75% in third-grade through fifth-grade English and 50 percent in third-grade science and history/social science.

be. For schools housing grade configurations where multiple pass rates apply, the results of the tests may be combined in each of the four core academic areas for the purpose of calculating the school's accreditation rating provided the school chooses to meet the higher pass rate.

cd. With tests administered beginning in the academic year 2009-10 for the accreditation ratings awarded for school year 2010-11 and beyond a school will be rated Fully Accredited when its eligible students meet the pass rate of 75% in English and the pass rate of 70% in mathematics, science, and history and social science. Additionally, each school with a graduating class shall achieve a minimum of 80 percentage points on the Board of Education's graduation and completion index, as described in 8 VAC 20-131-280 B. 2, to be rated Fully Accredited.

de. For accreditation purposes, the pass rate will be calculated as single rates for each of the four core academic areas by combining all scores of all tests administered in each subject area.

2. Accredited with Warning (in specific academic area(s) ~~or areas~~ and/or in achievement of the minimum threshold for the graduation and completion index). A school will be Accredited with Warning (in specific academic area(s) ~~or areas~~ and/or in achievement of the minimum threshold for the graduation and completion index) if it has failed to achieve Fully Accredited status. Such a school may remain in the Accredited with Warning status for no more than three consecutive years.

3. Accreditation Denied. Based on a school's academic performance and/or achievement of the minimum threshold for the graduation and completion index during academic years ending in 2006 and beyond, a school shall be rated Accreditation Denied 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.

In any school division in which one-third or more of the schools have been rated Accreditation Denied, the superintendent shall be evaluated by the local school board with a copy of such evaluation submitted to the Board of Education no later than December 1 of each year in which such condition exists. In addition, the Board of Education may take action against the local school board as permitted by the Standards of Quality due to the failure of the local board to maintain accredited schools.

~~4. Accreditation Withheld/Improving School Near Accreditation. A school that has never met the requirements to be rated Fully Accredited by the academic year ending in 2006 and subject to being awarded a rating of Accreditation Denied may apply to the board for this accreditation designation for 2006-2007. To be eligible, the school must meet each of the following criteria:~~

~~a. With assessments administered in 2005-2006 at least 70% of its students must have passed the applicable English SOL tests except at third and fifth grade where the requirement is 75%.~~

~~b. With assessments administered in 2005-2006, a combined pass rate of 60% of its students must have passed the Virginia assessment program tests in the other three core academic areas.~~

~~c. In each academic area in which the pass rate is below the rate required to be rated Fully Accredited, the school's pass rate must have increased by at least 25 percentage points as compared to the pass rates on tests taken during the academic year ending in 1999.~~

~~This rating shall not be awarded after the 2006-2007 academic year.~~

45. Conditionally Accredited. New schools that are comprised of students from one or more existing schools in the division will be awarded this status for one year pending an evaluation of the school's eligible students' performance on SOL tests or additional tests approved by the Board of Education to be rated Fully Accredited. This rating may also be awarded to a school that is being reconstituted in accordance with the provisions of 8 VAC 20-131-340 upon approval by the Board of Education. A school awarded this rating under those circumstances will revert to a status of Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited by the end of the agreed upon term or if it fails to have its annual application for such rating renewed.

5. Provisionally Accredited-Graduation Rate. With tests administered in the academic years 2009-2010, 2010-2011, 2011-2012, 2012-2013, 2013-2014 for the accreditation ratings awarded for academic years 2010-2011, 2011-2012, 2012-2013, 2013-2014, and 2014-2015 respectively, a school will be rated Provisionally Accredited when its eligible students meet SOL pass rates to be rated Fully Accredited but fails to achieve a minimum of 80 percentage points on the Board of Education’s graduation and completion index, but achieve the following minimum benchmarks for each year:

<u>Graduation and Completion Index Benchmarks for Provisionally Accredited Ratings</u>		
<u>Academic Year</u>	<u>Accreditation Year</u>	<u>Index Percentage Points</u>
<u>2009-2010</u>	<u>2010-2011</u>	<u>75</u>
<u>2010-2011</u>	<u>2011-2012</u>	<u>76</u>
<u>2011-2012</u>	<u>2012-2013</u>	<u>77</u>
<u>2012-2013</u>	<u>2013-2014</u>	<u>78</u>
<u>2013-2014</u>	<u>2014-2015</u>	<u>79</u>

This rating shall not be awarded after the academic year ending in 2015.

8 VAC 20-131-310. Action requirements for schools that are Accredited with Warning or Accreditation Withheld/Improving School Near Accreditation.

A. With such funds as are appropriated by the General Assembly, the Department of Education shall develop a school academic review process and monitoring plan designed to assist schools rated as Accredited with Warning. All procedures and operations for the academic review process shall be approved and adopted by the board.

Schools rated Accredited with Warning or Accreditation Withheld/Improving School Near Accreditation must undergo an academic review in accordance with guidelines adopted by the board and prepare a school improvement plan as required by subsection F of this section.

B. Any school that is rated Accredited with Warning in English or mathematics shall adopt a research-based instructional intervention that has a proven track record of success at raising student achievement in those areas as appropriate.

C. The superintendent and principal shall certify in writing to the Board of Education that such an intervention has been adopted and implemented.

D. The board shall publish a list of recommended instructional interventions, which may be amended from time to time.

E. Adoption of instructional interventions referenced in subsections B and D of this section shall be funded by eligible local, state, and federal funds.

F. A three-year School Improvement Plan must be developed and implemented, based on the results of an academic review of each school that is rated Accredited with Warning or Accreditation Withheld/Improving School Near Accreditation upon receipt of notification of the awarding of this rating and receipt of the results of the academic review. The plan:

1. Shall be developed with the assistance of parents and teachers and made available to the public;
2. Must include the components outlined in subsection G of this section; and
3. Must be approved by the division superintendent and the local school board and be designed to assist the school in meeting the student achievement standard to be Fully Accredited as outlined in 8 VAC 20-131-300.

G. The improvement plan shall include the following:

1. A description of how the school will meet the requirements to be Fully Accredited, for each of the years covered by the plan;
2. Specific measures for achieving and documenting student academic improvement;
3. A description of the amount of time in the school day devoted to instruction in the core academic areas;
4. Instructional practices designed to remediate students who have not been successful on SOL tests;
5. Intervention strategies designed to prevent further declines in student performance;
6. Staff development needed;
7. Strategies to involve and assist parents in raising their child's academic performance;
8. The need for flexibility or waivers to state or local regulations to meet the objectives of the plan; and
9. A description of the manner in which local, state, and federal funds are used to support the implementation of the components of this plan.

As part of its approval of the school improvement plan, the board may grant a local school board a waiver from the requirements of any regulations promulgated by the board when such a waiver is available.

H. The school improvement plan and related annual reports submitted to the board shall provide documentation of the continuous efforts of the school to achieve the requirements to become rated Fully Accredited. The board shall adopt and approve all policies and formats for the submission of annual reports under this section. The reports shall be due no later than October 1 of the school year.

8 VAC 20-131-315. Action requirements for schools that are denied accreditation.

A. Any school rated Accreditation Denied in accordance with 8 VAC 20-131-300 shall be subject to actions prescribed by the Board of Education and shall provide parents of enrolled students and other interested parties with the following:

1. Written notice of the school's accreditation rating within 30 calendar days of the notification of the rating from the Department of Education;
2. A copy of the school division's proposed corrective action plan, including a timeline for implementation, to improve the school's accreditation rating; and
3. An opportunity to comment on the division's proposed corrective action plan. Such public comment shall be received and considered by the school division prior to finalizing the school's corrective action plan and a Board of Education memorandum of understanding with the local school board.

B. Any school rated Accreditation Denied in accordance with 8 VAC 20-131-300 shall be subject to actions prescribed by the Board of Education and affirmed through a memorandum of understanding between the Board of Education and the local school board. The local school board shall submit a corrective action plan to the Board of Education for its consideration in prescribing actions in the memorandum of understanding within 45 days of the notification of the rating. The memorandum of understanding shall be entered into no later than November 1 of the academic year in which the rating is awarded.

The local board shall submit status reports detailing implementation of actions prescribed by the memorandum of understanding to the Board of Education. The status reports shall be signed by the school principal, division superintendent, and the chair of the local school board. The school principal, division superintendent, and the chair of the local school board may be required to appear before the Board of Education to present status reports.

The memorandum of understanding may also include but not be limited to:

1. Undergoing an educational service delivery and management review. The Board of Education shall prescribe the content of such review and approve the reviewing authority retained by the school division.
2. Employing a turnaround specialist credentialed by the state to address those conditions at the school that may impede educational progress and effectiveness and academic success.

C. As an alternative to the memorandum of understanding outlined in subsection B of this section, a local school board may choose to reconstitute a school rated Accreditation Denied 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 rating and may include any of the provisions of subsection B of this section.

If a local school board chooses to reconstitute a school, it may annually apply for an accreditation rating of Conditionally Accredited as provided for in 8 VAC 20-131-300 C 5. The Conditionally Accredited rating may be granted for a period not to exceed three years if the school is making progress toward a rating of Fully Accredited in accordance with the terms of the Board of Education's approval of the reconstitution application. The school will revert to a status of Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited by the end of the three-year term or if it fails to have its annual application for such rating renewed.

D. The local school board may choose to close a school rated Accreditation Denied or to combine such school with a higher performing school in the division.

E. A local school board that has any school with the status of Accreditation Denied shall annually report each school's progress toward meeting the requirements to be rated Fully Accredited to the Board of Education. The local board shall submit such report in a manner prescribed by the Board of Education no later than October 1 of each year. Such reports on each school's progress shall be included in the Board of Education's annual report on the condition and needs of public education to the Governor, and the General Assembly submitted on November 15 of each year.

8 VAC 20-131-320. Provisional accreditation benchmarks. (Repealed.)

8 VAC 20-131-325. Recognitions and rewards for school and division accountability performance.

A. Schools may be recognized by the Board of Education in accordance with guidelines it shall establish. Such recognition may include:

1. Public announcements recognizing individual schools and divisions;
2. Tangible rewards;
3. Waivers of certain board regulations;
4. Exemptions from certain reporting requirements; or
5. Other commendations deemed appropriate to recognize high achievement.

In addition to board recognition, local school boards shall adopt policies to recognize individual schools through public announcements, media releases, participation in community activities for input purposes when setting policy relating to schools and budget development, as well as other appropriate recognition.

B. A school that maintains a passing rate on Virginia assessment program tests or additional tests approved by the board as outlined in 8 VAC 20-131-110 of 95% or above in each of the four core academic areas for two consecutive years may, upon application to the Department of Education, receive a waiver from annual accreditation. A school receiving such a waiver shall be Fully Accredited for a three-year period. However, such school shall continue to annually submit documentation in compliance with the pre-accreditation eligibility requirements described in 8 VAC 20-131-280 F.

C. Schools may be eligible to receive the Governor's Award for Outstanding Achievement. This award will be given to schools rated Fully Accredited that significantly increase the achievement of students within student subgroups in accordance with guidelines prescribed by the Board of Education.

8 VAC 20-131-330. Waivers. (Repealed.)

8 VAC 20-131-340. Special provisions and sanctions.

A. Any school in violation of these regulations shall be subject to appropriate action by the Board of Education including, but not limited to, the withholding or denial of a school's accreditation.

B. A school's accreditation rating may be withheld by action of the Board of Education for any school found to be in violation of test security procedures pursuant to § 22.1-19.1 of the Code of Virginia. Withholding of a school's accreditation rating shall not be considered an interruption of the three-consecutive-year period for purposes of receiving an Accreditation Denied status pursuant to 8 VAC 20-131-300.

C. The Board of Education may exercise its authority to seek school division compliance with school laws pursuant to relevant provisions of the Code of Virginia when any school within a division is rated Accreditation Denied.

8 VAC 20-131-350. Waivers.

Waivers of some of the requirements of these regulations may be granted by the Board of Education based on submission of a request from the division superintendent and chairman of the local school board. The request shall include documentation of the need for the waiver. In no event shall waivers be granted to the requirements of Part III (8 VAC 20-131-30 et seq.) of these regulations.

8 VAC 20-131-360. Effective date.

Unless otherwise specified, these regulations shall be effective for the ~~2006-2007~~ 2009-2010 academic year.

Board of Education Agenda Item

Item: E.

Date: January 10, 2008

Topic: First Review of a Request for an Increased Graduation Requirement from Roanoke County Public Schools

Presenters: Ms. Anne Wescott, Assistant Superintendent for Policy and Communications
Dr. Cecil Snead, Director of Instruction, for Dr. Lorraine Lange, Superintendent,
Roanoke County Public Schools

Telephone Number: (804) 225-2403

E-Mail Address: Anne.Wescott@doe.virginia.gov

Origin:

Topic presented for information only (no board action required)

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

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

Previous Review/Action:

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

Background Information:

The Standards of Quality for Public Schools (SOQ) in § 22.1-253.13:4 of the *Code of Virginia* require local school boards to award diplomas to all secondary school students who earn the units of credit prescribed by the Board of Education, pass the prescribed literacy tests and meet such other requirements as may be prescribed by the local school board and approved by the Board of Education.

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, at 8 VAC 20-131-50, says in part:

"...The following requirements shall be the only requirements for a diploma, unless a local school board has prescribed additional requirements that have been approved by the Board of Education. All additional requirements prescribed by local school boards that have been approved by the Board of Education, remain in effect until such time as the local school board submits a request to amend or discontinue them...."

On October 25, 2006, the Board of Education adopted the *Guidance Document Governing Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia*, which addresses approval of requests from local school boards for additional graduation requirements. The guidance says in part:

Standard Diploma: Generally, the Board will approve requests from local school divisions to require up to two additional local credits to obtain the Standard Diploma, up to a maximum of 24 required credits. Generally, the Board will approve local requests for additional graduation credit requirements in the core discipline areas of the Standards of Learning (English, mathematics, science or history/social science).... Requests for additional local credits in disciplines outside the core discipline areas will be considered on a case-by-case basis. In evaluating requests for additional local graduation credits outside the core discipline areas, the Board generally may consider, among other criteria, a local school division's graduation and drop-out rates and its students' performance on the Standards of Learning tests.

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

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

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

Summary of Major Elements:

On November 8, 2007, the Roanoke County School Board granted approval to request an increase in the graduation requirements for all students pursuing the Standard, Advanced Studies, and Modified Standard Diplomas.

Beginning with the ninth grade class of 2008-2009, all students would be required to take and pass a one semester course in personal finance. The required number of electives would be reduced by one semester, resulting in no net change in the number of standard and verified credits required to graduate.

Transfer students would be afforded the opportunity to take the course, but would not be required to take it if it would require the student to take a heavier than normal course load.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board waive first review and approve the request to increase the graduation requirements for Roanoke County Public Schools by requiring students to earn 0.5 standard credit in personal finance, beginning with the ninth grade class of 2008-2009.

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

Timetable for Further Review/Action: Staff of the Department of Education will notify Roanoke County Public Schools of the Board's action.

Board of Education Agenda Item

Item: F.

Date: January 10, 2008

Topic: Final Review of Criteria for Making Distributions from the Public Charter School Fund (HB 2311)

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

Telephone Number: (804) 225-2905

E-Mail Address: Diane.Jay@doe.virginia.gov

Origin:

Topic presented for information only (no board action required)

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

Action requested at this meeting Action requested at future meeting

Previous Review/Action:

No previous board review/action

Previous review/action
date November 29, 2007
action Accepted for first review

Background Information: Section 22.1-212.5:1 of the *Code of Virginia*, as amended on July 1, 2007, creates in the treasury a special nonreverting public charter school fund. The purpose of the Fund is to establish a mechanism whereby any gifts, grants, bequests, or donations from public or private sources can be paid into the state treasury and credited to the Fund. Moneys in the Fund are to be used solely for the purposes of establishing or supporting public charter schools in the Commonwealth that stimulate the development of alternative public education programs. The *Code* requires the Virginia Board of Education to establish criteria for making distributions from the Fund to a public charter school requesting moneys.

Summary of Major Elements: The *Code* requires the Board to establish criteria for making distributions from the Fund. Attachment A contains proposed eligibility criteria requirements for charter schools applicants to receive moneys from the Fund. The criteria include provisions for receiving moneys from the Fund and provisions for oversight of the Fund by the Department. Two priorities are recommended in awarding funds. Applications establishing new public charter schools will be given first priority. Applications supporting public charter schools that have been in operation for more than

one year, and are fully accredited as required under 8 VAC 20-131-300 in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, September 7, 2006, will be given second priority.

Moneys from the Fund shall be limited to \$10,000, or less, depending on the amount available. The minimum award amount would be \$5,000. To date, no gifts, grants, bequests, or donations have been received, and no funds will be disbursed until such time as funds are received.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education approve the Criteria for Making Distributions from the Public Charter School Fund pursuant to §22.1-212.5:1, *Code of Virginia*.

Impact on Resources: The responsibility can be absorbed by the agency's existing resources at this time.

Timetable for Further Review/Action: Following final review and approval, the criteria will be posted to the section of the Department's Web site related to charter schools. When moneys become available in the Fund, their availability will be posted to the Department's Web site.

Proposed Criteria for Making Distributions from the Public Charter School Fund January 10, 2008

Background

Section 22.1-212.5:1 of the *Code of Virginia*, as amended on July 1, 2007, creates in the treasury a special nonreverting public charter school fund. The purpose of the Fund is to establish a mechanism whereby any gifts, grants, bequests, or donations from public or private sources can be paid into the state treasury and credited to the Fund. Interest earned on moneys remain in the Fund and at the end of each fiscal year shall not revert to the general fund but remain in the Fund. Moneys in the Fund are to be used solely for the purposes of establishing or supporting public charter schools in the Commonwealth that stimulate the development of alternative public education programs. The *Code* requires the Virginia Board of Education to establish criteria for making distributions from the Fund to a public charter school requesting moneys. The language in Section 22.1-212.5:1 of the *Code* is found in Appendix A.

“Public charter school” is defined as a public, nonsectarian, nonreligious, or non-home-based alternative school located within a public school division. A public charter school may be created as a new public school or through the conversion of all or part of an existing public school; however, no public charter school shall be established through the conversion of a private school or a nonpublic home-based educational program. A charter school for at-risk pupils may be established as a residential school.

The following criteria provide the eligibility requirements for public charter schools to receive moneys from the Fund.

Public Charter School Fund: Criteria

- Distribution from the Charter School Fund shall be used to provide moneys to assist with 1) establishing new public charter schools; and 2) supporting existing public charter schools.
- First priority for funding will be given to applicants establishing a new public charter school. “New” is defined as a school that has been issued permission to operate as a charter for the first time whether it is a new public school or through the conversion of all or part of an existing public school. Prior to submitting a request for funding, an entity planning to request moneys for assistance with the establishment of a new public charter school must first have its charter school application approved by the local school board where the charter school is to be located.
- Second priority will be given to supporting public charter schools that: 1) have been in operation for more than one year, and 2) are fully accredited as required under 8 VAC 20-131-300 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.

- Awards made from the Fund shall be limited to \$10,000, or less, depending on the amount available in the Fund. The minimum award amount would be \$5,000.

Requests from the Fund

- To access moneys from the Fund, a letter of request must be sent to the office of Program Administration and Accountability, Virginia Department of Education, P.O. Box 2120, Richmond, Virginia, 23218-2120. Faxes or e-mails will not be accepted.
- For those seeking funds for a new charter school, the letter shall include the following components:
 - The amount of funds requested from the Fund;
 - Information about the proposed public charter school as follows:
 - Identification of the charter applicant;
 - Name of the proposed charter school;
 - A description and location of the physical facility in which the charter school will be located;
 - Number of students and grade or age levels to be served by the school;
 - Mission and measurable education goals of the charter school, the curriculum to be offered, and the methods of assessing whether students are meeting educational goals; and
 - A financial plan of how the entity will use the requested funds and be accountable for those funds, including a timeline.
 - A letter from the local school board confirming the date of approval of the charter school.
- For those seeking funds for an existing charter school, the letter shall include the following components:
 - The amount of funds requested from the Fund;
 - Information about the public charter school as follows:
 - Identification of the charter applicant;
 - Name of the charter school;
 - A description and location of the physical facility in which the charter school is located;
 - Number of students and grade or age levels served by the school;
 - Mission and measurable education goals of the charter school, the curriculum offered, and assessment results;
 - School accreditation ratings from the previous year; and
 - A financial plan of how the entity will use the requested funds and be accountable for those funds, including a timeline.
 - A letter from the local school board confirming that the charter school has operated for more than one year, has met the terms of its charter, and is in good standing with the school board.

Administration

- The Board of Education delegates authority to the Superintendent of Public Instruction for awarding and administering moneys from the Fund.
- An account will be established within the Department of Education to disburse moneys from the Public Charter School Fund, a special nonreverting fund, created in the state treasury in which gifts, grants, bequests, donations, or appropriations from public or private sources have been received and credited for the purpose of establishing or supporting public charter schools in the Commonwealth. The account will be administered according to state accounting practices and Section 22.1-212.5:1, *Code of Virginia*.
- Moneys in the Fund will be distributed on a first-come, first-served basis by priorities for funding within the eligible categories: 1) new charter school; or 2) existing charter school. All criteria being equal, the postmark on the application letter will be the determining factor for funding. If the postmarks are identical, funds will be divided equally among approved applicants. If there are not adequate funds to award the minimum award amount of \$5,000, a waiting list will be maintained for 12 months. If adequate funds become available within the 12-month period of the waiting list, moneys in the fund will be distributed on a first-come, first-served basis by priority.
- The Department will act on the request within 30 business days of receipt. If awarded, funds will be disbursed to eligible applicants within 30 business days of Department approval.
- Moneys received from the Fund may be spent up to one year from the date of award. Award balances not spent by June 30th of the state fiscal year in which the funds were received may be carried over into the next state fiscal year and used for the same program purpose. The Department reserves the right to recover funds not expended within 12 months of receipt of the moneys.
- Charter schools are eligible to apply for additional distributions in subsequent years.

Assurances

An entity seeking moneys from the Fund for the implementation of public charter schools must provide assurances as follows:

- Moneys received by an entity under this program must be used for implementing or supporting public charter schools that stimulate the development of alternative public education programs.
- Moneys received under the Fund must be maintained in a separate account.
- The entity receiving moneys from the Fund must maintain financial records, subject to review by local auditors, that demonstrate that all moneys received through the Fund were used in accordance with the intent of the criteria.

Appendix A

Code of Virginia § 22.1-212.5:1. Public Charter School Fund established.

There is hereby created in the state treasury a special nonreverting fund to be known as the Public Charter School Fund, hereafter referred to as "the Fund." The Fund shall be established on the books of the Comptroller. Any gifts, grants, bequests, or donations from public or private sources shall be paid into the state treasury and credited to the Fund. Interest earned on moneys in the Fund shall remain in the Fund and be credited to the Fund. Any moneys remaining in the Fund, including interest thereon, at the end of each fiscal year shall not revert to the general fund but shall remain in the Fund. Moneys in the Fund shall be used solely for the purposes of establishing or supporting public charter schools in the Commonwealth that stimulate the development of alternative public education programs. Expenditures and disbursements from the Fund shall be made by the State Treasurer on warrants issued by the Comptroller upon written request signed by the Superintendent of Public Instruction. The Board of Education shall establish criteria for making distributions from the Fund to a public charter school requesting moneys from the Fund and may issue guidelines governing the Fund as it deems necessary and appropriate.

Board of Education Agenda Item

Item: _____ G. _____

Date: January 10, 2008

Topic: Final Review of Proposed Schedule for the Adoption of Mathematics, English, Science, and Foreign Languages Textbooks and Instructional Materials

Presenter: Dr. Beverly M. Thurston, History, Social Science, and International Education Coordinator

Telephone Number: 804-225-2893 **E-Mail Address:** Beverly.Thurston@doe.virginia.gov

Origin:

Topic presented for information only (no Board action required)

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

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

Previous Review/Action:

No previous Board review/action

Previous review/action
date November 29, 2007
action Accepted for first review and public comment.

Background Information: The Board of Education's authority for approving textbooks and other instructional materials is prescribed in the Virginia Constitution and in the *Code of Virginia*. The Board of Education's *Regulations Governing Textbook Adoption* specifies the types of materials that may be adopted.

Virginia Constitution; Art. VIII § 5 (d)

It [the Board of Education] shall have authority to approve textbooks and instructional aids and materials for use in courses in the public schools of the Commonwealth.

Code of Virginia § 22.1-238

The Board of Education shall approve textbooks suitable for use in the public schools and shall have authority to approve instructional aids and materials for use in the public schools. Any school board may use textbooks not approved by the Board provided the school board selects such books in accordance with regulations promulgated by the Board.

Regulations Governing Textbook Adoption 8 VAC 20-220-30

Only those materials which are designed to provide basic support for the instructional program of a particular content area at an appropriate level will be adopted.

Summary of Major Elements: During each recent textbook and instructional materials adoption, the Department of Education worked with a state committee to review and evaluate publishers' submissions with respect to correlation to the content of the *Standards of Learning* (SOL) and certain quality- and curriculum-related factors. Following each review, the Department of Education provided school divisions with a list of the adopted materials, which included detailed profiles of each adopted submission.

The importance of teachers using curricula and materials that are aligned to the *Standards of Learning* is a major factor contributing to student achievement in Virginia. Generally, state textbook adoption in a SOL subject area should be conducted shortly after the standards are revised if current materials have been on the state contract for at least six years.

It is anticipated that revised *Mathematics Standards of Learning* will be approved by the Board of Education by June 2009, and revised *English* (K-5 Reading and 6-12 English and Literature) and *Science Standards of Learning* will be approved by the Board of Education by June 2010. It is also anticipated that revised *Foreign Language Standards of Learning* will be approved by the Board of Education by June 2014. The Department proposes that textbooks and instructional materials for mathematics be scheduled for adoption in 2010-2011, and that textbooks and instructional materials for English and science be scheduled for adoption in 2011-2012. It is further proposed that textbooks and instructional materials for foreign languages be scheduled for adoption in 2014. Attachment A provides a chart that illustrates the proposed timeline for adopting mathematics, English, science, and foreign language textbooks and instructional materials in relationship to other key SOL processes and dates.

Using an established review process and criteria, the Department of Education will administer the state adoption process for the Board of Education. The Department will submit a list of recommended materials to the Board for approval.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education accept for final review and approval the proposed mathematics, English, science, and foreign language textbook and instructional materials review schedule.

Impact on Resources: The approximate cost of each review is \$10,000. This cost is based on twenty reviewers for each textbook and instructional materials review and includes an incentive for each participant, lodging, meals, and travel expenses.

Timetable for Further Review/Action: The approved textbook adoption schedule will be announced via a Superintendent's Memorandum on January 25, 2008, and the adoption schedule will be posted on the textbook page of the Department's Web site on the same date.

Textbook and Instructional Materials Adoption Schedule for Mathematics, English, Science, and Foreign Languages
(Based on the seven-year revision cycle for the *Standards of Learning*)
January 10, 2008

Adoption Area	Anticipated SOL Adoption	SOL Curriculum Framework Adoption	State Textbook/ Instructional Materials Review	Expiration of Existing Contracts	LEA Textbook/ Materials Review	New Contract Date
Mathematics	2009	2009	2010-2011	2011	2011	July 1, 2011
English (K-5 Reading and 6-12 English and Literature)	2010	2010	2011-2012	2010 K-5 Reading 2011 6-12 English and Literature	2012	July 1, 2012
Science	2010	2010	2011-2012	2010	2012	July 1, 2012
Foreign Languages	2014	Not applicable	2014-2015	2011	2015	July 1, 2015

Board of Education Agenda Item

Item: _____ H. _____

Date: January 10, 2008

Topic: Final Review of Proposed Revised *Physical Education Standards of Learning*

Presenter: Dr. Linda Wallinger, Assistant Superintendent for Instruction

Telephone Number: (804) 225-2034

E-Mail Address: Linda.Wallinger@doe.virginia.gov

Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: _____

Action requested at this meeting Action requested at future meeting

Previous Review/Action:

No previous board review/action

Previous review/action

Date October 18, 2007

Action Accepted for first review and public comment.

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*.

On October 18, 2007, the Virginia Board of Education accepted the proposed revised standards for first review. On November 26, 2007, the Board held four public hearings to solicit comments on the proposed revised *Physical Education Standards of Learning*. The public hearings were held at Mills E. Godwin High School, Henrico County; Lake Taylor High School, Norfolk; Robinson Secondary School, Fairfax County; and George Wythe High School, Wytheville.

The Department received three public comments at these hearings on the *Physical Education Standards of Learning*, and 34 comments were received by e-mail. These comments made recommendations to enhance clarity, specificity, alignment of skills and content, and to reflect the current research and practice in teaching physical education. Final revisions to the standards were made based on the public comments received by e-mail and at the four public hearings. These minor revisions occur primarily in the standards for Kindergarten through Grade 5, and are indicated by double underlines and strike-through.

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 Revised *Physical Education Standards of Learning*

The major elements of the proposed revised *Physical 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. New revisions are indicated by double underlines and strike-through.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education adopt 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:

Upon approval, the Department of Education will post the *Physical Education Standards of Learning* on the Department's Web site. By summer 2008, the document will be printed and distributed to the field.

**Proposed Revised
Physical Education
Standards of Learning
for Virginia Public Schools**

**Final Review
January 10, 2008**

**Board of Education
Commonwealth of 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.
- ~~Demonstrate a minimum of two critical elements used in~~ the locomotor skills of walking, running, hopping, galloping, jumping and landing. ~~sliding, and skipping.~~
 - ~~Demonstrate a minimum of two critical elements used in the non-manipulative locomotor~~ movements of bending, pushing, pulling, stretching, turning, twisting, swinging, swaying, rocking, and balancing. ~~and rolling.~~
 - 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).
 - Demonstrate a minimum of two critical elements used in manipulative skills while moving.
 - 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 increased ~~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.
- Demonstrate good listening skills when learning procedures and receiving instruction.
 - Demonstrate ability to share, and be cooperative and safe with others.
 - Demonstrate an understanding of general and personal space.

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 begin to refine locomotor skills, and further develop fundamental non-locomotor and manipulative skills in educational games, dance and gymnastics. They 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, leap, skip and slide 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~~ the manipulative skills of catching, underhand throwing, striking, dribbling, and kicking 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.
- Demonstrate individually and with a partner the manipulative skills of throwing, catching, kicking, striking, volleying, and dribbling.
 - Demonstrate educational gymnastic sequences, including balance, roll, transfer of weight, and flight.
 - 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.
- 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.
 - Use ~~feedback to improve movement skill performance~~ the concepts of spatial awareness (e.g., location, direction, levels), and effort (time, force, flow) in static and dynamic 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.~~
- Identify that physical fitness is the ability to work and play with energy to spare.
 - Name and locate large muscle groups.
 - 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~~ locomotor, and manipulative skills in increasingly complex movement activities.
- 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).
 - 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~~).
 - Demonstrate moving to a rhythm (e.g., performing simple dances in various formations, developing and refining a creative educational dance sequence that repeats).
 - Refine individual gymnastics skills, and ~~P~~perform educational gymnastic sequences with at least four non-manipulative movements: balance, transfer of weight, travel, and change of direction.

Movement Principles and Concepts

- 3.2 The student will apply movement principles in increasingly complex movement activities.
- Apply the ~~principles~~ concept of relationships while moving in space and using non-~~manipulative~~ locomotor and manipulative skills.
 - 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.
- Demonstrate independence and good use of time while practicing physical activity.
 - 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.
- 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).
 - 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~~ with apparent beginning, middle, and end).
 - Perform smooth flowing 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.
- Recall and demonstrate movement principles and concepts for selected motor patterns and combination skills (e.g., trajectory, force, speed).
 - Apply movement principles and concepts to basic game strategies.
 - Use movement principles to improve personal performance and provide feedback to others.
 - Use feedback, including available technology, to improve performance.

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.
- Identify the components of health-related fitness (e.g., ~~cardiorespiratory endurance,~~ aerobic capacity, muscular strength and endurance, flexibility, body composition).
 - Apply data from a standardized health-related fitness assessment to determine personal fitness goals.
 - 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) Demonstrate proficiency in locomotor, non-locomotor and manipulative skill combinations in more complex environments and modified sports activities.
- b) ~~a)~~ Perform complex educational gymnastic sequences, including travel, roll, balance, and weight transfer, with smooth transitions and changes of direction, shape, speed, and flow.
- c) ~~b)~~ Perform different types of rhythm/dance sequences, including performing American and international dances.
- e) ~~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.~~
- a) Apply principles of accuracy, force, and follow-through when projecting objects.
- 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).
- c) Identify and apply principles of practice to enhance performance (e.g., form, consistency, repetition).
- 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.
- Combine locomotor and manipulative skills into specialized sequences, and apply sequences to partner and small-group game-play.
 - Demonstrate ~~putting~~ incorporating movement sequences to a rhythm.
 - 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.
- Refine and adapt individual and group activity skills by applying concepts of relationship, effort, spatial awareness, speed, and pathways.
 - Use feedback, including available technology, to improve skill performance.
 - 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).
 - 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.
- 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.
 - 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_½, 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.
- Apply competencies in all movement skills to appropriate game/sport, dance, and recreational activities.
 - 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.
- Explain and apply selected scientific principles (e.g., physiological, biomechanical) that aid in the improvement of skills and performance in specialized movement forms.
 - 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.
- ~~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 in a chosen game/sport, dance, recreational pursuit, or fitness activity to~~ increase regular physical activity and/or improve performance.
 - 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.
- 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
<u>weight training/conditioning</u>	<u>lifetime activities</u>
<u>pilates</u>	

Skilled Movement

- 11/12.1 The student will demonstrate mastery of movement skills and patterns that apply to the selected specialized-movement activity.
- 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.
 - 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.
- Explain and apply selected scientific principles (e.g., physiological, biomechanical) that aid in the improvement of skills and performance in specialized movement forms.
 - 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.
- Participate independently in health-enhancing physical fitness activities.
 - Evaluate and adjust activity levels to meet personal fitness goals.
 - Design and critique a personal fitness program, using available technology and resources.
 - 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.
- Evaluate and organize a safe environment for skill practice.
 - 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				<u>correction</u>
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										
<u>K.4c</u>					<u>X</u>		<u>X</u>				
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
3.1		<u>X</u>				<u>X</u>			<u>X</u>		<u>terminology</u>
3.1a	X										
3.1b	X										
3.1c	X	<u>X</u>				<u>X</u>					<u>Moved from 3.1b</u>
3.1d	X	<u>X</u>					<u>X</u>				
3.2a		X				<u>X</u>			<u>X</u>	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
5.1a		<u>X</u>			<u>X</u>			<u>X</u>			
5.1a		X				X			X		
5.1b	X	<u>X</u>				<u>X</u>	<u>X</u>				
5.1c		<u>X</u>			X		X				
5.1d		<u>X</u>		<u>X</u>							<u>Combined with 5.1c</u>
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		<u>X</u>				<u>X</u>			X	<u>X</u>	
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										

Board of Education Agenda Item

Item: _____ I. _____

Date: January 10, 2008

Topic: Final Review of Proposed Revised *Health Education Standards of Learning*

Presenter: Dr. Linda Wallinger, Assistant Superintendent for Instruction

Telephone Number: (804) 225-2034

E-Mail Address: Linda.Wallinger@doe.virginia.gov

Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: _____

Action requested at this meeting Action requested at future meetings

Previous Review/Action:

No previous board review/action

Previous review/action

Date October 18, 2007

Action Accepted for first review and public comment.

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*.

On October 18, 2007, the Virginia Board of Education accepted the proposed revised standards for first review. On November 26, 2007, the Board held four public hearings to solicit comments on the proposed revised *Health Education Standards of Learning*. The public hearings were held at Mills E. Godwin High School, Henrico County; Lake Taylor High School, Norfolk; Robinson Secondary School, Fairfax County; and George Wythe High School, Wytheville.

The Department received no public comments at these hearings on the *Health Education Standards of Learning*. There were, however, several positive comments in support of the standards and one editorial notation received by e-mail. As a result, no further substantive changes to the standards are proposed.

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 final proposed changes and additions to the standards.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education adopt 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:

Upon approval, the Department of Education will post the *Health Education Standards of Learning* on the department's Web site. By summer 2008, the document will be printed and distributed to the field.

**Proposed Revised
Health Education
Standards of Learning
for Virginia Public Schools**

**Final Review
January 10, 2008**

**Board of Education
Commonwealth of 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 become health literate, self-directed learners ~~They who~~ skillfully apply health ~~knowledge~~ promotion and disease prevention strategies to establish a foundation for leading healthy and productive lives. ~~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 who~~ 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
- 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);
 - the effects of drugs and medicines on the body;
 - the five senses (e.g., sight, sound, smell, taste, touch) and major body parts (e.g., head, eyes; trunk, arms, legs, hands, feet);
 - the need for regular physical activity.
- K.2 The student will explain the concept of being healthy. Key concepts/skills include
- ~~the impact of~~ positive and negative emotions that affect physical health (e.g., anger, sadness, fear, frustration, happiness, pride);
 - personal hygiene practices (e.g., tooth brushing, flossing, hand washing, grooming);
 - 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
- the need for rules and practices;
 - the differences between emergency and non-emergency situations;
 - 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 variety of information sources such as product-safety symbols, television, radio, print materials, and electronic media;
 - 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)~~ c) the prevention of water pollution;
 - ~~e) d)~~ d) the effects of pollution on drinking water and marine life;
 - ~~d) e)~~ 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;~~
 - e) ~~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
- food and beverage choices based on nutritional content;
 - the benefits of physical activity and personal fitness;
 - safe and harmful behaviors;
 - 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
- goal setting for personal health;
 - the process of resolving conflicts peacefully;
 - 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
- improper use of medicines;
 - the use of refusal skills to counter negative influences;
 - the effects of nicotine, alcohol, and other drugs on body systems;
 - the use of common household items as inhalants;
 - 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
- the use of health services and agencies to gain information;
 - the ways in which health care has improved as a result of technology;
 - 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
- the nutrients needed for proper brain functioning;
 - the ~~components~~ importance of a balanced, variety, and moderation in a meal plan;
 - the effects of malnutrition;
 - the impact of nutrients on growth and development;
 - 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
- development of refusal skills;
 - identification and reporting of bullying and aggressive behaviors;
 - development of coping skills;
 - recognition of harmful or abusive relationships;
 - ~~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
- the impact on self, family, and community;
 - the short- and long-term consequences of drug use;
 - acts of violence and the use of weapons;
 - 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
- the body's defenses;
 - the spread of germs (viruses, bacteria, and fungi);
 - the difference between communicable and non-communicable diseases;
 - the importance of early detection of health problems;
 - 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
- the development of positive social skills;
 - the use of refusal and conflict resolution skills;
 - 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
- the relationship between health promotion and disease prevention;
 - the connection between ~~dietary~~ nutritional guidelines and weight management;
 - strategies for managing stress;
 - the importance of exercise and recreation;
 - the effects of personal health habits on cardiovascular fitness;
 - 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
- the effects on the integrated functioning of the body systems;
 - the effects on academic performance;
 - 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
- strategies for validating health information;
 - 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
- the importance of significant friends or adult mentors;
 - the relationship between self-image and gang-related behaviors;
 - the effects of environmental influences on personal health;
 - refusal strategies related to alcohol, tobacco, and other drugs;
 - 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
- relationships of the United States Department of Health and Human Services Dietary Guidelines for Americans to personal eating habits;
 - the interconnection of the body systems;
 - the effects of disease on the functions of the body;
 - the relationship of drugs, alcohol, tobacco, ~~and~~ inhalants, and other harmful substances to body functioning;
 - 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
- the effects of stress;
 - respect for individual differences;
 - positive and negative responses to criticism;
 - the effects of peer pressure;
 - the effects of bullying;
 - 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
- the connection between personal actions, self-image and personal success;
 - the importance of accepting responsibility for personal actions;
 - the use of resistance skills to avoid violence, gangs, weapons, and drugs;
 - identification and avoidance of risk-taking behaviors;
 - ~~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
- safety habits in vehicles and public areas;
 - first aid and safety practices;
 - strategies to ~~avoid~~ prevent accidents and injuries;
 - the need for and use of protective gear;
 - 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
- assessment of personal and family wellness;
 - analysis of the reliability of health information;
 - ~~b) c)~~ recognition of the persuasive tactics used by various types of media;
 - ~~e) 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
- involvement in community and family projects;
 - development of increased leadership-role participation;
 - development of ~~peer-mediation techniques~~ conflict resolution skills;
 - demonstrate respect for the opinions and beliefs of other individuals;
 - 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
- alternatives to gang-related behaviors and acts of violence;
 - recognition of harmful and risky behaviors;
 - the benefits of stress management and stress reduction techniques;
 - the development of strategies for coping with disappointment;
 - factors that affect school success;
 - the impact of difficult family situations;
 - 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
- the effects of ~~dietary habits~~ nutrition on daily performance;
 - the importance of participating in recreational and leisure activities;
 - strategies for avoiding drugs, alcohol, tobacco, ~~and~~ inhalants and other harmful substances;
 - the health benefits of regular physical activity and fitness;
 - 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
- the types of advertising techniques used to influence adolescents' decisions;
 - the validity of information from different resources;
 - 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
- the pathogenic, genetic, age, cultural, environmental, and behavioral factors that influence the degree of risk for contracting specific diseases;
 - the roles of preventative health measures, immunization, and treatment in disease prevention;
 - the short- and long-term health issues related to alcohol abuse and tobacco use;
 - the impact of failing to recognize issues related to emotional and mental health;
 - the health risks associated with feelings of immortality and invincibility;
 - the consequences of involvement in potentially dangerous situations;
 - the ~~results~~ health risks of a sedentary lifestyle;
 - 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
- the risks associated with gang-related activities;
 - the benefits of using resistance, problem-solving, and decision-making skills for ~~resolving~~ addressing health issues;
 - the importance of developing relationships that are positive and promote wellness;
 - 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
- causes and effects of compulsive behaviors such as eating disorders;
 - 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
- the use of current research and scientific study to interpret ~~dietary~~ nutrition principles;
 - a decision-making process for selecting health ~~care~~ and wellness products;
 - ~~application~~ development of personal standards regarding the use of alcohol, tobacco, and other ~~controlled~~ harmful substances;
 - maintenance of health habits that promote personal wellness;
 - implementation of a fitness and lifetime physical activity plan;
 - establishment of personal parameters for appropriate and inappropriate health behaviors;
 - utilization of a personal system for coping with distress and stress;
 - management of deadlines;
 - 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
- participation in activities that improve the cardiovascular system;
 - development of a personal plan for remaining free of communicable diseases;
 - 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
- risky behaviors that may result in permanent disability for self or others;
 - the consequences of using weapons in acts of violence;
 - identification of situations involving risks;
 - ~~identification of situations that require~~ use of universal precautions and appropriate application of first aid, or CPR, and other emergency procedures;
 - 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
- the impact of healthy and poor dietary nutritional choices;
 - the effects of an active and sedentary lifestyle;
 - the effects of tobacco, alcohol, inhalants, and other drug use;
 - 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
- ~~the power of assertiveness~~ empowerment and effectiveness of being assertive;
 - the impact of involvement in school and community activities;
 - the value of exercising self-control;
 - the merits of goal setting;
 - ~~the impact~~ influence of emotions and peer approval on personal decision-making;
 - the effects of an individual's environment;
 - family health habits and behaviors as they relate to ~~health~~ the promotion of health and wellness;
 - 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
- strategies to reduce and prevent violence;
 - peaceful resolution of conflicts;
 - administration of emergency care;
 - recognition of tendencies toward self-harm;
 - recognition of life-threatening situations;
 - crisis-management strategies;
 - methods of avoiding gang-related activity and the use of weapons to commit violent acts of aggression;
 - 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										
1.3a	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										
1.5b	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
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
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
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
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
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
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: J.

Date: January 10, 2008

Topic: Final Review of Proposed Revised *Driver Education Standards of Learning*

Presenter: Dr. Linda Wallinger, Assistant Superintendent for Instruction

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

Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: _____

Action requested at this meeting Action requested at future meeting

Previous Review/Action:

No previous board review/action

Previous review/action

Date October 18, 2007

Action Accepted for first review and public comment.

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*.

On October 18, 2007, the Virginia Board of Education accepted the proposed revised standards for first review. On November 26, 2007, the Board held four public hearings to solicit comments on the proposed revised *Driver Education Standards of Learning*. The public hearings were held at Mills E. Godwin High School, Henrico County; Lake Taylor High School, Norfolk; Robinson Secondary School, Fairfax County; and George Wythe High School, Wytheville.

The Department received no public comments at the four hearings for the *Driver Education Standards of Learning*. There were, however, several positive comments in support of the standards received by e-mail. No further revisions have been made to the document that was presented for first review.

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 Revised *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; and
- 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 adopt 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:

Upon approval, the Department of Education will post the *Driver Education Standards of Learning* on the Department's Web site. By summer 2008, the document will be printed and distributed to the field.

**Proposed Revised
Driver Education
Standards of Learning
for Virginia Public Schools**

**Final Review
January 10, 2008**

**Board of Education
Commonwealth of 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; and
- 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
- licensing requirements and types of licenses;
 - the motor vehicle section of the *Code of Virginia*;
 - the organ and tissue donation designation process.
- DE.2 The student will demonstrate an understanding of basic vehicle operating procedures. Key concepts/skills include
- pre-driving procedures;
 - starting procedures (automatic and manual transmissions);
 - vehicle information, warning, and control devices;
 - 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
- seating and hand position;
 - steering, braking, and acceleration;
 - compensating for shifts in vehicle load (from side to side, front to rear, and rear to front) that affect vehicle performance;
 - front tire traction loss (understeer) and rear tire traction loss (oversteer);
 - 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
- synthesizing information visually from the driving environment, using a space management process;
 - applying following-~~interval~~ distance, time, and space concepts;
 - selecting gap and judging distance;
 - estimating passing-time and space needs;
 - 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
- roadway signs, signals, and markings;
 - right-of-way rules;
 - slope/grade of terrain;
 - 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
- entering, merging, integrating into, and exiting from traffic flow;
 - managing interchanges;
 - selecting vehicle position and changing lanes;
 - 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
- vehicle position and driver action;
 - vehicle communication devices;
 - 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
- prescribed and over-the-counter medications;
 - illegal or illicit drugs;
 - effects of alcohol and other drugs on vision and space management;
 - synergistic effects of drugs;
 - ~~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
- positive and negative peer pressure;
 - refusal and peer intervention skills;
 - Implied Consent, Zero Tolerance, and Use and Lose laws;
 - Administrative License Revocation, loss of license, ignition interlock, and other licensing restrictions;
 - 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
- stress and anxiety;
 - anger management;
 - 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
- short- and long-term physical and mental disabilities;
 - chronic health conditions;
 - circadian rhythms;
 - sleep deprivation.

- DE.12 The student will identify distractions that contribute to driver error. Key concepts include
- passengers and pets;
 - vehicle accessories;
 - cell phones and other portable technology devices;
 - insects and animals;
 - 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
- driving at night;
 - smoke- and weather-related conditions;
 - road conditions and construction;
 - 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
- active restraint systems;
 - passive restraint systems;
 - child restraint systems;
 - 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
- evasive maneuvers, using ~~brake~~ braking and steering combinations;
 - off-road recovery;
 - 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
- pedestrians and animals;
 - ~~pedaleycles~~ bicycles, scooters, mopeds and motorcycles;
 - tractor-trailers, trucks, and construction vehicles;
 - sport utility vehicles, recreation vehicles, and trailers;
 - emergency vehicles;
 - funeral processions;
 - passenger and school buses;
 - 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
- small and large vehicle conventional brake systems;
 - 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
- vehicle warning devices;
 - lights and signals;
 - steering and suspension systems;
 - tires and braking systems;
 - cooling system and belts;
 - 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
- Financial Responsibility Law;
 - required and optional insurance coverage;
 - title and vehicle registration;
 - vehicle inspection;
 - fuel, fluids, tires, and other maintenance costs;
 - crash involvement.
- DE.20 The student will demonstrate competency in map-reading and trip-planning skills. Key concepts/skills include
- ~~destination driving;~~ route planning;
 - 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
- printed and Internet resources;
 - community resources;
 - vehicle pollution, ~~fluid recycling,~~ including carbon monoxide, carbon dioxide, ozone-causing gases, and acids;
 - appropriate disposal of batteries, fluids, tires, etc. energy conservation, and conservation of natural resources;
 - 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
- parking;
 - turning;
 - establishing lane position;
 - 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				

On October 18, 2007, the Virginia Board of Education accepted the proposed revised standards for first review. The Board held four public hearings on Monday, November 26, 2007, to solicit comments on the proposed revised *History and Social Science Standards of Learning*. The public hearings were held at Mills E. Godwin High School, Henrico County; Lake Taylor High School, Norfolk; Robinson Secondary School, Fairfax County; and George Wythe High School, Wytheville. There were a total of 32 speakers. In addition to comments received at the public hearing, 517 online comments were received and 34 letters and faxes were received by the Department.

The majority of public comments related to the repositioning of the Civil War and Reconstruction to United States History: 1877 to the Present. Additional areas of comment included:

- Concern over volume of content within a course;
- Decisions on the relative importance of historical events and people;
- Debate over competing historical sources and which academic expert sources to follow;
- Support for inclusion of more women and information on Latin America;
- Inclusion of contemporary leaders and events; and
- Financial impact on school divisions that would necessitate major curriculum revisions and new textbooks.

A more detailed review of public comments is contained in Attachment C. Program changes made to the standards as a result of public comment are indicated by double underlines and strike-throughs.

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 Revised *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 revised standards.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education adopt 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:

Upon approval of the *History and Social Science Standards of Learning*, the Department of Education will post the document on the Department's *Standards of Learning* Web site. By summer 2008, the document will be printed and distributed to the field.

**Proposed Revised
History and Social
Science Standards of
Learning
for
Virginia
Public Schools**

**Final Review
January 10, 2008**

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. 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). ~~(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 and ~~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. ~~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). ~~(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
- focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect;
 - recognizing the purpose of rules and practicing self-control;
 - working hard in school;
 - taking responsibility for one's own actions;
 - valuing honesty and truthfulness in oneself and others;
 - 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
- identifying the American flag, bald eagle, Washington Monument, and Statue of Liberty;
 - demonstrating respect for the American flag by learning about the Pledge of Allegiance.
- 1.12 The student will recognize that communities in Virginia
- have local governments;
 - benefit from people who volunteer in their communities;
 - 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 ~~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. ~~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 Indians (~~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
- locating the United States, China, and Egypt on world maps;
 - ~~comparing the climate, land, and plant life of these regions;~~
 - understanding the relationship between the environment and the culture of ancient China and Egypt;
 - ~~c) locating the regions of the Powhatan, Lakota Sioux, and Pueblo Indians on United States maps;~~
 - ~~describing how the people in these regions adapted to their environment.~~
 - 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
- locating the equator, the seven continents, and the five ~~four~~ oceans on maps and globes;
 - 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 and selected countries.

- 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-searcity (limited resources)~~ requires 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
- respecting and protecting the rights and property of others;
 - taking part in the voting process when making classroom decisions;
 - describing actions that can improve the school and community;
 - demonstrating self-discipline; and self-reliance;
 - 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~~
- have state and local government officials who are elected by voters;
 - have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles 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. ~~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
- describing the accomplishments of Christopher Columbus, Juan Ponce de León, Jacques Cartier, and Christopher Newport;
 - 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
- locating Greece, Rome, and West Africa;
 - describing the physical and human characteristics of Greece, Rome, and West Africa;
 - 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
- positioning and labeling the seven continents and five ~~four~~ oceans to create a world map;
 - using the equator and prime meridian to identify the Northern, Southern, Eastern, and Western ~~four hemispheres~~-Hemispheres;
 - locating the countries of Spain, England, and France;
 - locating the regions in the Americas explored by Christopher Columbus (San Salvador in the Bahamas), Juan Ponce de León (near St. Augustine, Florida), Jacques Cartier (near Quebec, Canada), and Christopher Newport (Jamestown, Virginia);
 - 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~~
- explaining the purpose of rules and laws;
 - explaining that the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken;
 - 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
- describing the individual rights to life, liberty, and the pursuit of happiness; and equality under the law;
 - identifying the contributions of George Washington, Thomas Jefferson, Abraham Lincoln, Rosa Parks, Thurgood Marshall, ~~and~~ Martin Luther King, Jr.; and Caesar Chavez;
 - recognizing that Veterans Day and Memorial Day honor people who have served to protect the country's freedoms,
 - 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
- identify and interpret artifacts and primary and secondary source documents to understand events in history;
 - determine cause and effect relationships;
 - compare and contrast historical events;
 - draw conclusions and make generalizations;
 - make connections between past and present;
 - sequence events in Virginia history;
 - interpret ideas and events from different historical perspectives;
 - evaluate and discuss issues orally and in writing;
 - 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
- locating Virginia and its bordering states on maps of the United States;
 - locating and describing Virginia's Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau;
 - 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);
 - 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 new 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 the origins of European (English, ~~Scotch-Irish~~ Scots-Irish, German) immigrants, Africans, and American Indians ~~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; , and 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
- explaining why George Washington is called the “Father of our Country” and James Madison is called the “Father of the Constitution”;
 - identifying the ideas of George Mason and Thomas Jefferson as expressed in the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom;
 - 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
- identifying the events and differences between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia;
 - describing Virginia’s role in the war, including identifying major battles that took place in Virginia;
 - 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
- identifying the effects of Reconstruction on life in Virginia;
 - identifying the effects of segregation and “Jim Crow” on life in Virginia; for whites, blacks, and American Indians;
 - 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
- 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;
 - 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;
 - ~~e)~~ 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~~ 1865

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~~ 1865. 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
- identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to ~~1877~~ ~~1861~~ 1865;
 - make connections between the past and the present;
 - sequence events in United States history from pre-Columbian times to ~~1877~~ ~~1861~~ 1865;
 - interpret ideas and events from different historical perspectives;
 - evaluate and discuss issues orally and in writing;
 - analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events;
 - distinguish between parallels of latitude and meridians of longitude;
 - interpret patriotic slogans and excerpts from notable speeches and documents;
 - 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
- locate the seven continents and five oceans;
 - 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;
 - 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;
 - 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
- 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);
 - describing how the American Indians (~~First Americans~~) used the resources in their environment;
 - 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
- describing the motivations, obstacles, and accomplishments of the Spanish, French, Portuguese, and English explorations;
 - 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;
 - 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
- describing the religious and economic events and conditions that led to the colonization of America;
 - ~~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;
 - describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, indentured servants, and slaves and free blacks;
 - 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
- identifying the issues of dissatisfaction that led to the American Revolution;
 - 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~~;
 - 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~~;
 - 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
- identifying the weaknesses of the government established by the Articles of Confederation;
 - ~~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;~~
 - ~~identifying the conflicts that resulted in the emergence of two political parties;~~
 - ~~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
- 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;
 - identifying the geographic and economic factors that influenced the westward movement of settlers;
 - describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America;
 - identifying the main ideas of the abolitionist and suffrage movements;
 - ~~describing the cultural and economic issues that divided the nation.~~

Civil War and Reconstruction: 1860s to 1877

[Moved to United States History: ~~1861~~ 1865 to the Present]

Civil War: 1861 - 1865

- USI.9 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by
- describing the cultural, economic, and constitutional issues that divided the nation;
 - explaining how the issues of states' rights and slavery increased sectional tensions;
 - identifying on a map the states that seceded from the Union and those that remained in the Union;
 - 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;
 - using maps to explain critical developments in the war, including major battles;
 - describing the effects of war from the perspectives of Union and Confederate soldiers (including black soldiers), women, and slaves.

- ~~USI.9 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by~~
- ~~describing the cultural, economic, and constitutional issues that divided the nation;~~
 - ~~explaining how the issues of states' rights and slavery increased sectional tensions;~~

- e) ~~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~~ 1865 to the Present

Students will continue to use skills of historical and geographical analysis as they examine American history since ~~1877~~ ~~1861~~ 1865. The standards for this course relate to the history of the United States from the Reconstruction ~~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
- analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from ~~1877~~ ~~1861~~ 1865 to the present;
 - make connections between past and present;
 - sequence events in United States history from ~~1877~~ ~~1861~~ 1865 to the present;
 - interpret ideas and events from different historical perspectives;
 - evaluate and debate issues orally and in writing;
 - analyze and interpret maps that include major physical features;
 - use parallels of latitude and meridians of longitude to describe hemispheric location;
 - interpret patriotic slogans and excerpts from notable speeches and documents;
 - 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
- explaining how physical features and climate influenced the movement of people westward;
 - explaining relationships among natural resources, transportation, and industrial development after ~~1877~~ ~~1861~~ 1865;
 - locating the 50 states and the cities most significant to the historical development of the United States.

Civil War and Reconstruction: 1860s 1865 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;~~
 - ~~e) b) identifying on a map the states that seceded from the Union and those that remained in the Union;~~
 - ~~d) e) 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) c) describing the effects of war from the perspectives of Union and Confederate soldiers (including black soldiers), women, and slaves.~~

- ~~USI.10 USII.4~~ USII.3 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~~ USII.4 The student will demonstrate knowledge of how life changed after the Civil War by
- a) identifying the reasons for westward expansion, and including 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~~ USII.5 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 impact on the foreign policy of the United States 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.

~~USH.5~~ ~~USH.7~~ USII.6 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.

~~USH.6~~ ~~USH.8~~ USII.7 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

~~USH.7~~ ~~USH.9~~ USII.8 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.

- ~~USH.8~~ ~~USH.10~~ USII.9 The student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty-first centuryies 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
- examine and interpret primary and secondary source documents;
 - create and explain maps, diagrams, tables, charts, graphs, and spreadsheets;
 - analyze political cartoons, political advertisements, pictures, and other graphic media;
 - distinguish between relevant and irrelevant information;
 - review information for accuracy, separating fact from opinion;
 - identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions using a decision-making model;
 - formulate an informed, carefully reasoned position on a community issue;
 - select and defend positions in writing, discussion, and debate.
- CE.2 The student will demonstrate knowledge of the foundations of American constitutional government by
- explaining the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government;
 - 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;
 - identifying the purposes for the Constitution of the United States as they are stated in its Preamble- $\frac{1}{2}$
 - identifying the procedures for amending the Constitution of Virginia and the Constitution of the United States.
- CE.3 The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by
- 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;~~
 - ~~e) 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;
 - ~~e) explaining court proceedings in civil and criminal cases;~~
 - c) comparing and contrasting civil and criminal cases;
 - ~~d) e) d) 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
- describing the types of business organizations and the role of entrepreneurship;
 - explaining the circular flow that shows how consumers (households), businesses (producers), and markets interact;
 - explaining how financial institutions ~~encourage saving and investing~~ channel funds from savers to borrowers;
 - 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
- examining competition in the marketplace;
 - explaining ~~the creation of public~~ how government provides certain goods and services;
 - describing the impact of taxation, including an understanding of the reasons for the 16th amendment, spending, and borrowing;
 - explaining how the Federal Reserve System ~~regulates the money supply~~ acts as our nation's central bank;
 - describing the protection of consumer rights and property rights;
 - 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
- identifying talents, interests, and aspirations that influence career choice;
 - identifying attitudes and behaviors that strengthen the individual work ethic and promote career success;
 - identifying abilities, skills, and education and the changing supply and demand for them in the economy that careers require;
 - examining the impact of technological change and globalization on career opportunities;
 - describing the importance of education to lifelong personal finances;
 - 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. (C.E.)

These standards enable students to explore the historical development of people, places, and patterns of life from ancient times until 1500 A.D. (C.E.) 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. (C.E.);
 - 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.E.);
 - c) identifying major geographic features important to the study of world history to 1500 A.D. (C.E.);
 - d) identifying and comparing political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. (B.C.E.) to 1500 A.D. (C.E.);
 - e) analyzing trends in human migration and cultural interaction from prehistory to 1500 A.D. (C.E.);
 - ~~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;~~
 - f) analyzing the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events to 1500 A.D. (C.E.).

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

- 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. (B.C.E.) to 500 A.D. (C.E.)

- 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. (B.C.E.) to 500 A.D. (C.E.) 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. (C.E.)

- WHI.7 The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 A.D. (C.E.) 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. (C.E.) 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. (C.E.) 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. (C.E.)

- WHI.10 The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by
- locating major trade routes;
 - identifying technological advances and transfers, networks of economic interdependence, and cultural interactions;
 - describing Japan, with emphasis on the impact of Shinto and Buddhist traditions and the influence of Chinese culture;
 - 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
- describing geographic relationship, with emphasis on patterns of development in terms of climate and physical features;
 - 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
- describing the emergence of nation-states (England, France, Spain, and Russia) and distinctive political developments in each;
 - explaining conflicts among Eurasian powers, including the Crusades, the Mongol conquests, and the fall of Constantinople;
 - identifying patterns of crisis and recovery related to the Black Death (Bubonic Plague);
 - 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
- identifying the economic foundations of the Italian Renaissance;
 - 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*;
 - citing artistic, literary, and philosophical creativity, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch;
 - comparing the Italian and the Northern Renaissance, and citing the contributions of writers.

World History and Geography: 1500 A.D. (C.E.) to the Present

These standards enable students to cover history and geography from 1500 A.D. (C.E.) 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. (C.E.);
 - 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.E.);
 - c) identifying geographic features important to the study of world history since 1500 A.D. (C.E.);
 - d) identifying and comparing political boundaries with the location of civilizations, empires, and kingdoms from 1500 A.D. (C.E.) to the present;
 - e) analyzing trends in human migration and cultural interaction from 1500 A.D. (C.E.) 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;~~
 - f) analyzing the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events from 1500 A.D. (C.E.).
- WHII.2 The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.) 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. (C.E.)

- 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~~ including 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. (C.E.) 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. (C.E.)

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;~~
 - b) describing unsuccessful revolutions on the continent and political reform in Great Britain;
 - ~~e) c) explaining events related to the unification of Italy and the role of Italian nationalists;~~
 - ~~e) d) 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, Mikhail Gorbachev, 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.

~~WHIL.15~~ WHIL.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) ~~analyzing-describing~~ analyzing the increasing impact ~~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;~~
 - e) 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
- explaining how characteristics of regions have led to regional labels;
 - explaining how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants;
 - 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
- ~~showing patterns of economic activity and land use;~~
 - showing their influence on patterns of economic activity and land use;
 - 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
- identifying criteria factors, including comparative advantage, that influence economic activities and trade;
 - ~~explaining comparative advantage and its relationship to international trade;~~
 - ~~b) describing ways that economic and social interactions have changed over time;~~
 - ~~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
- explaining and analyzing reasons for the ~~different spatial divisions at the local and regional levels~~ creation of different political divisions;
 - ~~explaining and analyzing the different spatial divisions at the national and international levels;~~
 - ~~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
- 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;
 - evaluate the authenticity, authority, and credibility of sources;
 - formulate historical questions and defend findings based on inquiry and interpretation;
 - develop perspectives of time and place, including the construction of maps and various timelines of events, periods, and personalities in American history;
 - communicate findings orally and in analytical essays and/or comprehensive papers;
 - develop skills in discussion, debate, and persuasive writing with respect to enduring issues and determine how divergent viewpoints have been addressed and reconciled;
 - apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time;
 - interpret the significance of excerpts from famous speeches and other documents-;
 - 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;~~
 - e) ~~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;
 - e) ~~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” (Jacksonian Era) to increasing popular participation in state and national politics;
 - e) ~~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;
 - b) ~~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;
 - e) ~~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;~~
 - e) ~~e)~~ d) identifying the causes and impact of the Progressive Movement, including the excesses of the Gilded Age, 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;
 - e) ~~e)~~ 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
- analyzing how radio, movies, newspapers, and magazines created popular culture and challenged traditional values;
 - assessing the causes and consequences of the stock market crash of 1929;
 - explaining the causes of the Great Depression, its impact on the American people, and the ways the New Deal addressed it;
 - 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
- ~~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;
 - 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;
 - describing the role of all-minority military units, including the Tuskegee Airmen and Nisei regiments;
 - ~~describing~~ examining the Geneva Convention and the treatment of prisoners of war during World War II;
 - 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
- explaining how the United States mobilized its economic, human, and military resources;
 - describing the contributions of women and minorities to the war effort;
 - explaining the internment of Japanese Americans during the war;
 - 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
- describing outcomes of World War II, including political boundary changes, the formation of the United Nations, and the Marshall Plan;
 - 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 on foreign policy;
- e) explaining the impact of contributions of the most recent presidents of the United States since 1988 on foreign policy.

~~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
- identifying the basic economic questions encountered by all economic systems;
 - comparing the characteristics of free market, command, and mixed economies, as described by Adam Smith and Karl Marx;
 - evaluating the impact of the government's role in the economy on individual economic freedoms;
 - explaining the relationship between economic freedom and political freedom;
 - 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
- assessing the importance of entrepreneurship, the profit motive, and economic independence to the promotion of economic growth;
 - comparing types of business organizations;
 - describing the factors of production;
 - explaining the interaction of supply and demand;
 - illustrating the circular flow of economic activity;
 - 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
- analyzing the impact of fiscal and monetary policies on the economy;
 - describing the creation of ~~public~~ government provided goods and services that are not readily produced by the market;
 - examining environmental issues, property rights, contracts, consumer rights, labor-management relations, and competition in the marketplace;
 - 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
- practicing trustworthiness and honesty;
 - practicing courtesy and respect for the rights of others;
 - practicing responsibility, accountability, and self-reliance;
 - practicing respect for the law;
 - practicing patriotism; ;
 - 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

**Final Review
January 10, 2008**

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		<u>X</u>				<u>X</u>		X			
K.1b		<u>X</u>				<u>X</u>			<u>X</u>		
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		<u>X</u>				<u>X</u>		<u>X</u>			

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		<u>X</u>				<u>X</u>			<u>X</u>		
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		<u>X</u>				<u>X</u>			<u>X</u>		

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
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		<u>X</u>				<u>X</u>		<u>X</u>			
2.6	X										
2.7		X				X	X				
2.8	X										
2.9		<u>X</u>				<u>X</u>			<u>X</u>		
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		<u>X</u>				<u>X</u>			<u>X</u>		

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 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
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		<u>X</u>			<u>X</u>			<u>X</u>			
VS.2g		X			<u>X</u>			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		<u>X</u>				<u>X</u>			<u>X</u>		

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
VS.4a	X										
VS.4b		<u>X</u>				<u>X</u>		<u>X</u>			
VS.4c		X				X		X			
VS.4d	X										
VS.4e		X			X			X			
VS.5a	X										
VS.5b		<u>X</u>				<u>X</u>	<u>X</u>	<u>X</u>			
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	<u>X</u>				<u>X</u>	<u>X</u>				
USI.1b	X										
USI.1c	X	<u>X</u>				<u>X</u>	<u>X</u>				
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 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.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				X		from USI.9a&b
USI.9a	X	X	X								to USI.8e and USII.3a
USI.9b	X	X	X								to USI.8e
USI.9c	X	X	X								to USI.8e
USI.9d	X	X	X								to USI.8e
USI.9e	X	X	X								to USI.8e
USI.9f	X	X	X								to USI.8e
USI.10a		X		X							to USII.4a
USI.10b		X		X							to USII.4b

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.1 stem		X				X		X	X		
USII.1a		<u>X</u>	<u>X</u>				<u>X</u>				
USII.1b	X										
USII.1c			<u>X</u>				<u>X</u>				
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		<u>X</u>	<u>X</u>				<u>X</u>				
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.9e
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 USII.3 Stem		X	X		X		X				from USI.10 stem renumbered
USII.4a USII.3a		X	X		X		X				from USI.10a 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
USII.4b <u>USII.3b</u>		X	X		X		X				from USI.10b <u>renumbered</u>
USII.4c <u>USII.3c</u>		X			X			X			<u>renumbered</u>
USII.5 stem <u>USII.4 stem</u>		X				X					<u>renumbered</u> <u>renumbered</u>
USII.5a <u>USII.4a</u>		<u>X</u>				<u>X</u>	<u>X</u>				<u>renumbered</u> <u>renumbered</u>
USII.5b <u>USII.4b</u>		X				X					<u>renumbered</u> <u>renumbered</u>
USII.5c <u>USII.4c</u>		X				X			X		<u>renumbered</u> <u>renumbered</u>
USII.5d <u>USII.4d</u>		X				X			X		<u>renumbered</u> <u>renumbered</u>
USII.5e <u>USII.4e</u>		X				X					<u>renumbered</u> <u>renumbered</u>
USII.6 stem <u>USII.5 stem</u>		X				X					<u>renumbered</u> <u>renumbered</u>
USII.6a <u>USII.5a</u>		X				X					<u>renumbered</u> <u>renumbered</u>
USII.6b <u>USII.5b</u>		<u>X</u>			<u>X</u>			<u>X</u>			<u>renumbered</u>
USII.6c <u>USII.5c</u>		X				X	X				<u>renumbered</u> <u>renumbered</u>
USII.7 stem <u>USII.6 stem</u>		X				X					<u>renumbered</u> <u>renumbered</u>
USII.7a <u>USII.6a</u>		X				X	X				<u>renumbered</u> <u>renumbered</u>
USII.7b <u>USII.6b</u>		X				X	X				<u>renumbered</u> <u>renumbered</u>

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.7e <u>USII.6c</u>		X				X				X	renumbered <u>renumbered</u>
USII.7d <u>USII.6d</u>		X				X					renumbered <u>renumbered</u>
USII.8 stem <u>USII.7 stem</u>		X				X					renumbered <u>renumbered</u>
USII.8a <u>USII.7a</u>		X				X					renumbered <u>renumbered</u>
USII.8b <u>USII.7b</u>		X				X		X			renumbered <u>renumbered</u>
USII.8c <u>USII.7c</u>		X				X					renumbered <u>renumbered</u>
USII.9 stem <u>USII.8 stem</u>		X				X					renumbered <u>renumbered</u>
USII.9a <u>USII.8a</u>		X				X					renumbered <u>renumbered</u>
USII.9b <u>USII.8b</u>		X				X					renumbered <u>renumbered</u>
USII.9c <u>USII.8c</u>		X				X					renumbered <u>renumbered</u>
USII.9d <u>USII.8d</u>		X				X					renumbered <u>renumbered</u>
USII.9e <u>USII.8e</u>		X			X		X				<u>renumbered</u>
USII.10 stem <u>USII.9stem</u>		X				X					renumbered <u>renumbered</u>
USII.10a <u>USII.9a</u>		X				X					renumbered <u>renumbered</u>
USII.10b <u>USII.9b</u>		X				X		X			renumbered <u>renumbered</u>

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										
<u>CE.2d</u>	<u>X</u>		<u>X</u>			<u>X</u>					
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			

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.5a	X										
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		

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.8c		X			X				X		
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.10c		X			X				X		
CE.10d		X									<u>renumbered</u>
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

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.13 stem		X				X					renumbered
CE.13a		X				X					renumbered
CE.13b		X				X	X				renumbered
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				

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
WHI.1a	X	<u>X</u>				<u>X</u>	<u>X</u>				
WHI.1b	X	<u>X</u>				<u>X</u>	<u>X</u>				
WHI.1c	X	<u>X</u>				<u>X</u>	<u>X</u>				
WHI.1d	X	<u>X</u>				<u>X</u>	<u>X</u>				
WHI.1e	X	<u>X</u>				<u>X</u>	<u>X</u>				
WHI.1f		X			X			X			
<u>WHI.1f</u>		<u>X</u>			<u>X</u>			<u>X</u>			
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										

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
WHI.5c	X										
WHI.5d	X										
WHI.5e	X										
WHI.5f	X										
WHI.5g		X				X			X		
<u>WHI.6 stem</u>		<u>X</u>				<u>X</u>	<u>X</u>				
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		
<u>WHI.7 stem</u>		<u>X</u>				<u>X</u>	<u>X</u>				
WHI.7a	X										
WHI.7b	X										
WHI.7c	X										
WHI.7d	X										
WHI.7e		X			X			X			
<u>WHI.8 stem</u>		<u>X</u>				<u>X</u>	<u>X</u>				

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
WHI.8a	X										
WHI.8b	X										
WHI.8c	X										
WHI.8d	X										
<u>WHI.9 stem</u>		<u>X</u>				<u>X</u>	<u>X</u>				
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										

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.1a	X	<u>X</u>				<u>X</u>	<u>X</u>				
WHII.1b	X	<u>X</u>				<u>X</u>	<u>X</u>				
WHII.1c	X	<u>X</u>				<u>X</u>	<u>X</u>				
WHII.1d	X	<u>X</u>				<u>X</u>	<u>X</u>				
WHII.1e	X	<u>X</u>				<u>X</u>	<u>X</u>				
WHII.1f		X			X			X			
<u>WHII.1f</u>		<u>X</u>			<u>X</u>			<u>X</u>			
WHII.2 stem		<u>X</u>				<u>X</u>	<u>X</u>	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		<u>X</u>				<u>X</u>		X	<u>X</u>		
WHII.4e		X				X		X			
WHII.4f	X										
<u>WHII.5 stem</u>		<u>X</u>				<u>X</u>	<u>X</u>				
WHII.5a	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
WHII.5b	X										
WHII.5c	X										
WHII.5d	X										
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

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.9b		X				X					renumbered
WHII.9c		X				X					renumbered
WHII.9d		X				X					renumbered
WHII.9e		X				X					renumbered
WHII.10 stem		X				X					
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		<u>X</u>			X	<u>X</u>	<u>X</u>	X			
WHII.14 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
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
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 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.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.7d		<u>X</u>				<u>X</u>			<u>X</u>		<u>renumbered</u>
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			

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.10c		X			X						from VUS.9c
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	<u>X</u>		X	<u>X</u>		
VUS.14 stem		X				X					renumbered
VUS.14a		X				X					renumbered
VUS.14b		X				X					renumbered
VUS.15		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
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				

**Summary of Comments on the Proposed Revised History and Social Science
Standards of Learning - October 26, 2007 thru November 27, 2007**

Summary of Online Comments

A total of 517 comments were received electronically for the Kindergarten through Virginia and United States Government courses during the online public comment period.

The number of online comments received by course level is as follows:

- 21 - Kindergarten
- 24 - Grade 1
- 37 - Grade 2
- 30 - Grade 3
- 31 - Virginia Studies
- 226 - United States History to 1861 and United States History: 1861 to Present
- 18 - Civics and Economics
- 11 - World History and Geography to 1500 A.D.
- 15 - World History and Geography: 1500 A.D. to the Present
- 4 - World Geography
- 21 - Virginia and United States History
- 5 - Virginia and United States Government
- 74 – Multi-grade level comments

General Comments for the Elementary Courses

- Keep existing civics terminology.
- Maintain the economic clarifications.
- Limit local history.
- Consider competing historical sources and which academic expert sources to follow.
- Move the course date to 1865 for the proposed United States History to 1861 and United States History: 1861 to the Present.
- Review the cut score for United States History to 1861.
- Remove Cornstalk from the American Revolution.

**General Comments for United States History to 1861 and United States History:
1861 to the Present**

- Move the course date to 1865 for the proposed United States History to 1861 and United States History: 1861 to the Present.
- Evaluate the volume of content within a course.
- Consider competing historical sources and which academic expert sources to follow.
- Review the relative importance of historical events and people.
- Review the cut score for United States History to 1861.
- Clarify information on Theodore Roosevelt.

General Comments for Civics and Economics

- Add more state and local government study.
- Examine global issues from a local perspective.
- Encourage student participation in the political process.

General Comments for World History and Geography to 1500 A.D.

- Include the terminology Before Current Era and Current Era.
- Focus on the region of Nubia.
- Add more women.
- Add more global perspective.
- Clarify the economic skill.

General Comments for World History and Geography: 1500 A.D. to the Present

- Include the terminology Before Current Era and Current Era.
- Add additional information on Latin America.
- Add more global perspective.
- Clarify the economic skill.

General Comments for World Geography

- Update skills to include satellite technology.

General Comments for Virginia and United States History

- Include more economics.
- Update information on recent history and events.
- Add more women.

General Comments for Virginia and United States Government

- Emphasize state and local government.
- Examine global issues from a local perspective.
- Encourage student participation in the political process.

Summary of Public Hearing Comments from November 26, 2007

Henrico County: 10 Speakers

- Move the Civil War back to United States History to 1861. (A majority of the ten comments supported this change.)
- Remove detail; there is too much memorization.
- Keep the current Columbian Exchange information in World History and Geography: 1500 A.D. to the Present.
- Add additional names of world leaders in World History and Geography: 1500 A.D. to the Present.
- Add more information on the United States' role in the Middle East
- Include more geography in K-3.
- Add additional economic content in all grades.

Fairfax County: 10 Speakers

- Move the Civil War back to United States History to 1861. (A majority of the ten comments supported this change.)
- Include a semester of economics in the course sequence.
- Include additional information on Hispanics in the standards, especially about their contributions during the Revolutionary War.
- Return to recognizing the Pledge of Allegiance, not reciting it.
- Remember that any changes cause a financial impact for school libraries.

Norfolk City: 7 Speakers

- Move the Civil War back to United States History to 1861. (A majority of the seven comments supported this change.)
- Maintain the economic standards.
- Remove Cornstalk because he is not closely connected to the American Revolution.

Town of Wytheville: 4 Speakers

- Move the Civil War back to United States History to 1865 . (A majority of the four comments supported this change.)
- Maintain the economic standards.
- Add additional names of world leaders in World History and Geography: 1500 A.D. to the Present.
- Remove Cornstalk because he is not closely connected to the American Revolution.
- Remove detail to limit memorization.

Summary of 33 Letters and Faxes Received from October 26, 2007, Through November 27, 2007

- Move the course date to 1865 for the proposed United States History to 1861 and United States History: 1861 to the Present.
- Remove detail to limit memorization.
- Remember the financial impact on school divisions that would necessitate major curriculum revisions and new textbooks.
- Consider competing historical sources and which academic expert sources to follow.
- Remove Cornstalk because he is not closely connected to the American Revolution.
- Keep existing civics terminology.
- Maintain the economic clarifications.
- Include the terminology Before Current Era and Current Era.

Board of Education Agenda Item

Item: _____ L. _____

Date: January 10, 2008

Topic: Final Review of Proposed Curriculum Framework for Algebra, Functions, and Data Analysis Standards of Learning

Presenter: Dr. Linda Wallinger, Assistant Superintendent for Instruction

Telephone Number: (804) 225-2034

E-Mail Address: Linda.Wallinger@doe.virginia.gov

Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: _____

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

Previous Review/Action:

No previous board review/action

Previous review/action

date October 18, 2007

action Accepted for first review and public comment.

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 a new curriculum framework for these standards to provide school divisions with an aligned resource document. Between June and September 2007, selected mathematics teachers and specialists assisted Department staff in developing the new framework document.

The Board of Education accepted for first review the *Algebra, Functions, and Data Analysis Standards of Learning Curriculum Framework* at its October 2007 meeting. On November 29, 2007, a public hearing was held to receive public comments on the curriculum framework. No comments were received at the public hearing or through other means. As a result, no additional revisions have been made to the attached draft.

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 adopt the proposed *Curriculum Framework for Algebra, Functions, and Data Analysis Standards of Learning*.

Impact on Resources:

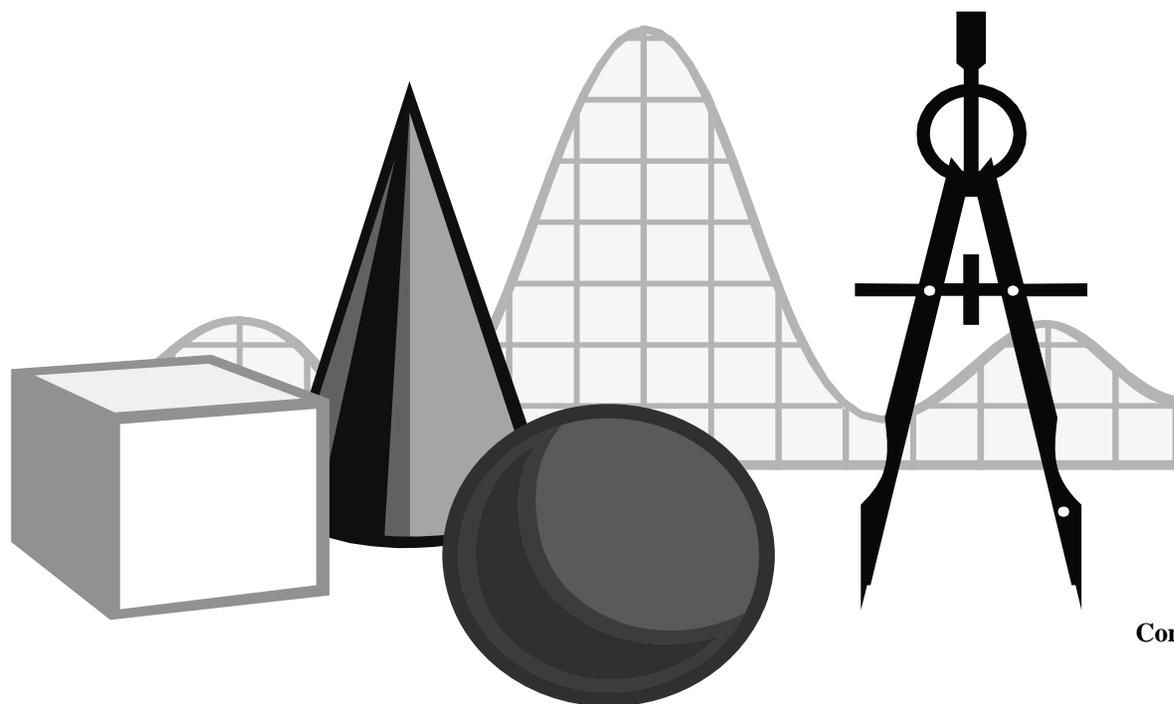
There is minimal impact on DOE resources.

Timetable for Further Review/Action:

The approved *Curriculum Framework for Algebra, Functions, and Data Analysis Standards of Learning* will be announced via a Superintendent's Memorandum on January 25, 2008, and the framework will be posted with the other *Standards of Learning* resource documents on the Department's Web site on the same date.

PROPOSED
MATHEMATICS STANDARDS OF LEARNING
CURRICULUM FRAMEWORK

Algebra, Functions and Data Analysis



Commonwealth of Virginia
Board of Education
Richmond, Virginia
Final Review – January 10, 2008

Copyright © 2007 DRAFT

by the

Virginia Department of Education

P.O. Box 2120

Richmond, Virginia 23218-2120

<http://www.doe.virginia.gov>

All rights reserved. Reproduction of materials contained herein for instructional purposes in Virginia classrooms is permitted.

Superintendent of Public Instruction

Billy K. Cannaday, Jr.

Chief Deputy Superintendent of Public Instruction

Patricia I. Wright

Assistant Superintendent for Instruction

Linda M. Wallinger

Office of Middle and High School Instructional Services

James C. Firebaugh, Jr., Director

Deborah Kiger Bliss, Mathematics Coordinator

NOTICE TO THE READER

The Virginia Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities.

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
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none">• The following statements are equivalent:<ul style="list-style-type: none">– 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

- 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.

ESSENTIAL KNOWLEDGE AND SKILLS

- 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

- 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).
- $\text{Residual} = \text{Actual} - \text{Fitted}$

ESSENTIAL KNOWLEDGE AND SKILLS

- 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
<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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

- 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.

ESSENTIAL KNOWLEDGE AND SKILLS

- 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

- 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.

ESSENTIAL KNOWLEDGE AND SKILLS

- 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

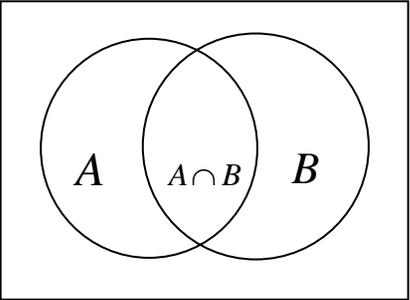
ESSENTIAL UNDERSTANDINGS

- 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

$$P(A \cup B) = P(A) + P(B).$$

ESSENTIAL KNOWLEDGE AND SKILLS

- 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
<ul style="list-style-type: none"> 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 <i>the conditional probability of B given A</i>. Venn diagrams may be used to examine conditional probabilities. <div style="display: flex; align-items: center; justify-content: center; margin: 10px 0;">  <div style="margin-left: 20px;"> $P(B A) = \frac{P(A \cap B)}{P(A)}$ $\Rightarrow P(A \cap B) = P(A)P(B A)$ </div> </div> <ul style="list-style-type: none"> 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 <i>Law of Large Numbers</i> states that as a procedure is repeated again and again, the relative frequency probability of an event tends to approach the actual probability. 	<ul style="list-style-type: none"> 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

- 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.

ESSENTIAL KNOWLEDGE AND SKILLS

- 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
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none">• The precision, accuracy and reliability of data collection can be analyzed and described.	<ul style="list-style-type: none">• 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: _____ M. _____

Date: January 10, 2008

Topic: First Review of Proposed Amendments to Virginia's Consolidated State Application Accountability Plan Under the *No Child Left Behind Act of 2001*

Presenter: Dr. Linda M. Wallinger, Assistant Superintendent for Instruction
Ms. Shelley Loving-Ryder, Assistant Superintendent for Student Assessment and School Improvement

Telephone Number: (804) 225-2034
(804) 225-2102

E-Mail Address: Linda.Wallinger@doe.virginia.gov
Shelley.Loving-Ryder@doe.virginia.gov

Origin:

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

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

Action requested at this meeting ____ Action requested at future meeting: _____

Previous Review/Action:

No previous board review/action

____ Previous review/action

Date: _____

Action: _____

Background Information:

The *No Child Left Behind Act of 2001* (NCLB), which is a reauthorization of the Elementary and Secondary Education Act (ESEA), requires all state educational agencies (SEA) to submit for approval to the United States Department of Education (USED) individual program applications or a consolidated state application. In May 2002 the Virginia Board of Education submitted and received USED approval for its initial Consolidated State Application under NCLB. The NCLB application process involves multiple submissions of information, data, and policies. A major component of the consolidated application is Virginia's Consolidated State Application Accountability Workbook. The workbook describes a single statewide accountability system for the Commonwealth. Virginia received USED approval for its accountability workbook in June 2003. Additional amendments were made to Virginia's workbook in September 2003, May 2004, June 2005, June 2006, and July 2007. The policies and procedures that were used to determine Adequate Yearly Progress (AYP) ratings for the 2007-2008 school year based on 2006-2007 assessment results are described in the amended workbook dated July 16, 2007.

States are permitted to revise their Consolidated State Application Accountability Workbook by submitting requests for review and approval to USED. USED has requested that states submit their amendment requests for 2007-2008 by February 15, 2008. Based on six years of implementing NCLB, the Virginia Department of Education has identified additional policy changes that will minimize unintended consequences in implementation of AYP policies. As a result, consideration of the additional proposed amendments for submission to USED is requested. Additionally, USED has requested certain technical clarifications of all states.

Summary of Major Elements

Technical clarifications as well as revisions to critical elements in the Consolidated State Application Accountability Plan are being proposed. The statutory authority that permits states to request, and the U. S. Secretary of Education to approve, waivers to requirements in NCLB is found in Section 9401 of the federal law:

“SEC. 9401. WAIVERS OF STATUTORY AND REGULATORY REQUIREMENTS.

- (a) IN GENERAL – Except as provided in subsection (c), the Secretary may waive any statutory agency, Indian tribe, or school through a local educational agency, that –
- (1) receives funds under a program authorized by this act; and
 - (2) requests a waiver under subsection (b).”

Virginia’s proposed amendments fall under two categories: 1) technical clarifications of how certain requirements are being implemented as requested by USED; and 2) revisions to existing policies. Under the first category, USED has requested a description of procedures for implementation of the state’s science assessments during the 2007-2008 school year. USED has also requested an accounting of each state’s AYP calculations including whether data are averaged across years. Under the second category, the following revisions to existing policies are being requested: a) reversing the order of the public school choice and supplemental educational services sanctions; b) extending flexibility in AYP calculations for students with disabilities (SWD); and c) identifying targets for Annual Measurable Achievement Objectives (AMAOs) for limited English proficient (LEP) students.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the proposed amendments to the Virginia Consolidated State Application Accountability Plan as permitted in Section 9401 of the federal law.

Impact on Resources:

The provisions of the *No Child Left Behind Act of 2001* require the Department of Education to collect and analyze data related to determining Adequate Yearly Progress (AYP) for all schools and school divisions in the state as well as to collect and report additional data on English language proficiency for LEP students. These requirements will continue to have an impact on the agency’s resources.

Timetable for Further Review/Action:

Following final approval, the proposed revisions will be submitted to the United States Department of Education as amendments to Virginia’s Consolidated State Application Accountability Workbook by the deadline of February 15, 2008.

**Proposed Amendments to Virginia's Consolidated State Application
Accountability Plan as Required by the *No Child Left Behind Act of 2001*
(NCLB)**

January 10, 2008

NCLB Statutory Authority for Amendment Requests:

“SEC. 9401. WAIVERS OF STATUTORY AND REGULATORY REQUIREMENTS.

(b) IN GENERAL – Except as provided in subsection (c), the Secretary may waive any statutory agency, Indian tribe, or school through a local educational agency, that –

- (1) receives funds under a program authorized by this act; and
- (2) requests a waiver under subsection (b).”

Technical Amendments

1. Procedures for Implementation of Science Assessments during the 2007-2008 school year (Critical Element 6.1)

Technical Clarification: Virginia will use the science assessments already administered under its established state accountability system in grades 3, 5, 8, and End-of-Course to meet the requirement under Section 1111(b)(3) for implementation of science assessments beginning in 2007-2008. As stated in the USED guidance letter in November 2007, these science assessments will not be included in the Adequate Yearly Progress (AYP) calculations.

Rationale: Virginia has administered science assessments in grades 3, 5 and 8 and End-of-Course since 1998. End-of-course Standards of Learning (SOL) assessments in science have also been administered at the middle or high school level after completion of the corresponding content course since 1998. Existing science assessments already administered throughout the state since 1998 can be used to meet the NCLB requirement.

2. Procedures for Averaging Data Across Years for Adequate Yearly Progress (AYP) Calculations (Critical Element 6.1)

Technical Clarification: Virginia uses the uniform averaging procedure described in Section 1111(b)(2)(j) for adequate yearly progress (AYP) calculations. For the 2008-2009 school year based on assessments administered during the 2007-2008 school year, all tests given in grades 3, 4, 5, 6, 7, 8 and End-of-Course subjects will be included in the participation and performance calculations for AYP. Schools and school divisions can make AYP in one of two ways: 1) current year performance; or 2) the average of student

performance in grades 3 through 8 and End-of-Course for the previous three years. Safe harbor is applied if a school does not make AYP through the current or three-year average.

Rationale: By 2007-2008, schools and divisions will have implemented assessments in grades 3 through 8 and End-of-Course for three consecutive years. This three-year implementation of the assessments will allow averaging across all grade levels as opposed to averaging of assessments only in grades 3, 5, 8 and End-of-Course as was previously required.

Policy Amendments

3. Reversing Order of School Improvement Sanctions (Critical Elements 1.6 and 4.1)

Request: Virginia will allow schools the flexibility to reverse the order of sanctions in the first two years of school improvement. Supplemental educational services may be offered to eligible students attending Title I schools in improvement in the first year and public school choice in the second year.

Rationale: Currently, USED requires Title I schools in Year One Improvement status to provide eligible students the option of public school choice. Title I schools in Year Two Improvement status must provide eligible students supplemental educational services (SES) and continue to offer choice. An effective school choice plan requires time to develop and communicate to parents and the public. AYP is calculated using test scores from the spring administration; therefore, AYP determinations are not available until late July or early August. This is too close to the opening of school for choice plans to be implemented effectively. A more effective intervention strategy for the first year of improvement is offering eligible students SES while planning for choice implementation. If the school moves to Year Two Improvement status, the school would offer choice while continuing to provide SES.

Virginia has participated in a USED pilot for the past three years that permits selected school divisions to provide SES to eligible students in Title I schools in the first year of school improvement in lieu of choice, thereby reversing the order of sanctions as specified in the law. The pilot divisions report favorable results in higher levels of student participation as well as improved student achievement. As a result, Virginia believes that all schools should have this option.

4. Assessing Students with Disabilities – Use of Two Percent Proxy (Critical Element 5.3)

Request: Virginia will continue to implement the United State's Secretary of Education's Transition Option Number 1 (2 percent proxy) for the inclusion of students with disabilities in the calculation of Adequate Yearly Progress (AYP) for the 2008-2009 school year, based on assessments administered to those

students during the 2007-2008 school year. Option Number 1 permits states to make a mathematical adjustment to the proficiency rate for the students with disabilities subgroup in schools or divisions that failed to make AYP based solely on the scores of students in that subgroup. The proxy will be calculated in accordance with guidance disseminated by USED on May 10, 2005.

Rationale: The U.S. Secretary of Education has extended the use of a proxy for students with disabilities for states that are working toward developing modified achievement standards if certain eligibility conditions are met. Virginia meets the eligibility requirements as follows: 1) the statewide assessment participation rate for students with disabilities for the purpose of measuring AYP is 95 percent; 2) Virginia is in compliance with the Individuals with Disabilities Education Act (IDEA); 3) appropriate accommodations on statewide assessments are available for students with disabilities; 4) targeted statewide technical assistance efforts are being implemented to improve students' achievement for students with disabilities; 5) Virginia's assessment system has received a rating of "Approval Expected"; and 6) Virginia is making substantial progress in developing an alternate assessment based on modified achievement standards. Therefore, Virginia is requesting a continuation of the use of the proxy for certain students with disabilities under this extension.

5. Annual Measurable Achievement Objectives for Limited English Proficient (LEP) students (Consolidated State Application September 1, 2003 Submission)

Request: Virginia will extend the targets for the Annual Measurable Achievement Objectives (AMAOs) for limited English proficient (LEP) students approved by USED in the Consolidated State Application September 1, 2003, submission to include the 2008-2009 school year. The AMAOs for the percent of LEP students making progress and attaining English language proficiency will each increase by 5 percent in 2008-2009 in keeping with the previously approved trajectory. AMAOs for future years will be set after the data from the statewide implementation of the newly adopted English Language Proficiency (ELP) assessment scheduled for implementation in 2008-2009 have been analyzed.

Rationale: The AMAOs for the percent of LEP students making progress in learning English and attaining English language proficiency have been approved through the 2007-2008 school year. Currently, school divisions report the progress and proficiency results for their LEP students on an annual basis as a result of their performance on state-approved ELP assessments and if applicable, a body of evidence. Beginning with the 2008-2009 school year, it is anticipated that the majority of school divisions will implement the state-approved ELP assessment, ACCESS for ELLs. Therefore, it is recommended that the targets for progress and proficiency each increase by 5 percent in keeping with the previously approved trajectory. Once data are analyzed from the implementation of the single statewide ELP assessment, targets for future years will be proposed. (See the following table.)

Annual Measurable Achievement Objectives (AMAOs) for Limited English Proficient (LEP) Students Expressed as Percents		
School Year	Percent of LEP Students Making Progress	Percent of LEP Students Attaining English Language Proficiency
2002-2003	Baseline Year	Baseline Year
2003-2004	20	10
2004-2005	25	15
2005-2006	30	20
2006-2007	35	25
2007-2008	40	30
2008-2009	45	35
2009-2010	TBD	TBD
2010-2011	TBD	TBD
2011-2012	TBD	TBD
2012-2013	TBD	TBD
2013-2014	TBD	TBD

Board of Education Agenda Item

Item: _____ N. _____

Date: January 10, 2008

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

Presenter: Lan Neugent, Assistant Superintendent for Technology and Career Education

Telephone Number: 804-786-2260

E-Mail Address: Lan.Neugent@doe.virginia.gov

Origin:

Topic presented for information only (no board action required)

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

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

Previous Review/Action:

No previous board review/action

Previous review/action
date September 28, 2000; April 26, 2001; April 24 & 25, 2002; May 28, 2003; June 25, 2003; February 25, 2004; February 23, 2005; November 30, 2005, and November 29, 2006
action Additions and/or deletions were made to the list of board-approved examinations, assessments, and licensures.

Background Information:

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

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

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, requirements for graduation 8 VAC 20-131-50.I.4, provide students who demonstrate academic excellence and/or outstanding achievement the opportunity to earn the Board of Education’s Seal of Advanced Mathematics and Technology.

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

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

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

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

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

8 VAC 20-131-50.B.2 (Footnotes 5 and 6 and C., Footnote 5) Requirements for graduation

Verified Credits Required

Student Selected Test ⁵

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

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

Summary of Major Elements

The attached list of industry, professional, trade association certifications, or occupational competency assessments meets the Board's requirements as noted in 8 VAC 20-131-50.I.3, 8 VAC 20-131-50.I.4, 8 VAC 20-131-110, and 8 VAC 20-131-50.B.4 (Footnotes 5 and 6 and C., Footnote 5) for the Career and Technical Education Seal, the Seal of Advanced Mathematics and Technology, and student-selected verified credit.

The 13 additional industry certification examinations and occupational competency assessments in bold print have been identified as meeting criteria to satisfy requirements for the Career and Technical Education Seal and student-selected verified credit. Three of these examinations have been identified as meeting criteria to satisfy requirements for the Advanced Mathematics and Technology Seal. A list of previously approved examinations and recommended additional examinations is attached.

Industry, professional, and trade association certifications are continually being revised or discontinued to stay current with technology and new techniques. These changes may be such that individual certifications are no longer available, no longer meet the Board of Education's criteria for diploma seals or student-selected verified credit, or require additional criteria such as work experience beyond high school. Changes have been made in 48 of the certifications that were previously approved by the board. A list of certification examinations that are recommended for deletion from the board-approved list is attached.

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

- 157 credentials eligible for student-selected verified credit;
- 151 credentials eligible for the Career and Technical Education Seal; and
- 34 credentials eligible for the Advanced Mathematics and Technology Seal.

Superintendent's Recommendation:

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

Impact on Resources:

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

Timetable for Further Review/Action:

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

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

January 10, 2008 (proposed)

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

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

January 10, 2008 (proposed)

Name of Credential	Issuing Organization	Meets Board of Education Criteria		
		Student Selected Verified Credit	Career and Technical Education Seal	Advanced Mathematics and Technology Seal
Business and Information Technology				
Brainbench Systems Administration Certifications (Pass any one test in this category)	Brainbench	X	X	X
Brainbench Software Development Certifications (Pass any one test in this category)	Brainbench	X	X	X
Brainbench Web Design and Development Certifications (Pass any one test in this category)	Brainbench	X	X	X
Brainbench Web Administration Certifications (Pass any one test in this category)	Brainbench	X	X	X
Brainbench Desktop Publishing Certifications (Pass any one test in this category)	Brainbench	X	X	X
Certified Internet Web Professional (CIW) Program (Pass any one exam in this program)	ProsoftTraining	X	X	X
Certified Novell Administrator (CNA)	Novell	X	X	X
Fundamentals of Wireless LANs Examination	Cisco Systems	X	X	X
Fundamental Business Concepts	ASK Institute (DECA/MarkED)	X	X	
IC3 Certification	Certiport	X	X	X
Java Programming Examination	Cisco Systems	X	X	X
Linux+ Certification	CompTIA	X	X	X
Microsoft Certified Professional (Pass any one Microsoft Professional exam)	Microsoft	X	X	X
Microsoft Office Specialist (MOS)–(Pass any one MOS exam)	Microsoft	X	X	
Network+ Certification	CompTIA	X	X	X
Oracle Certification Program Examinations (Pass any one Oracle certification exam)	Oracle Corporation	X	X	X
Fundamentals of Unix Examination	Cisco Systems	X	X	X
Virginia Workplace Readiness Assessment/IC3 Certification Exams (pass Virginia Workplace Readiness Assessment and any one of three IC3 exams)	National Occupational Competency Testing Institute (NOCTI) and Certiport	X	X	
Family and Consumer Sciences				
Commercial Foods Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Culinary Arts Prep Cook-Level 1 Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Culinary Arts Cook-Level 2 Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Early Childhood Care and Education Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	

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

January 10, 2008 (proposed)

Name of Credential	Issuing Organization	Meets Board of Education Criteria		
		Student Selected Verified Credit	Career and Technical Education Seal	Advanced Mathematics and Technology Seal
Family and Consumer Sciences				
Hospitality Management--Food and Beverage Option Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Hospitality Management--Lodging Option Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
ProStart Program Certification (Levels I and/or 2)	Education Foundation of the National Restaurant Association	X	X	
Retail Commercial Baking Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
START Certification (Hospitality Skills)	American Hotel and Lodging Association (AH&LA)	X	X	
Health and Medical Sciences				
Certified Dental Assistant: Infection Control Examination (ICE)	Dental Assisting National Board, Inc.	X	X	
Certified Dental Assistant: Radiation Health & Safety Examination (RHS)	Dental Assisting National Board, Inc.	X	X	
Dental Assisting Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
EMS First Responder Certification	Department of Health, Office of Emergency Medical Services	X	X	
Emergency Medical Technician	Department of Health, Office of Emergency Medical Services	X	X	
Health Assisting Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Home Health Aide Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Medical Assisting Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
National Health Care Foundation Skills Standards Assessment	National Consortium on Health Science & Technical Education	X	X	
NRDA Certification (Dental Assisting)	National Allied Health Registry/National Association for Health Professionals	X	X	
NRDA Certification (Medical Assisting)	National Allied Health Registry/National Association for Health Professionals	X	X	
Nurse Aide	Virginia Board of Nursing	X	X	
Nursing Assisting Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	

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

January 10, 2008 (proposed)

Name of Credential	Issuing Organization	Meets Board of Education Criteria		
		Student Selected Verified Credit	Career and Technical Education Seal	Advanced Mathematics and Technology Seal
Health and Medical Sciences				
Virginia Pharmacy Technician Examination	Virginia Board of Pharmacy	X	X	
Marketing Education				
Fundamental Marketing Concepts	ASK Institute (DECA/MarkED)	X	X	
Lodging Management Program Certification (Levels 1 and/or 2)	American Hotel and Lodging Association (AH&LA)	X	X	
National Professional Certification in Customer Service	National Retail Federation Foundation	X	X	
Retail Trades Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Sales Certification	National Retail Federation Foundation	X	X	
Technology Education				
AutoCAD Certifications (Pass any one exam)	Brainbench	X	X	
Autodesk Application Certification Program (Pass any one exam)	Autodesk	X	X	
Certified SolidWorks Professional	SolidWorks Corporation	X	X	
Electronic Technology Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Manufacturing Technology Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Pre-Engineering Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Pre-Skills Assessment for Mastercam Assessment	Mastercam--Administered by National Occupational Competency Testing Institute (NOCTI)	X	X	
Trade and Industrial Education				
A+ Certification (Pass any one exam from 2006 certification program)	CompTIA	X	X	X
Access Certification	American Culinary Federation, Inc. (ACF)	X	X	
Advertising and Design Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	

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

January 10, 2008 (proposed)

Name of Credential	Issuing Organization	Meets Board of Education Criteria		
		Student Selected Verified Credit	Career and Technical Education Seal	Advanced Mathematics and Technology Seal
Trade and Industrial Education				
Audio-Visual Communications Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Automotive Technician Examination (ASE)-(Pass any one exam from Automobile Technician Test Series)	National Institute for Automotive Service Excellence	X	X	
Architectural Drafting Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Automotive Youth Educational Systems (AYES) Exit Examinations (Pass any two AYES exit exams)	Automotive Youth Educational Systems	X	X	
Basic Principles of Construction: Residential Construction Academy Examination	Delmar Thomson Learning/Home Builders Institute	X	X	
Basic Installer Exam, Mobile Electronics Certified Professional	Consumer Electronics Association	X	X	
CAD Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Cabinetmaking Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Carpentry Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Carpentry: Residential Construction Academy Examination	Delmar Thomson Learning/Home Builders Institute	X	X	
Carpentry Level One, National Construction Career Test	National Center for Construction Education & Research (NCCER)	X	X	
Certified Computer Service Technician	Electronics Technicians Association, International (ETA)	X	X	X
Certified Electronics Technician Associate (CET)	Electronics Technicians Association, International (ETA)	X	X	
Certified Satellite Dish Installer	Electronics Technicians Association, International (ETA)	X	X	
CISCO CCNA Academy End-of-Course Examinations (Pass any two end-of-course exams, Levels 1-4)	CISCO Systems	X	X	X
CISCO Certified Networking Associate (Pass any one exam in CCNA certification program)	CISCO Systems	X	X	X
Collision Repair Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Collision Repair and Refinishing Technician (ASE)-(Pass any one exam from Collision Repair & Refinish Test Series)	National Institute for Automotive Service Excellence	X	X	
Collision Repair/Refinishing Technology Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	

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

January 10, 2008 (proposed)

Name of Credential	Issuing Organization	Meets Board of Education Criteria		
		Student Selected Verified Credit	Career and Technical Education Seal	Advanced Mathematics and Technology Seal
Trade and Industrial Education				
Computer Networking Fundamentals Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	X
Computer Repair Technology Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	X
Construction Masonry-Blocklaying Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Construction Masonry-Bricklaying Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Construction Technology Test	National Center For Construction Education & Research (NCCER)	X	X	
Computer Technology Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	X
Copper Based Cabling Certification	RBT Systems, Inc.	X	X	
Core: Introductory Craft Skills, National Construction Career Test	National Center For Construction Education & Research (NCCER)	X	X	
Cosmetology Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Criminal Justice Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Data Cabling Installer Certification (DCIC)	Electronics Technicians Association, International (ETA)	X	X	
Diesel Engine Mechanics Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Drafter Certification	American Design Drafting Association	X	X	
Electrical Construction Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Electrical Occupations Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Electrical Principles: Residential Construction Academy Examination	Delmar Thomson Learning/Home Builders Institute	X	X	
Electrical, National Construction Career Test	National Center For Construction Education & Research (NCCER)	X	X	
Electronics Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
EPA Technician Certification (Levels I, II, or III)	Environmental Protection Agency (Authorized Entity)	X	X	

**Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensures
January 10, 2008 (proposed)**

Name of Credential	Issuing Organization	Meets Board of Education Criteria		
		Student Selected Verified Credit	Career and Technical Education Seal	Advanced Mathematics and Technology Seal
Trade and Industrial Education				
Fiber Optic Network Cabling Certification	RBT Systems, Inc.	X	X	
Fiber Optics Installer Certification	Electronics Technicians Association, International (ETA)	X	X	
Firefighter I Certification	Virginia Department of Fire Programs	X	X	
General Drafting and Design Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Graphic Communication Technology Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Graymark Cabling Installation Certification	Graymark International	X	X	
Heating, Electrical, Air Conditioning Technology (HEAT) Examination (Pass any one exam)	HVAC Excellence	X	X	
Heating, Ventilation, Air Conditioning (HVAC) Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Heating, Ventilation, Air Conditioning & Refrigeration (HVAC/R) Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Heavy Equipment Operations Level One	National Center For Construction Education & Research (NCCER)	X	X	
House Wiring: Residential Construction Academy Examination	Delmar Thomson Learning/Home Builders Institute	X	X	
HVAC: Residential Construction Academy Examination	Delmar Thomson Learning/Home Builders Institute	X	X	
HVAC, National Construction Career Test	National Center For Construction Education & Research (NCCER)	X	X	
HVAC Excellence Certification Program (Pass any one exam in this program)	HVAC Excellence	X	X	
Industrial Maintenance Mechanic Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Installer (or Service) Core Certification (HVAC)	North American Technician Excellence, Inc. (NATE)	X	X	
IT Essentials 1 Examination (PC Hardware and Software)	Cisco Systems	X	X	X
IT Essentials 2 Examination (Network Operating Systems)	Cisco Systems	X	X	X
Machining Skills--Level I (Pass any one Machining (Level 1) examination with performance component)	National Institute for Metalworking Skills (NIMS)	X	X	
Masonry Level One, National Construction Career Test	National Center For Construction Education & Research (NCCER)	X	X	
National Automotive Technicians Education Foundation (NATEF) End of Program Test Series Examinations (Pass any two NATEF, End of Program Test Series, exams)	National Automotive Technicians Education Foundation	X	X	

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

January 10, 2008 (proposed)

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

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

January 10, 2008 (proposed)

Name of Credential	Issuing Organization	Meets Board of Education Criteria		
		Student Selected Verified Credit	Career and Technical Education Seal	Advanced Mathematics and Technology Seal
License				
Nail Technician	Board of Barbers and Cosmetology (Virginia Department of Professional and Occupational Regulation)	X	X	
Real Estate Salesperson	Virginia Real Estate Board (Dept. of Professional & Occupational Regulation)	X	X	
Examination				
Advanced Placement Computer Science A	The College Board	Passing Score = 3		Passing Score = 3
Advanced Placement Computer Science AB	The College Board	Passing Score = 3		Passing Score = 3
College Level Examination Program (CLEP): Information Systems and Computer Applications	The College Board	Passing Score = 52		Passing Score = 52
International Baccalaureate Computer Science (Standard Level)	The International Baccalaureate Organization	Passing Score = 3		Passing Score = 3
International Baccalaureate Computer Science (Higher Level)	The International Baccalaureate Organization	Passing Score = 3		Passing Score = 3
International Baccalaureate Information Technology in a Global Society (IB6613) (Standard Level)	The International Baccalaureate Organization	Passing Score = 3		Passing Score = 3
Note: New industry certification credentials and occupational competency assessments are printed in bold.				

Deletions to Board of Education's Approved Industry Certifications and Licenses

January 10, 2008 (proposed)

Certifications	Issuing Organization	Deletions
A+ Certification (2003 objectives)	CompTIA	Credential has been discontinued.
A+ Certification: Core Hardware Examination	CompTIA	Credential has been discontinued.
A+ Certification: Operating Systems Technologies Examination	CompTIA	Credential has been discontinued.
Adobe Certified Expert (ACE)	Adobe Systems Incorporated	Has proven too robust for secondary level.
Air Conditioning Certification	HVAC Excellence	Student can become credentialed at a lower level in certification program.
BICSI Registered Installer Certification, Level 1	BICSI (International Telecommunications Association)	Has proven too robust for secondary level.
Carpentry, National Construction Career Test	National Center For Construction Education & Research (NCCER)	Credential has been discontinued.
Certification for Legal Professionals (ALS)	Associate for Legal Professional (NALS)	Is not being used at secondary level.
Certified Fiber Optics Installer (CFOI)	The Association of Communications & Electronics Schools, International	Is not being used at secondary level.
Certified Internet Webmaster Associate: Internet Business Foundations Examination	ProsoftTraining	Covered by an existing credential.
Certified Internet Webmaster Associate: Network Technology Foundations Examination	ProsoftTraining	Covered by an existing credential.
Certified Internet Webmaster Associate: Site Development Foundations Examination	ProsoftTraining	Covered by an existing credential.
Certified Internet Webmaster Professional	ProsoftTraining	Student can become credentialed at a lower level in certification program.
CISCO CCNA Examination: Interconnecting CISCO Networking Devices Examination	CISCO Systems	Credential has been discontinued.
CISCO CCNA Examination: Introduction to CISCO Networking Technologies Examination	CISCO Systems	Credential has been discontinued.
Commercial Air Conditioning Certification	HVAC Excellence	Student can become credentialed at a lower level in certification program.
Commercial Refrigeration Certification	HVAC Excellence	Student can become credentialed at a lower level in certification program.
Construction Electricity Assessment	National Occupational Competency Testing Institute (NOCTI)	Credential has been discontinued.
Customer Support Specialist Certification	Help Desk Institute	Is not being used at secondary level.
Electric Heat Certification	HVAC Excellence	Student can become credentialed at a lower level in certification program.
Food Production Management and Services Assessment	National Occupational Competency Testing Institute (NOCTI)	Credential has been discontinued.

Deletions to Board of Education's Approved Industry Certifications and Licenses

January 10, 2008 (proposed)

Certifications	Issuing Organization	Deletions
Gas Heat Certification	HVAC Excellence	Student can become credentialed at a lower level in certification program.
Heat Pump Certification	HVAC Excellence	Student can become credentialed at a lower level in certification program.
HTI+ Residential Systems Examination	CompTIA	Credential has been discontinued.
HTI+ Systems Infrastructure and Integration Examination	CompTIA	Credential has been discontinued.
iNet+ Certification	CompTIA	Credential has been discontinued.
International Computer Driving License	ICDL US	Is not being used at secondary level.
Light Commercial Heating & Air Conditioning Certification	Air Conditioning and Refrigeration Institute	Has proven too robust for secondary level.
Macromedia Certified Professional	Macromedia	Is not being used at secondary level.
Masonry, National Construction Career Test	National Center For Construction Education & Research (NCCER)	Credential has been discontinued.
Master CIW Administrator Certification	ProsoftTraining	Student can become credentialed at a lower level in certification program.
Master CIW Designer Certification	ProsoftTraining	Student can become credentialed at a lower level in certification program.
Master CIW Enterprise Developer Certification	ProsoftTraining	Student can become credentialed at a lower level in certification program.
Master CIW Web Site Manager Certification	ProsoftTraining	Student can become credentialed at a lower level in certification program.
Metalworking and Fabrication Assessment	National Occupational Competency Testing Institute (NOCTI)	Credential has been discontinued.
Microsoft Certified Applications Developer (MCAD)	Microsoft	Student can become credentialed at a lower level in certification program.
Microsoft Certified Systems Administrator (MCSA)	Microsoft	Student can become credentialed at a lower level in certification program.
Microsoft Certified Systems Engineer (MCSE)	Microsoft	Student can become credentialed at a lower level in certification program.

Deletions to Board of Education's Approved Industry Certifications and Licenses

January 10, 2008 (proposed)

Certifications	Issuing Organization	Deletions
Refinishing Technology Assessment	National Occupational Competency Testing Institute (NOCTI)	Credential has been discontinued.
Sun Certified Associate for Java 2 Platform	Sun Microsystems	Has proven too robust for secondary level.
Supporting Users and Troubleshooting a Microsoft Windows XP Operating System (Microsoft Exam: 70-271)	Microsoft	Covered by an existing credential.
Supporting Users and Troubleshooting Desktop Applications on a Microsoft Windows XP Operating System (Microsoft Exam: 70-272)	Microsoft	Covered by an existing credential.
Voice and Data Cabling Examination	Cisco Systems	Credential has been discontinued.
Web Design Examination	Cisco Systems	Credential has been discontinued.
WOW Certified Apprentice Webmaster (CAW)	World Organization of Webmasters	Is not being used at secondary level.
WOW Certified Web Administrator Apprentice (CWAA)	World Organization of Webmasters	Is not being used at secondary level.
WOW Certified Web Designer Apprentice (CWDSA)	World Organization of Webmasters	Is not being used at secondary level.
WOW Certified Web Developer Apprentice (CWDVA)	World Organization of Webmasters	Is not being used at secondary level.

local level. Negotiations for the level of performance between the state and OVAE will continue to be negotiated under this law. However, Perkins IV has added a negotiation process for performance standard levels between the state and each local division served. These negotiations must insure that the state levels required by OVAE are met. The earliest sanctions at the state level would be during the 2008-2009 year although this is still being discussed. Sanctions at the state level can include reduction of state administration funds. Historically, Virginia has met 100 percent of its performance standards. At this point, the sanctions for local divisions do not take effect until 2009-2010. Sanctions at the local level have not been determined, but templates and procedures for Local Improvement Plans are in place from Perkins III and may be continued under Perkins IV.

Appendices A, B, C, D, and E will be added prior to submission to USED.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education accept for the first review Virginia's proposed state plan for the *Carl D. Perkins Career and Technical Education Act of 2006*.

Impact on Resources: Impact on resources will be determined by requirements of the Perkins IV law.

Timetable for Further Review/Action: After public hearings the plan, with any changes, will be resubmitted for final approval at the March 2008 Board meeting.

U. S. Department of Education
Office of Vocational and Adult Education

The Carl D. Perkins
Career and Technical Education Act of 2006

STATE PLAN COVER PAGE

State Name: Virginia

Eligible Agency Submitting Plan on Behalf of State:
Virginia Board of Education

Person at, or representing, the eligible agency responsible for answering questions
on this plan:

Signature: _____

Name: Elizabeth M. Russell

Position: State Director, Career and Technical Education, Virginia Department of Education

Telephone: (804) 225-2847

Email: Elizabeth.Russell@doe.virginia.gov

Type of State Plan Submission (check *all* that apply):

6-Year

1-Year Transition

Unified - Secondary and Postsecondary

Unified - Postsecondary Only

Title I only (*All Title II funds have been consolidated under Title I*)

Title I and Title II

CHECKLIST OF STATE PLAN SUBMISSION REQUIREMENTS

State Plan Items	Six-Year Plan
PART A: STATE PLAN NARRATIVE	
Planning, Coordination, and Collaboration Prior to State Plan Submission	All items required
Program Administration	All items required
Provision of Services for Special Populations	All items required
Accountability and Evaluation	All items required
Tech Prep Programs	All items required if State is using all or a portion of its Title II grant funds for its tech prep programs
Financial Requirements	All items required
EDGAR Certifications	All items required
Other Assurances	All items required
PART B: BUDGET FORMS	
Title I – Basic Grant	All items required
Title II – Tech Prep Programs	All items required if using all or a portion of its Title II grant funds for its tech prep programs
PART C: ACCOUNTABILITY FORMS	
Definitions	All items required
Final Agreed Upon Performance Levels (FAUPL) Form – Secondary Level	All items required
Final Agreed Upon Performance Levels (FAUPL) Form – Postsecondary/Adult Levels	All items required

PART A: STATE PLAN NARRATIVE

I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION

A. Statutory Requirements

- 1. You must conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State plan. [Sec. 122(a)(3)]**

Public Hearings (4) have been set for January 29, February 5, February 12, and February 21, 2008. Listed below are the dates, times, locations, state staff, and Virginia State Board of Education members participating in the public hearings.

See Appendix A for complete listings.

- 2. You must include a summary of the above recommendations and the eligible agency's response to such recommendations in the State plan. [Sec. 122(a)(3)]**

The summary of the public hearings will be inserted after the hearings have been held on December 12, 2007, January 7 and 10, 2008 and prior to the final review by the Virginia State Board of Education.

- 3. You must develop the State plan in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State tech prep coordinator and representatives of tech prep consortia (if applicable); entities participating in activities described in section 111 of Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. You also must consult the Governor of the State with respect to development of the State plan. [Sec. 122(b)(1)(A)-(B)]**

The Virginia State Plan has been developed in consultation with all stakeholders. Attachments to the plan (Appendix D) will provide the state planning committee, agendas for all meetings, and the minutes from those meetings. The committee consisted of two college/university representatives; three community college representatives, including the Director for Postsecondary Perkins-Tech Prep; two special populations representatives, including one from the Department of Corrections; three career and technical education administrators; four career and technical education secondary classroom teacher representatives; four core academic classroom teachers representatives; one charter school representative; one parent; one student representing the Virginia State Board of Education

Student Advisory Council; two guidance and academic counselors, including one serving as a career coach and one representing the Virginia School Counselors Association; three representatives from small business/industry, large business/industry and labor, and a representative from the State Workforce Investment Board.

All committee representatives were nominated or recommended from their professional associations or required representative organizations.

The proposed state plan will be submitted to the Governor's office for review prior to submission of the plan to the United States Department of Education.

4. You must develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities listed in item 3 above to participate in State and local decisions that relate to development of the State plan. [Sec. 122(b)(2)]

As noted above, all state plan committee members were nominated or appointed from their respective organizations to serve. Those members received a notebook prior to the first meeting that contained information on career and technical education organization, services, programs, and major initiatives; career and technical education student organizations; state and federal budgets; state advisory council members; the Virginia Career Education Foundation; career clusters/pathways; industry certification and credentialing; special projects; major resource guides, data collection; Department of Corrections; Virginia Community College System; 2007-2008 Transitional Plan; 2007 Virginia legislation; and professional association information. Committee members were also provided with the *Perkins Act of 2006: the Official Guide*, published by the Association for Career and Technical Association. Committee members were asked to become familiar with the contents of the notebook prior to the first meeting in June, 2007. The agendas and minutes will show that committee members were given an overview of notebook documents and an overview of career and technical education in Virginia prior to dividing into sub-groups for assessment, clusters/career pathways/programs of study, collaboration, and special projects. The groups were facilitated by CTE Resource Center writer-editors. Comments were encouraged from committee members when minutes were disseminated. As a result of the Virginia PTA education committee member serving on the state plan committee, the Virginia PTA passed a resolution in support of career and technical education at their state conference in October, 2007; had Virginia Department of Education staff present at the PTA state conference; included information on career clusters and career pathways in all conference participants' packets; and asked the VDOE to provide a display on career and technical education at the state conference.

Virginia Department of Education (VDOE) staff, including the CTE administrator, program specialists, the data specialist, and the grants manager, as well as the Assistant Superintendents for Instruction and for Technology and Career Education, served as ad hoc resource persons.

The proposed Virginia state plan will be submitted to the State Council of Higher Education for Virginia, the Virginia Community College System, and the Secretary of Education's office prior to the final review by the Virginia State Board of Education and prior to the public hearings. The proposed Virginia state plan will be placed on the Career and Technical Education Web site for all public viewing and comment.

- 5. You must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, tech prep education, and secondary career and technical education after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary career and technical education, and the State agency responsible for secondary education. If a State agency finds that a portion of the final State plan is objectionable, the State agency must file its objections with you. You must respond to any objections you receive in the State plan that you submit to the Secretary. [Sec. 122(e)(3)]**

Any objections and responses to those objections will be included as part of the Appendices. Amounts designated for each entity will be shown in the budget and activities will be explained in the state plan narratives.

II. PROGRAM ADMINISTRATION

A. Statutory Requirements

- 1. You must prepare and submit to the Secretary a State plan for a 6-year period; or**

You may prepare and submit a transition plan for the first year of operation of programs under the Act. [Sec. 122(a)(1)]

Transitional Plan was submitted for 2007 – 2008.

- 2. You must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance.**

INTRODUCTION

The Perkins IV legislation addresses establishing a statewide system of career pathways that bring together secondary, postsecondary, workforce boards and business/industry. These partnerships will connect education, workforce development and economic development. By connecting to the economy, programs will focus on high skill, high wage, and high demand occupations and relate to the economy. Utilizing this system will allow Virginia to ensure modern, durable and rigorous programs, have continued program improvement, and be globally competitive.

Perkins IV minimizes the focus on sub-baccalaureate careers and emphasizes preparation for postsecondary education and employment. This can be done by aligning rigorous academic content standards and student achievement standards (NCLB).

Programs of study for career pathways should have a consistent foundation of knowledge and skills across the state with additional regional requirements added to programs, if needed. These programs of study should enhance secondary and postsecondary collaboration and link (or lead to) articulation agreements. Strategies that reinforce the Perkins' Programs of Study and technical assessment are in Virginia's Economic Development Strategic Plan that calls for collaborative efforts to ensure that Virginia is producing results and value in the workforce system that meets business needs and is also responsive to long-range talent and skills forecasts as well as emerging needs.

An initial "Train-the-Trainers" activity was conducted on December 18, 2007 for state Virginia Department of Education staff, designated Virginia Community College System staff, and the Virginia Career and Technical Education Curriculum Resource Center Staff for development and implementation of the Career Pathways: Program of Study statewide initiative. This activity will be conducted by consultants provided through the *States' Career Clusters Initiative*. This initiative was established under the National Career Technical Education Foundation (NCTEF). After this activity, the VDOE and VCCS will work collaboratively to develop a statewide career pathways plan and a common definition for career pathways for all state and local partnering agencies.

Additional training will be held at both the secondary and postsecondary levels.

SECONDARY

Many of the initiatives and activities designed to enhance student achievement in academics and career and technical education that were approved for Virginia under Perkins III will continue to be supported with Perkins IV funding. In addition, other initiatives that improve the academic and career and technical education components through integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the core academic subjects (as defined in Section 9101 of the Elementary and Secondary Education Act of 1965) and CTE subjects will be implemented and evaluated.

Activities designed to meet or exceed state-adjusted levels of performance that include the programs to be carried out, the criteria that will be used to approve local applications, how students will be prepared for postsecondary opportunities and careers, and how funds will be used for development of new courses/programs are described in this section.

VDOE positions supervising the eight career and technical program areas, two cluster coordinators, and director of the Office of Career and Technical Education Services (OCTES) will work together with the Virginia Community College System (VCCS) to develop and implement the Perkins required programs of study. The Perkins requirements for programs of study include the following:

- incorporate secondary education and postsecondary education elements;
- include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
- may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and
- lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

These programs of study will be utilized to strengthen career assessment activities at the middle school level, provide opportunities for students to prepare for industry certifications/credentials and a high school diploma, provide students and parents information on careers, and encourage students to seek a higher level of academic achievement.

Virginia will continue to reinforce high academic achievement for secondary students and provide postsecondary connections through the High Schools That Work program, State Scholars Initiative (Commonwealth Scholars Initiative), Tech Prep programs, dual enrollment courses, and validated course credits through which high school students may earn college credits in escrow through satisfactory performance on a certification or licensure examination or end of program or course assessment commonly administered at both secondary and postsecondary levels.

The requirements for Virginia's Standard and Advanced Studies Diplomas require rigorous content for graduation. In addition the regular standard credits, students must also earn a minimum of six verified credits by passing end-of-course tests or other assessments approved by the Board of Education. The information for both the Standard and Advanced Studies Diplomas are detailed on pages 9 through 11.

Standard Diploma Requirements. To graduate with a Standard Diploma, students must earn at least 22 standard units of credit by passing required courses and electives, and earn at least six verified credits by passing end-of-course SOL tests or other assessments approved by the Board of Education. The table below displays the minimum course and credit requirements for a Standard Diploma.

Standard Diploma Course Requirements (8 VAC 20-131-50.B)			
Discipline Area	Standard Credits Effective with ninth graders in 1998-99	Verified Credits - Effective for Ninth Graders in . . .	
		2000-01 through 2002-03	2003-04 and beyond
English	4	2	2
Mathematics [Note 1]	3		1
Laboratory Science [Notes 2 & 6]	3		1
History and Social Sciences [Notes 3 & 6]	3		1
Health and Physical Education	2		
Fine Arts or Career & Technical Education	1		
Electives [Note 4]	6		
Student Selected Test [Note 5]		4	1
Total	22	6	6

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

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

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

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

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

NOTE 6: Students who complete a career and technical [education] program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (1) the student selected verified credit and (2) either a science or history or social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement.

Advanced Studies Diploma. To earn an Advanced Studies Diploma, students must earn at least 24 standard units of credit and at least nine verified units of credit. The table below displays the course and credit requirements for an Advanced Studies Diploma.

Advanced Studies Diploma Course Requirements (8 VAC 20-131-50.C)		
Discipline Area	Standard Credits Effective with ninth graders in 1998-99 and later	Verified Credits Effective with ninth graders in 2000-01 and later
English	4	2
Mathematics [Note 1]	4	2
Laboratory Science [Note 2]	4	2
History and Social Sciences [Note 3]	4	2
Foreign Languages [Note 4]	3	
Health and Physical Education	2	
Fine Arts or Career & Technical Education	1	
Electives	2	
Student Selected Test [Note 5]		1
Total	24	9

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

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

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

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

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

Fine Arts or Career and Technical Education - The Advanced Studies Diploma contains a requirement for one standard unit of credit in a fine arts or career and technical education course. The Standards of Accreditation do not require that courses used to satisfy the requirement of a fine arts or career and technical education course be approved by the board. Therefore, local school officials should use their own judgment in determining which courses students take to satisfy the requirement of a unit of credit in fine arts or career and technical education for the Advanced Studies Diploma.

Foreign Language - The Advanced Studies Diploma contains a requirement for either three years of one foreign language or two years of two languages. In March 1998, the Board of Education approved the provision of three years of instruction in American Sign Language (ASL) for foreign language credit toward an Advanced Studies Diploma; other foreign languages will satisfy this requirement as well. See Superintendent's Memorandum, Interpretive, No. 1, June 12, 1998.

POSTSECONDARY

The Virginia Community College System (VCCS) vision of Perkins IV for a program of study is a statewide system of career pathway development that brings together not only state and local leaders in Perkins and Tech Prep, but also Apprenticeship programs, Adult Education and high school dropout recovery programs, Department of Labor and National Science Foundation grant projects, and state funded initiatives such as the Virginia

Community Colleges Institutes of Excellence that are targeted to the development and dissemination of new programs in emerging technologies.

In order to build a career pathways system that brings together a variety of workforce targeted programs, VCCS personnel now dedicated to individual programs related to career pathways – such as Perkins/Tech Prep, Career Coaches, National Science Foundation grants, Apprenticeship Related Instruction, Middle College, Career Readiness Certificate, and Institute of Excellence credit and non-credit workforce programs will come together in a new VCCS cross-functional team. This team will report to the Vice Chancellor of Workforce Development, VCCS, and will collaboratively lead and manage VCCS career pathway initiatives.

As noted in the Introduction, one of the deliverables for the statewide career pathways plan is to establish a common definition for career pathways for all state and local partnering agencies. Within the VCCS, a transitional definition of career pathways will be used until state agencies officially approve a final statewide version.

One of the most enduring innovations under Perkins III that VCCS postsecondary Perkins and Tech Prep funding helped to disseminate was development of a model for career coaching and partial support for more than 85 career coaches, community college employees, who are currently based in more than 130 high schools throughout the Commonwealth. The more than 19% statewide increase in enrollment in postsecondary Tech Prep programs of study by high school graduates from high schools with a career coach as compared to graduates from high schools without a career coach suggests the direct relevance of career coaches to attainment by the state of new Perkins and Tech Prep performance measures. The VCCS thus plans to work with VDOE to identify additional funding sources to support new career coach positions as well as to continue fiscal support of those career coach positions currently funded through Postsecondary Perkins and Tech Prep.

- (a) The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—**
- i. Incorporate secondary education and postsecondary education elements;**
 - ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;**
 - iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and**

iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

Secondary career and technical education in Virginia has eight program areas, each of which is designed to prepare students for particular fields of study that require rigorous mastery of both academic and technical skills.

During the 2007–2008 transition year of the *Carl D. Perkins Career and Technical Education Act of 2006*, Virginia will provide state-approved sample programs of study in Information Technology and Manufacturing for possible adoption by local educational agencies and postsecondary institutions as an option to students when planning for and completing future coursework. These programs of study incorporate both the secondary and postsecondary elements of a program of study as required by Perkins and are built on written program articulation agreements that provide a consistent procedure whereby high school graduates of public schools in the Commonwealth of Virginia who are enrolled in these programs may transition into an appropriate community college associate of applied science or associate of science degree program in Information Technology or Manufacturing without duplication of instruction.

Appropriate academic and career and technical courses are identified to provide consistent and rigorous content as identified by required statewide Standards of Learning (SOL) for academic courses and required essential competencies for career and technical courses. These required SOL and essential competencies align with the required preparation for postsecondary education, as determined by participating postsecondary faculty/reviewers, and help to prepare students for both postsecondary education and the workplace. Future curriculum revisions will seek additional input from postsecondary faculty.

Secondary students may also earn Virginia Community College System college credits through dual enrollment. To increase portability of college credits earned through early college programs to all 23 community colleges, beginning in 2007-2008, dual-enrollment will become the primary vehicle in Virginia of awarding early college credits in career and technical education program areas.

Sample programs of study lead to industry certifications at the secondary level such as the Internet Computing and Core Certification (IC³) that is contained within the sample program of study in Information Technology. The three levels of testing for this certification are: Computing Fundamentals, Key Applications, and Living Online (IC³) that prepare the student for further industry certification and an associate degree at the postsecondary level.

Local educational agencies may also develop local agreements and programs of study with community or four-year colleges that include the required components as set forth in the *Carl D. Perkins Career and Technical Education Act of 2006* and that have been

approved by the Virginia Department of Education, Office of Career and Technical Education Services, and the Virginia Community College System.

In 2007–2008, the VCCS will work with the VDOE, colleges, universities, and school divisions to identify career and technical education program areas that are appropriate to the development of statewide programs of study and articulation agreements. These programs of study will include: alignment of curriculum, non-duplicative course sequences from high school through community college and, as appropriate, alignment with university level programs. These programs of study will reference local opportunities for students to participate in dual-enrollment courses to gain college credits for course work completed during students' high school studies.

To achieve the goal of developing statewide career pathways, the VDOE and VCCS will work with state-level stakeholders in education and economic and workforce development to identify and prioritize from the list of United States Education Department (USED) career clusters and pathways, those pathways that are most critical to Virginia's economic future. In the context of development of the statewide career pathways plan, VDOE and VCCS will work with the stakeholders to address those prioritized pathways which might be strengthened in terms of outcomes through adoption of a uniform curriculum throughout the state at the appropriate secondary and postsecondary levels. From the list of prioritized pathways, the VCCS will work with colleges to develop a common postsecondary curriculum and with VDOE to conduct an alignment analysis of secondary and postsecondary curriculum.

More commonly, community college or school division partners may identify a need for a common set of foundation courses that could simultaneously serve as 11th and 12th grade high school career and technical education courses and also as dual enrollment courses, courses for apprenticeship-related instruction, and more. In these cases and through collaborative efforts and funding, VCCS and VDOE will work with school divisions and colleges to align curricula and establish skills standards-based foundation courses.

(b) How you, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above.

The sample of a statewide program of study has been developed through collaborative efforts between the Virginia Department of Education and the Virginia Community College System and disseminated to local educational agencies and postsecondary institutions.

Secondary and postsecondary faculty and business and industry representatives were utilized to develop the program of study with the required components. Based on utilization of these templates in the 2007 - 2008 school year and review by the VDOE and VCCS leadership, a final version of the statewide template for programs of study will be available in 2008 – 2009.

The Department of Education will also approve locally developed programs of study for local education agencies that: 1) are submitted through the required Local Plan and Budget process; 2) have been approved through the appropriate postsecondary institution that the program of study is articulated with; and 3) meet the required components of the Perkins law. The VCCS will continue to approve postsecondary programs and Tech Prep programs of study.

(c) How you will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions.

Virginia has a history of successful implementation of articulation projects, beginning in the late 1970s. *Articulation* is defined as a process of instructional coordination by which students can proceed from one program level to the next in an orderly manner. Its purpose is to assure that students receive all necessary instruction without duplicating what they have already learned. The focus of articulation is on agreements established between secondary and postsecondary schools, and that include active business and industry involvement.

The 2004 Virginia General Assembly directed the Board of Education, the State Board for Community Colleges, and the State Council of Higher Education to develop a statewide template for articulation agreements for career and technical education (CTE).

A task force of staff members and stakeholders from the Virginia Department of Education (VDOE), Virginia Community College System (VCCS), and State Council of Higher Education for Virginia (SCHEV) and the State Committee on Transfer, comprised of representatives of VDOE, VCCS, and four-year institutions, are developing statewide articulation models for each of the seven areas of career and technical education (Agricultural Education, Business and Information Technology, Family and Consumer Sciences, Health and Medical Sciences, Marketing, Technology Education, and Trade and Industrial) identified by the Virginia Department of Education. The identified components of a CTE articulation agreement are a first step in building a common foundation for all CTE programs and in stimulating increasingly productive partnerships between career and technical programs of differing levels and different locales.

Work teams identified both components of an effective articulation agreement common to all seven CTE program areas and those features of an effective articulation agreement that the group deemed to be specific to their assigned program areas. The teams developed a general articulation model as well as a sample articulation agreement for each program area that incorporated the following components:

- General Conditions
- Maintenance of the Agreement
- Specific Conditions
- Assessment and Data Collection
- Implementation.

The Virginia Community College presented on behalf of the three agencies (VDOE, VCCS, and SCHEV) to the Advisory Council on Career and Technical Education and the report was approved by the board of each agency, along with an executive summary, to the Governor and the General Assembly to the 2005 Regular Session of the General Assembly. (House Document No. 33, Publication Year 2005, “Report on the Development of a Template for a Statewide Articulation Agreement for Career and Technical Education”, State Council of Higher Education for Virginia, Board of Education, and State Board for Community Colleges, Enabling Authority HJR 125 [2004])

VCCS and VDOE will move towards development and implementation of statewide career pathways or articulated programs of study that genuinely align with not only community college but university entry level requirements and curriculum. For programs of study that can and should be extended through a baccalaureate degree, universities will be engaged in development of state level career pathways. One statewide articulation agreement between the VDOE and VCCS has been developed and at the time of development, the VCCS and SCHEV had also agreed on identified articulated courses. This process will continue to allow teams of VDOE, VCCS, and SCHEV representatives to develop and implement additional agreements between secondary and postsecondary education institutions. The identified components of the statewide articulation agreement template also apply to the development of articulation agreements at the local level. These may be approved at the state level by the Virginia Department of Education and the Virginia Community College System.

(d) How programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients.

As programs of study are developed through this process and approved by the Virginia Department of Education and Virginia Community College System, they will be disseminated electronically and through professional development activities for career and technical administrators, deans, provosts, Tech Prep directors, supervisors, guidance counselors, and career coaches.

Specifically, the information for Career and Technical Education Programs of Study will be disseminated through the following methods as they are developed and approved at the state level:

- Career and technical education administrative meetings at both the secondary and postsecondary levels;
- The Virginia Department of Education, Office of Career and Technical Education Web site in the *Administrative Planning Guide*;
- Virginia Community College Web sites; and
- Virginia Career and Technical Education Career Resource Center Web site in the VERSO approved curriculum frameworks.

Local school divisions will then utilize guidance counselors, career counselors, and career coaches to provide information and advisement on career pathways to Virginia's high school students. Career coaches are community college employees who are based in local high schools to assist students in preparing for higher education and careers and to increase student access to college programs and services, postsecondary faculty, and business and industry. Currently, career coaches are based in more than 80 of the 399 high schools, alternative centers, charter schools, Governor's schools and combined schools in Virginia. The VCCS and VDOE continue to develop and expand the Career Coaches initiative statewide.

(e) The secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by you, to develop, improve, and expand access to appropriate technology in career and technical education programs.

Virginia's General Assembly continues to increase the amount of state funding for career and technical education equipment for school divisions. The increased funding allows local school divisions to update current CTE programs and to implement new programs that are responsive to the needs of business and industry. These programs address the requirements of new and emerging technologies. The new technology also allows students to have improved preparation for industry certification testing.

Professional development activities will continue to be implemented to assist career and technical education personnel in the use of technology to improve and expand career and technical education. Training may include, but is not limited to, the use of state-of-the-art technology (e.g., virtual learning); software and operation of equipment needed for course management, instructional presentation, and data management; utilization of Internet search strategies for teachers and students; introduction to HTML, Virtual Basic, and JAVA programming; and other emerging technologies. Other professional development activities will focus on teacher updates that address the inclusion of technology and its effect on specific career and technical programming and how to establish and maintain partnerships with high technology and telecommunications businesses and industries.

The VDOE will continue to support the Geospatial Instructional Application Initiative begun in 2006 that provided an opportunity for each middle and high school to receive geographic information systems (GIS) software to enhance instruction in agricultural education, geography, science, and technology education by engaging students in the content through geospatial applications. First priority in this endeavor was given to agricultural, geography, science, and technology education teachers. The Geospatial Instructional Applications Institutes provided high quality professional development experience using ArcView 9 GIS software and global positioning system (GPS) units. These technologies allow teachers to explore and analyze the natural and human-made world, from local to global, with their students.

Statewide technology training for academic and career and technical education faculty is provided on an annual basis through the VCCS New Horizons Conference which is

partially supported by Perkins funds. Standard technology training for VCCS and college personnel includes computer applications and Blackboard for E-learning and communication. Current or planned VCCS initiatives designed to integrate technology into the practice of all educators and counselors within the VCCS system include faculty/counselor training in using podcasts, vodcasts, video, and computer gaming software to enhance student engagement and instructional effectiveness. Additionally, through both Perkins and National Science Foundation (NSF) initiatives, the VCCS is working with the Virginia Space Grant Consortium, Virginia Tech, VDOE, and other stakeholders to integrate GIS/GPS technologies across the curriculum. In conjunction with this goal, state and regional faculty/teacher training in GIS/GPS technologies will be offered.

(f) The criteria that you will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will—

- i. Promote continuous improvement in academic achievement;**
- ii. Promote continuous improvement of technical skill attainment; and**
- iii. Identify and address current or emerging occupational opportunities.**

SECONDARY

Local Application

Each eligible recipient must submit a local application for approval to the VDOE or its designee before receiving funds from the *Carl D. Perkins Career and Technical Education Act of 2006*. See Appendix C.

Local Application Content

Any recipient of funds under this transition plan must submit an application covering the same period as the transition plan (one year transition plan 2007–2008) that identifies the specific requirements set forth for eligible recipients in Title I, Part C, Sections 134 and 135.

The local application for eligible recipients must be submitted in the format provided.

Local Application Approval

Each application will be reviewed by staff of the Office of Career and Technical Education Services to determine whether the local plan:

- Promotes continuous improvement in academic achievement;
- Promotes continuous improvement of technical skill attainment;
- Identifies and addresses current or emerging occupation opportunities;

- Is based on appropriate data in view of anticipated funds;
- Shows evidence of involvement of groups required to participate in the development of the plan; and
- Addresses at least 12 specific requirements identified in Section 134(b) of the *Carl D. Perkins Career and Technical Education Act of 2006*, and each eligible recipient or institution agrees to comply with statements of assurance and conditions required for funding.

When the review of its plan is complete, the local education agency or institution will be notified of its disposition by the Director of the Office of Career and Technical Education Services, Division of Instruction.

POSTSECONDARY

Local Application

Each postsecondary eligible recipient must submit a local application for funding to the VCCS before receiving funds from the *Carl D. Perkins Career and Technical Education Act of 2006*. See Appendix C.

Local Application Content

Any recipient of funds under this state plan must submit, in collaboration with other career pathway programs under the leadership of community colleges, a plan for development and improvement of career pathways. Additionally Perkins and Tech Prep grantees must complete and have approved by VCCS an annual application for funds that identifies the specific requirements set forth for eligible recipients in Title I, Part C, Sections 134 and 135.

The local application for eligible recipients must be submitted in the format provided. Each application will be reviewed by the VCCS to determine whether the local plan:

- Meets the criteria for postsecondary career pathways established by the VCCS and VDOE;
- Identifies and addresses high-skilled, high-wage, high-demand occupations;
- Shows evidence of continuous program assessment and improvement;
- Is based on appropriate use of anticipated funds;
- Shows evidence of involvement of the college-led, college service region Career Pathways Leadership Team; and
- Addresses at least 12 specific requirements identified in Section 134 (b) of the *Carl D. Perkins Career and Technical Education Act of 2006*, and each eligible recipient or institution agrees to comply with statements of assurance and conditions required for funding.

When the review of its plan is complete, the local educational agency or institution will be notified of its disposition by the Director of Perkins/Tech Prep, VCCS.

- (g) **How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma.**

SECONDARY

Higher student achievement is the goal of the Virginia Board of Education's efforts to improve public education. The *Regulations Establishing Standards for Accrediting Public Schools in Virginia (8 VAC 20-131)* places emphasis on raising achievement standards for students, increasing the requirements for graduation from high school, increasing instructional time, linking statewide accountability tests to Virginia's Standards of Learning, and establishing a school report card for parents and the school community. Schools in Virginia earn accreditation based on student achievement. The Virginia Board of Education has begun an extensive discussion to explore the role that graduation should play in determining the accreditation status of Virginia's high schools.

Each student in middle and secondary schools shall take all applicable end-of-course SOL tests following course instruction. Students who achieve a passing score on an end-of-course SOL test shall be awarded a verified unit of credit in that course. Of the 22 units of standard credit (see definition below) required for a Standard Diploma in Virginia, 6 of these credits are required to be verified credits (see definition below). The Advanced Studies Diploma requires 9 of the 14 credits to be verified.

For Standard Diplomas, students who complete a career and technical [education] program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association, or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (1) the student selected verified credit (see definition below) and (2) either a science or history or social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement. For the Advanced Studies Diploma, a student may utilize additional tests for earning one verified credit in computer science, technology, career or technical education or other areas as prescribed by the Board in 8 VAC 20-131-110.

- **Standard credit** is based on a minimum of 140 clock hours of instruction and successful completion of the requirements of the course.
- **Verified credit** is based on a standard credit plus a passing score on the end-of-course SOL test (or other test as described in the Standards of Accreditation 8 VAC 20-131-110). A standard credit may not be verified more than once.

- **Student-selected Verified Credit** is a credit for a course that includes a test (other than SOL) approved by the Virginia Board of Education.

The instructional program in a Virginia middle school must provide a minimum of one course in career and technical exploration. Secondary schools must provide career and technical education choices that prepare the student as a career and technical education completer in one of three or more occupational areas and that prepare the student for postsecondary programs. Definitions for CTE completer, concentration, and specialization are listed below.

- **Career and Technical Education Completer** is a student who has met the requirements for a career and technical education concentration or a career and technical education specialization (see definitions below) and all requirements for high school graduation or an approved alternative education program.
- **Career and Technical Concentration** is a coherent sequence of courses completed by a student in a specific career area as identified in the *Career and Technical Administrative Planning Guide*.
- **Career and Technical Specialization** is a choice by a student to specialize in an occupational field by taking additional courses in a specific career area as identified in the *Career and Technical Administrative Planning Guide*.

(h) How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;

The need for strong academic competencies in high-skills jobs, as well as in postsecondary education, is addressed in appropriate academic and career and technical courses that provide consistent and rigorous content as identified by required statewide Standards of Learning (SOL) for academic courses and required essential competencies for career and technical courses. These SOL and essential competencies help prepare students for both postsecondary education and the workplace.

Student preparation and awareness of opportunities in postsecondary career and technical education and student preparation for postsecondary education will be supported through training of high school guidance counselors and the statewide Career Coaches initiative as guidance counselors and career coaches provide services such as early college placement testing and related advising, dual-enrollment intake, assistance in obtaining college financial aid and scholarships, and assistance in gaining college admissions along with the career planning and career pathways advising for which the program is best known.

- (i) How funds will be used to improve or develop new career and technical education courses—**
- i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;**
 - ii. At the postsecondary level that are relevant and challenging; and**
 - iii. That lead to employment in high-skill, high-wage, or high-demand occupations.**

SECONDARY

The need for strong academic competencies in careers, as well as in postsecondary education, is addressed in Virginia through the statewide academic Standards of Learning (SOL) and through performance-based competencies in career and technical education. These SOL are academic, jargon-free, rigorous, and measurable. These mandatory standards exist for all content areas in Virginia: English, mathematics, science, history and social science, the fine arts, foreign language, health and physical education, and driver education.

For additional information on the statewide initiative of academic SOL, a requirement for all students, refer to <http://www.doe.virginia.gov/VDOE/Instruction/sol.html>.

Competency-based education (CBE) has been an active force in Virginia's career and technical education program since the mid 1970s. Curriculum development, as implemented by the Virginia Career and Technical Education Resource Center (VCTERC) in cooperation with career and technical education program area specialists at the Department of Education (DOE), reflects the statewide emphasis on CBE. The curriculum development process is based on industry standards, both those that are nationally recognized and those that are identified through research that is based on business and industry input. Among the procedures involved in the curriculum development process are the following:

- formation of a state technical committee for every new or updated curriculum project;
- application of the modified Develop A Curriculum (DACUM) occupational analysis;
- validation of technical competencies by the state technical committees and by business/industry advisory groups; and
- correlation of Virginia's SOL to technical competencies.

Ongoing research based on new and emerging high-skills, high-demand, high-wage occupations and changing technology is utilized in the development and updating of curriculum.

To ensure that programs and courses offered in localities are consistent with employment demand and opportunities in the particular community, the local program/course approval is based on labor market data secured from such resources as Career Connect at <http://www.careerconnect.state.va.us/>, Career Prospects at http://www3.ccps.virginia.edu/career_prospects/Statistics/Statistics.html, and the Virginia Employment Commission at <http://www.vec.virginia.gov/vecportal/>. The local school divisions are required to submit data on labor market and/or employment needs and student interest. Career and technical education program integrations of curriculum offerings are also encouraged when competencies for high-skills require skill development from two or more concentrations (e.g., advanced electronics and entrepreneurship).

Legislation passed during the 1997-1998 session of the General Assembly of Virginia (House Bill 431) required that the competencies for career and technical education programs be regularly reviewed and revised so that the skills that form the foundation of the curriculum (1) include the academic disciplines of the SOL, (2) are consistent with industry or professional standards, and (3) represent application of knowledge in preparation for eventual employment and lifelong learning. This legislation emphasizes the importance of developing both academic and technical competencies for the current and emerging workforce requirements.

Information on all career and technical education programs/courses is accessible to students, parents, counselors, teachers, and administrators through the online *Career Planning Guide* at <http://www.cteresource.org/cpg> and through the *r u Ready* magazine provided to 11th graders and the *r u Ready* parent brochures distributed to 8th graders' parents and also online at <http://www.doe.virginia.gov/VDOE/Instruction/CTE/ruready.html>.

POSTSECONDARY

The VCCS and local colleges encourage curriculum development through alignment of curriculum to business and industry needs as identified through business and industry advisory councils, Develop a Curriculum (DACUM) processes, and national skill standards. Increasingly, through Department of Labor, National Science Foundation and other grant projects, colleges are collaborating in the development of curriculum in specialized technology areas or adopting and adapting national college curriculum developed through National Science Foundation centers and projects. The VCCS will encourage this development through administrative and fiscal support of communities of practice targeted to development, demonstration, and assessment of specific curricular programs and curricula.

The rigor of the curriculum is also assessed through the ever increasing number of community college CTE programs that articulate with corresponding university programs. Finally, an increasing number of community college courses are aligned with national certifications and licensures, with Perkins funds used to procure certification-based curriculum of faculty certification and testing. To further encourage the alignment of community college curriculum to high demand certifications and licensures, as well as to ensure a method for collecting data on the new Perkins Technical Skills Attainment student performance measure, VDOE and VCCS will allow colleges to use Perkins funds to support faculty and student certification preparation and assessment beginning in 2008 – 2009.

All new career and technical education programs at the postsecondary level must demonstrate relevance to regional and local workforce needs. Applications for new program development to the VCCS must include research and data that demonstrate connections to high-demand, high-growth occupational sectors.

- (j) How you will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement.**

SECONDARY

Many of the secondary schools that participate in Tech Prep programs also participate in the High Schools That Work (HSTW) initiative and *Creating Excellence Awards* programs.

Through the HSTW, academic and career and technical teachers have developed collaborative lesson plans. Schools are requested annually to submit exemplary plans that support HSTW key practices and reinforce the Virginia SOL. The lesson plans undergo a review process and are disseminated statewide via the Virginia Career and Technical Education Resource Center (VCTERC) Web site to assist teachers with implementing innovative, rigorous collaborative lessons.

Virginia will also continue the *Creating Excellence Awards* program where individual educators, programs, advisory councils, and business/industry partners are recognized for exemplary instructional projects, methods, and other activities. Both secondary and postsecondary agencies are participants.

Additionally, Virginia is utilizing a National Governors Association Science, Technology, Engineering, and Mathematics (STEM) grant to develop up to six Governor's Career and Technical Academies that will address at least one career pathway in the STEM area and at least one career pathway that meets regional economic/workforce development needs.

POSTSECONDARY

Tech Prep best practices will be disseminated through a statewide career pathways Web site, currently under development; an annual Tech Prep performance report that is provided to state government officials, college presidents, and local Tech Prep and Perkins administrators; semiannual administrative meetings of all local Tech Prep and Career Pathway directors based at colleges; and through an annual VCCS Career Pathway Academy that will present national and state research and best practices. Communication between Tech Prep consortia is supported by VCCS online communities and e-mail distribution lists as well as through regularly scheduled administrative meetings of Tech Prep practitioners, annual Career Pathways Conference and other VCCS professional development events such as the New Horizons Conference. Additionally, the VCCS is currently developing exemplary program standards for Tech Prep and postsecondary Perkins programs that will allow for objective and quantifiable assessment of what might constitute a “best practice” for career pathways.

- (k) How funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement.**

SECONDARY

Spring CTE Administrators’ Updates will continue the process of a statewide initiative of connecting high schools and postsecondary institutions through the identification of Career Pathways: Programs of Study. LEAs are required to document plans that run from middle school through postsecondary. These must be signed by the participating agencies.

Funds will also be used for professional development, curriculum development, and development of career and technical student organization scholastic and leadership activities. Program improvement will be supported for new courses that address identified high-skill, high-demand, and high-wage jobs in Virginia.

VDOE is also developing in collaboration with stakeholders at both the secondary and postsecondary level, a professional development institute that will bring teams representing middle school, high school, business and industry, postsecondary, and workforce development together. This professional development planning team is currently reviewing such activities as undergraduate/graduate credits for secondary instructors; leadership training; industry certification academies for faculty; integrated academic/CTE instructional activities and lesson plans; recognition of “best practices” and “programs of excellence”; student showcases; joint student leadership training for officers; transitional programs for special populations and instructional strategies for special populations; focus groups that will work with stakeholders such as parents, guidance counselors, career coaches, business/industry.

POSTSECONDARY

Primary statewide initiatives that connect high schools and community colleges include dual enrollment, Tech Prep, and career coaches. Career coaches are community college employees based in local high schools to assist students with the process of career planning and preparing for postsecondary education, including university, community college, and apprenticeship education.

New initiatives under Perkins IV that are intended to better connect secondary and postsecondary CTE programs that will be expanded will include partnering with universities and community colleges to establish professional development to increase the number and percentage of secondary teachers credentialed to teach dual-enrollment and increasing the number and percentage of VDOE or VCCS professional development opportunities that bring together, for the purpose of professional development, high school and community college faculty.

The VCCS launched collaborative professional development in 2005 – 2006 when college and high school faculty were brought together in teams to collaboratively develop project-based learning curriculum. In one community college service region, mathematics faculty from the community college and area high schools regularly meet to address the high rate of college developmental courses taken by recent high school graduates in the local area and develop strategies to lower that rate. Through local college grants and Perkins leadership funds, additional pilots of teacher-faculty work teams dedicated to solving specific performance issues in CTE programs will be implemented and assessed.

- (I) How you will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec. 122(c)(1)(A)-(L)]**

SECONDARY and POSTSECONDARY

Data will be collected through secondary and postsecondary systems that include State Report Card data on industry certifications obtained by students, student completer follow-up, employer follow-up, the VCCS student information system, statewide Virginia Education Commission employment records, national databases on college enrollment, and information obtained from the performance standards required by Perkins IV for both secondary and postsecondary. This information is provided to the Virginia State Board of Education through our Annual Performance Report for Secondary and Postsecondary Career and Technical Education programs.

3. **You must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—**
- (a) Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;**
 - (b) Increases the percentage of teachers that meet teacher certification or licensing requirements;**
 - (c) Is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;**
 - (d) Encourages applied learning that contributes to the academic and career and technical knowledge of the student;**
 - (e) Provides the knowledge and skills needed to work with and improve instruction for special populations; and**
 - (f) Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Sec. 122(c)(2)(A)-(G)]**

SECONDARY

The Virginia Department of Education (VDOE) will monitor and evaluate the usage of Perkins and state funds for comprehensive professional development that addresses items listed in 3(a-f) listed above. Comprehensive professional development will be developed for career and technical faculties, administrators, and counselors.

State plan activities for items 3(a-e) presented by all agencies and organizations within the plan to develop a more effective way of offering similar projects and to eliminate duplication of effort. The VDOE will develop a matrix listing activities and strategies that are similar and that address both secondary and postsecondary to develop joint training that will allow for regional activities jointly sponsored by VDOE, VCCS, and (when appropriate) the four-year universities/colleges. Use of regional training will reduce time needed out of the classroom and more efficiently utilize funds.

VDOE will work with the VCCS and the State Council of Higher Education for Virginia (SCHEV) representatives for Title II of the Higher Education Act of 1965, as amended, and with the VDOE Office of Middle and High School representative for Title II of the Elementary and Secondary Education Act of 1965, as amended to develop professional development activities.

Activities that promote the integration of coherent and rigorous academic content standards and career and technical education (CTE) curricula will be included in the following professional development activities:

- Continued use of “Scenarios” that are project-based with focus questions that allow students to address real world business/industry problems. These scenarios are developed in conjunction with curriculum development teams that have both secondary and postsecondary faculty and are validated by business/industry.
- Continued use of “Interdisciplinary Design Briefs” that provide a theme and context that address academic and career and technical skills;
- Continued use of process/skills questions that utilize both academic and career and technical skills to meet real world business/industry problems;
- Continued correlation of the Virginia Standards of Learning for academic courses with the CTE course skill competencies;
- Implementation of programs that promote integrated academic and career and technical education activities;
- Professional conferences sponsored by CTE professional organizations and/or the Virginia Department of Education, Office of CTE that will include activities to reinforce integration of coherent and rigorous academic content standards and CTE curricula;
- Conferences offered by such entities as High Schools That Work/SREB and Model Schools that address relevance and rigor (among other key practices); and
- Virginia Department of Education, Office of CTE Services sponsored workshops for academic and CTE teachers to develop integrated lesson plans based on state-mandated Standards of Learning (SOLs) that are correlated to the CTE competencies. These lesson plans will be developed through the Virginia CTE Curriculum Resource Center for distribution.

The Virginia Department of Education will:

- Continue to utilize the Teacher Licensure and Certification office to work with local education agencies (LEAs) and postsecondary education institutions to increase the percentage of teachers that meet teacher certification or licensing requirements;
- Continue to provide Industry Certification Academies to CTE secondary faculties of local school divisions and the Department of Corrections to increase the percentage of industry-certified faculty in programs where it is applicable and provide access to these academies for postsecondary faculties when space is available;
- Provide training for secondary faculty for the Virginia’s Teachers for Tomorrow program;

- Work with Virginia’s Career Switcher Alternative Route to Teacher Licensure Program; and
- Work collaboratively with the two- and four-year colleges and universities to provide undergraduate and graduate level courses to secondary faculties that will enable them to become credentialed to teach dual enrollment courses and to promote attainment by current professional technical certificate holders to achieve associate/bachelor’s degrees.

The Office of Career and Technical Education is working in conjunction with the Office of Middle School and High School to provide staff development, such as STEM related activities and other high school reform/improvement activities (in conjunction with ESEA Act requirements).

POSTSECONDARY

(3d). Initiated through a VCCS National Science Foundation grant, Authentic Learning is an instructional model that the VCCS developed to provide college and high school faculty with professional development in integration of academic, technical, and workforce readiness skills development in high school and college classrooms through team-based, business-based, project based learning. To date, more than twenty teams of faculty, trained together, have piloted Authentic Learning projects in their classrooms. Authentic Learning projects bring real world business problems and employers to class with students working as teams to research the presented business problem, problem solve solutions, and present proposed solutions to business and industry partners for their assessment. Under Perkins IV, the VCCS plans to continue and expand statewide professional development for faculty in Authentic Learning and to dramatically expand the practice of “real world” project based learning in secondary and postsecondary CTE classrooms.

Many of the Authentic Learning projects piloted have utilized faculty from diverse disciplines and additional demonstrations of multi-disciplinary learning will be encouraged by the VCCS through mini-grants and other incentives.

Through the Department of Education’s Career Switcher initiative, the VCCS provides a fast track for individuals with targeted business and industry experience to meet teacher certification and licensure requirements in the disciplines of science, mathematics, English (including ESL), and foreign language. During the period of Perkins IV, the VCCS will explore expansion of the Career Switcher initiative to credential teachers in targeted high skills, high demand career clusters and will work with VDOE to determine value added of an expansion of the Career Switchers program to include targeted CTE program areas.

The VCCS has prioritized statewide professional development as a cornerstone of its State Leadership activities for Perkins and Tech Prep and provides five types of statewide professional development (a) faculty certification training; (b) Authentic Learning Academies designed to train faculty in implementation of business-based,

interdisciplinary project-based learning; (c) training in integration of new technology resources and products into classroom learning including technical training to support development of new CTE courses in areas such as GIS/GPS and computer animation; (d) training in development, promotion, and assessment of all aspects of career pathways; (e) training in Career Coaching.

Each of these types of training has been conducted by the VCCS through intensive workshops of not less than 4 days duration and each of these workshops has provided a follow on activity such as certification preparation and testing, demonstration projects in the classroom that were evaluated and reported back to the VCCS, and follow on evaluation activities of impact of training on faculty and teacher performance.

Professional development in applied learning is a feature of the VCCS New Horizons Conference which is supported by Perkins Leadership funds as well as the foundation of VCCS Authentic Learning Faculty Workshops. Career pathway leaders from local colleges also receive information on best practices in applied learning through the VCCS annual Career Pathways Conference.

(3e). The VCCS is providing professional development in recruitment and retention of gender minority students through its Career Coaches and Career Pathways Conferences and also continues to work with local community colleges and universities to support state and local initiatives designed to increase the number and percentage of female students enrolling in technical program areas and to train faculty and counselors to be proactive in providing methods and content that have been shown to improve enrollment and persistence of women in technical programs.

4. You must describe efforts that your agency and eligible recipients will make to improve—

(a) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and

(b) the transition to teaching from business and industry, including small business.
[Sec. 122(c)(3)(A)-(B)]

The VDOE Office of Career and Technical Education will work with the office of Teacher Licensure to look at possible endorsement expansion for area-critical CTE faculty/teachers and will work with the postsecondary agencies to develop professional development and incentive programs that will help in recruitment and retention of the groups indicated in 4(a-b) above. The VDOE, Office of CTE also is working with the state professional organizations to identify areas of need and possible solutions to recruitment and retention of these groups.

The recently launched VCCS Chancellor's Teaching Fellows program introduces promising graduate students from various disciplines who have earned at least 18

graduate hours in their teaching field the opportunities and benefits of teaching for the VCCS with the hope that many of them will return and apply for full-time teaching openings when they complete graduate studies. Teaching fellows work with experienced full-time faculty mentors. The program's primary objective is to increase the diversity of community college faculty.

The VCCS Career Switcher program, a statewide initiative, provides a fast track for individuals with baccalaureate degrees and relevant business and industry experience to earn teacher licensure. Additionally, the VCCS will work with colleges interested in standing up associate degree programs specifically tailored to helping trades people—such as welders, machinists, and electricians—to obtain high school teacher credentials and credentials to teach dual-enrollment and other community college courses.

- 5. You must describe efforts that your agency and eligible recipients will make to improve the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. [Sec. 122(c)(4)]**

SECONDARY

The VDOE will utilize the development and implementation of the Career Pathways and individualized career and academic plans for all students to encourage students to make the transition of sub-baccalaureate into baccalaureate degree programs. Providing professional development to guidance counselors, career counselors, and career coaches (if applicable) in the utilization of career pathways and providing additional information to parents through the PTA, Virginia Career Education Foundation and other marketing strategies will help to raise the awareness level of baccalaureate opportunities through career and technical education programs begun at the secondary level.

The addition of Governor's Career and Technical Academies and Technical and Advanced Technical diplomas will also carry requirements to encourage students to continue into baccalaureate programs as they will more readily meet requirements for entering baccalaureate programs.

POSTSECONDARY

During its transitional year, the VCCS has established 23 different statewide guaranteed admissions agreements with major universities throughout the Commonwealth and has promoted those agreements through a new Web site, statewide marketing materials distributed to Tech Prep Directors and Career Coaches and to high school guidance counselors, and through a variety of feature articles placed in state and regional newspapers and periodicals. Transfer of community college graduates to universities is one of the nine statewide goals for VCCS colleges that were identified by the Chancellor and college presidents in their strategic plan for the VCCS: Dateline 2009. VCCS colleges are annually assessed in terms of the transfer of community college students to universities and other institutions conferring baccalaureate degrees and the number and

percentage of community college students transferring to four year colleges annually increases.

Additionally, beginning this year, the Commonwealth of Virginia will provide transfer scholarships to community college graduates who have demonstrated financial need and enter a university programs.

Finally, through initiatives such as Career Coaches and Path to the Baccalaureate, a Northern Virginia Community College (NVCC) initiative that places advisors into local high schools to prepare students for entry level requirements to both NVCC and George Mason University, VCCS colleges are providing high school students with information on university entry level requirements, scholarships, financial aid, and transfer agreements with community college. One outcome of this work is expected to be a dramatically increased percentage of students who enter the community college with plans and resources to continue their education at the baccalaureate level.

- 6. You must describe how you will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in your State. [Sec. 122(c)(5)]**

SECONDARY

All of the above named stakeholders are members of the State Plan Review Committee and have provided input into the development of the State Plan. In addition, the VDOE utilizes the following activities/organizations to provide continued input into the planning, development, implementation, and evaluation of career and technical education programs in our state.

- As a direct result of the Virginia Congress of Parents and Teachers (PTA) representative serving on the State Plan Review Committee, the VDOE/CTE office is working with the state PTA to develop awareness information for parents on Career and Technical Education programs offered in Virginia, career clusters/career pathways, and industry certifications. The continued input from this organization will provide needed information for the planning, development, implementation/marketing, and evaluation of the programs offered.
- The CTE State Advisory Committee was established by the State Board of Education in 2003 at the request of former Governor Warner, this committee is a standing committee of the board to provide input on issues important to this program area and periodically makes reports to the Board of Education. This committee is comprised of business and industry (includes labor) leaders, professional organization leaders, and representatives from secondary and postsecondary education who are appointed by the Board of Education.

- Local CTE Advisory Committees are required through state regulation (8VAC20-120-50). These committees serve the same purpose at the local level in advising and providing input on issues important to the local CTE programs and approving their Local Plan and Budget that is submitted for Perkins funds. This committee is comprised of the same stakeholders as the CTE State Advisory Committee but secured from the local/regional area served by the school division and the programs offered in that division/center.
- The State Director's Planning Group is composed of local CTE administrators from the eight superintendent's regions of the state, regional technical centers, VCCS, the Virginia Curriculum Resource Center, the Virginia Career Education Foundation, and other associated programs (such as the representative from Career Prospects, Weldon Cooper Center at the University of Virginia). This group keeps the VDOE CTE staff aware of CTE related best practices, professional development needs, and questions arising that are best addressed at the state level.
- The Virginia Career Education Foundation was established in 2002 by Governor Mark Warner and whose fundamental mission is to raise funds and to lend support for initiatives that promote quality technical programs and raise the level of awareness for technical careers in the Commonwealth of Virginia. The Foundation, a public-private partnership, supports and facilitates public-private partnerships, for it is through the combined efforts of industry, government, and educational institutions that these challenges can best be overcome. The Foundation focuses its efforts primarily on initiatives that are geared towards middle and high school students, those students for whom the future is just around the corner. Their Web site is <http://www.vcef.net/>.
- The VDOE state director and cluster coordinators serve as ex-officio members of the Virginia Association of Career and Technical Administrators (VACTEA) and the Virginia Association for Career and Technical Education and the VDOE program area specialists serve as ex-officio members of their program professional organizations. This provides networking opportunities to utilize the professional organizations for professional development, awareness of trends and needed changes to the CTE programs in Virginia.
- Virginia also utilizes the Virginia Career and Technical Education Resource Center, the Career Prospects project at the Weldon Cooper Center, University of Virginia, and Virginia Career View and data collection project at Virginia Tech for information on planning, development, implementation and evaluation of the state's CTE programs.
- Virginia will continue to hold an inter-disciplinary conference every four years that encourages school divisions/centers to bring a team that is comprised of academic, career and technical education, special education and other elective faculty/teachers, building-level and central office administrators, advisory council member, student, parent, community college, and guidance/career counselors from both the middle and high

school level. These teams participate in a one to two day conference that provides professional development in such areas as leadership, integrated instructional opportunities, instructional methods, increasing rigor and relevance, implementing career pathways, etc. After the inter-disciplinary conference, the program areas break into their individual conferences for such activities as program specific professional development, graduate credit courses, and industry certification academies.

POSTSECONDARY

The VCCS is currently collaborating in the development of a statewide multiyear plan for development and promotion of career pathways. All local Postsecondary Perkins and Tech Prep career pathways are informed by advisory committees or steering committees comprised of employers, students, faculty, counselors, and universities as relevant.

- 7. You must describe efforts that your agency and eligible recipients will make to—**
- (a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in--**
 - i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and**
 - ii. Career and technical education subjects;**
 - (b) Provide students with strong experience in, and understanding of, all aspects of an industry; and**
 - (c) Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]**

SECONDARY

- (7a). The Virginia Career and Technical Education Curriculum Resource Center (VCTERC) will continue to develop products that strengthen requirements in both career and technical and academic areas, thus preparing students for further education and employment. These products,
- integrate academic and career and technical education disciplines (e.g., correlation of CTE programs to the academic Standards of Learning);
 - identify minimum standards (essential competencies) for all CTE programs, using industry and professional standards where applicable (e.g., task list revisions);

- address coherent sequence of courses, complete requirements, and program accountability;
- are readily available to LEAs in all formats (e.g., print, diskette, and web-based formats); and
- address special populations, nontraditional occupations, equity issues, all aspects of an industry, and employability skills.

The VCTERC will continue to work with technical committees and business and industry representatives who contribute to, review, and validate career and technical education competencies in all programs. Different processes, including DACUM (Developing A Curriculum) and Panel of Experts, are used to facilitate analyses. The expertise of the business representatives who serve on these committees is critical in ensuring that our programs reflect current technology and job requirements that meet the need of Virginia's workforce.

VCTERC works with the Virginia Department of Education to develop programs within career and technical education that address new and/or emerging occupations and workforce requirements. The VCTERC assists the VDOE in the curriculum portion of new program development by facilitating business/industry panel meetings, training faculty/teacher writing teams, writing and editing draft curriculum materials, formatting and publishing program materials, and distributing curriculum to local education agencies (LEAs).

The VCTERC works with the VDOE to (1) ascertain current labor market needs and (2) align career and technical programs to address these needs. In doing this, the VCTERC uses all available data (local, state, regional, and national employment statistics from the Virginia Employment Commission/Workforce Investment Area reports) and also seeks input from business and industry representatives who serve on the technical committees.

The VCTERC works closely with the VDOE to ensure that the State's career and technical education programs address industry standards, requirements, and certifications. The initial development or revision of every CTE program includes research to identify tests, certifications, and other criteria relevant for individuals to continue their education and/or begin a career. These requirements are incorporated into the curriculum for each program as it is developed and are disseminated to LEAs as the recommended minimum standards for the program.

(7b). All state curriculum for career and technical education courses includes a required unit on All Aspects of Industry to provide students with a strong experience in and understanding of these competencies. This unit of each course is linked with a curriculum framework for All Aspects of Industry that provides the following components: task/competency list, related Standards of Learning, Standards of Learning correlation by task, Computer/Technology Standards of Learning, Leadership Development Expectations: High School, related suggested learning activities, suggested learning activities correlation by task, career planning: Portfolio Power, Career Planning: Using

the Internet to Enhance Student Employability, collaborative lesson ideas, and sources for internet lesson plans.

(7c). The Virginia Board of Education's goal 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 Standards of Accreditation in Virginia place emphasis on raising achievement standards for students, increasing the requirements for graduation from high school, increasing instructional time, linking statewide accountability tests to Virginia's nationally acclaimed SOL, and the establishment of a school report card for parents and the school community. Among such items as SOL scores, highly qualified teachers, graduation rate, etc., the school report card also tracks the number of CTE completers by state, division and school and the number of industry certifications, state licensures, and NOCTI tests passed by CTE students. All students are held to the same rigorous content requirements and high performance on the Standards of Learning assessments for graduation.

Virginia utilizes such school improvement programs to continuously improve the performance of students in both the academic and career and technical education programs.

The Virginia Career Education Foundation is the directing entity for the state of Virginia's NGA State Scholars grant. In Virginia, it is referred to as the Commonwealth Scholars. This program that began last year with seven divisions as pilot sites and has expanded this year to eleven school divisions provides career and technical education students with another opportunity that provides challenging academic requirements. If you reference the brochure attached to the July 26 minutes in Appendix D, you will see the rigor demanded of students participating in this program. In Virginia, CTE is a required part of this program.

Virginia is also in the process of developing requirements for a Technical Diploma and an Advanced Technical Diploma which were required by the General Assembly and signed by the Governor in the 2007 session. The suggested requirements will be approved by the State Board of Education and have public hearings prior to being implemented. The diploma must meet or exceed the requirements of a standard diploma and include a concentration in career and technical education. Also provides for an advanced technical diploma if a student meets the requirements of an advanced studies diploma and completes a concentration in career and technical education.

POSTSECONDARY

All Perkins funded Virginia Community Colleges programs—including college certificate and degree programs—include an integrated curriculum of core academic and career and technical education courses. College Composition courses provided in these programs of study are generally the same as those offered in university transferrable degree programs. All students enrolling in core academic courses at community colleges must meet a

satisfactory placement test score on college admissions tests and those who do not participate in developmental courses designed to ensure that they have the required skills sets to succeed in college level academic course work. Career and technical students enroll in the same course sections and are held to the same standards as all other students enrolled in developmental and general education courses. All core academic and career and technical education courses offered within any Perkins-funded program are formally reviewed by a state level standing committee of academic and career and technical administrators and faculty prior to inclusion in the VCCS Master Course File, a process that often requires significant revision of proposed courses prior to their approval. Career and technical programs and courses are also reviewed by college level advisory committees comprised of local business and industry, university, and high school representatives. These advisory committees ensure that career and technical education programs include a strong foundation in communications, writing, and mathematics and also address local needs for students to demonstrate experience in, and understanding of, all aspects of industry. Career and technical program proposals are also reviewed by VCCS staff for compliance with Southern Association of Colleges and Schools (SACS), State Council for Higher Education in Virginia (SCHEV) and VCCS standards, including the required general education component. Degree programs are further reviewed by the State Board for Community Colleges and SCHEV before receiving final approval.

Most career and technical programs of study include substantial student exposure to all aspects of business and industry through the combination of class-room instruction, hands-on laboratory experiences, field experiences, work site visitations, and interaction with working professionals in the program of study. Many programs also require on the job training in the industry and/or give students experiential learning credits for current or prior experience in the field – often through an apprenticeship program.

- 8. You must describe how you will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]**

SECONDARY

Technical assistance will be provided to local divisions and other eligible recipients through a variety of methods as follows:

- **Career and Technical Education Program Area Specialists.** The professional staff of the Office of Career and Technical Education Services will provide technical expertise on a continuing basis to local educational agencies, area career and technical education centers, and eligible institutions in the state in the following areas:
 - technical services to teachers, administrators, and teacher educators,
 - coordination of curriculum efforts,
 - presentations on curriculum frameworks and standards to local teachers and administrators,

- professional development for school personnel in accordance with the identified needs in the State Plan and with the Virginia Department of Education Strategic Plan, and
- brokering services and leveraging resources in program areas where sufficient DOE capacity may not exist.
- **Virginia Career and Technical Education Curriculum Resource Center (VCTERC).** The VCTERC offers many products and services to assist the Virginia Department of Education and all localities in preparing students for career and lifelong learning. The VCTERC provides the following services and products:
 - assistance in developing and updating curriculum,
 - occupational research analysis,
 - maintenance of a library,
 - assistance with computer database searches,
 - dissemination of curriculum and other products,
 - maintenance of Virginia’s Educational Resource System Online (VERSO), and
 - review of locally developed documents.

The VCTERC provides samples of graphics including brochures, program guides, posters, bumper stickers, and bookmarks to assist with recruiting students to CTE programs.

The Virginia Department of Education and the VCTERC support Vocational-Technical Education Consortium of States (V-TECS) activities through a variety of initiatives.

- **Career and Technical Education Student Organizations Specialists.** The career and technical student organizations (CTSOs) have been and will continue to be a significant factor in increased student work skill attainment and development of interpersonal skills. CTSOs, through a program of work that combines leadership development activities and attainment of occupational competencies, will be available to all students enrolled in a career and technical education course. CTSOs will have staff members available to provide technical assistance to localities in implementing a balanced program of work.
- **Federal Program Monitoring System.** All local administrators will receive technical assistance as they participate in the assessment process and the program improvement phase of the monitoring process. Localities will receive technical assistance from career and technical education program specialists and compliance specialists in the Virginia Department of Education. Monitoring workshops will be conducted for local administrators on an annual basis.
- **Career and Technical Education Local Program Reviews.** Technical assistance will be provided by the career and technical education staff to local programs, when requested, for the purpose of program improvement. Specialists’ recommendations will provide guidance for program improvement

to local career and technical education. Specialists will be available to assist local administrators as they implement the recommendations.

- **Technical Assistance Visits.** Each year, the Office of Career and Technical Education Services will coordinate and facilitate technical assistance visits at one-third of the school divisions who are utilizing approved school reform efforts that have been funded through grants issued through the CTE office. The purpose of the technical assistance visit is to help school leaders and teachers identify changes that are needed to improve teaching and learning through integrating high-level academic and career and technical education studies. The technical assistance team members will be composed of local school practitioners (teachers, guidance personnel, and administrators), community and business representatives, and state education program specialists. Team members will develop a research-based report that identifies the site's promising or successful practices and outline recommendations for continuous improvement with suggested action steps.
- **Updates for Local Administrators.** Workshops will be held to assist local career and technical education administrators to meet the requirements of the new Perkins IV legislation. Administrators will receive technical assistance in developing a local plan, meeting the Core Standards and Measures of Performance requirements, conducting follow-up activities, data collection, requirements and progress on implementing Perkins IV, local plan requirements, accountability, program development and improvement, and planning for continued progress.

POSTSECONDARY

The Virginia Community College System will provide technical assistance in improving program performance measures for both postsecondary and Tech Prep programs through the following initiatives:

- The VCCS will continue to provide annual postsecondary and Tech Prep administrative meetings to review performance measures from the preceding year, evaluate changes needed by both the state and local colleges, and address new goals and grant specifications designed to improve program performance;
- The VCCS plans to provide an annual Career Pathways Conference through which college led teams of administrators, faculty, counselors, and other career pathways practitioners will work with national and state subject experts in areas such as articulation, dual enrollment, curriculum development, business and industry partnerships, developmental education, and more to develop local action plans for improved program performance;
- The VCCS plans to provide all local colleges with a "tool kit" for implementation of Perkins and Tech Prep programs of study to include samples of articulation agreements, sample career pathways or programs of study; program planning templates and resources; and assessment instruments for such Perkins and Tech Prep activities such as professional development, student outreach, career planning events;

- The VCCS will continue to provide the Chancellor, college presidents and Tech Prep and Perkins college contacts with annual performance reports based on data collected from VCCS Student Information System; state generated surveys of users such as students, teachers and faculty, high school principals; and employers, and
- The VCCS will initiate local site evaluations for a minimum of two colleges per year to both audit adherence to grant specifications for Tech Prep, Postsecondary Perkins, and to provide locally specific coaching on strategies and tactics to improve program performance; and
- The VCCS will continue to meet with each local Tech Prep Steering Committee to review Perkins legislation and emerging models for best practices in career pathways.

9. You must describe how career and technical education in your State relates to your State’s and region’s occupational opportunities. [Sec. 122(c)(16)]

SECONDARY

Career and Technical Education in Virginia relates to the state and regional occupational opportunities as follows:

- Virginia’s Economic Development Partnership has identified the following industry clusters: Aerospace, Automotive, Biosciences, Distribution, Electronics, Financial Services, Food Processing, Motorsports, and Plastics as high demand for Virginia. The CTE programs in Virginia utilize this information in planning CTE programs.
- Virginia’s Career VIEW, a career informational Web site, provides occupational information by region and state to help direct students to locations that offer the best career opportunities in their chosen occupation and/or to notify students of the top careers in their current locations.
- Career Prospects, Virginia’s career advice Website, announces new material to help schools increase enrollment in nontraditional career programs. It also provides background information, talking points, and other material on increasing non-traditional student enrollment and creating a friendly environment for both genders.

The Career Prospects site also provides labor market and employment needs data, such as employment projections and wage data files on national, state, and Workforce Investment areas within the state. Employment conditions and labor market information for cities, counties, metro areas, and WIAs is also available (including number of new hires, job creations, and turnover). Links to the Virginia Employment Commission and the national Bureau of Labor Statistics is available on this Web site.

- Career and Technical Educational Management Systems—Local plans in Virginia include a Schedule 1C that is to be completed for all new programs and courses implemented at the local level. Schedule 1C involves the documentation of labor market and employment needs for the locality, region, and state in order for the school division’s request for a new course/program to be approved.

POSTSECONDARY

In order to gain approval to offer a new degree program, VCCS colleges must effectively demonstrate that the program meets local and regional workforce demands and is supported by local employers.

- 10. You must describe the methods you propose for the joint planning and coordination of programs carried out under this legislation with other Federal education programs. [Sec. 122(c)(17)]**

SECONDARY

The Virginia Department of Education (VDOE) appointed a state plan review committee composed of personnel nominated from professional organizations, other state agencies, and the Virginia Chamber of Commerce. The committee was composed of personnel from secondary education, postsecondary (two- and four-year institutions), business, labor, and industry, correctional education, academic and career and technical faculties, special education, rehabilitative services, counselors and career coaches, Virginia State Board of Education Student Advisory Committee, Workforce Investment Board. The Virginia Secretary of Education’s office also had a representative attending the meetings. At the first meeting after an overview of the *Carl D. Perkins Career and Technical Education Act of 2006*, the goals, major initiatives, and populations served through career and technical education in Virginia, focused discussion took place regarding the goals, major initiatives, and populations served by each agency. The discussion served to identify ways in which all agencies could work together so that services are not duplicated for the same populations. Further, specific emphasis was placed on regional and statewide programs for occupations in the high-skill, high-wage and high-demand sectors.

The Office of Career and Technical Education, VDOE, will work with the Office of Middle and High School to jointly plan and coordinate such programs with the Elementary and Secondary School/No Child Left Behind Act that will enhance the rigor of academic and career and technical education courses.

11. You must describe the procedures you will develop to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. [Sec. 122(c)(20)]

Procedures to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(C) of the Workforce Investment Act and school dropout will be coordinated in conjunction with the Senior Advisor to the Governor for Workforce and the Virginia Workforce Council. The Virginia Workforce Council's Strategic Plan for the Commonwealth is to have and promote a well-trained, well-educated, highly skilled and qualified workforce that understands and meets the needs of employers and that is actively engaged in lifelong learning.

SECONDARY

Local school divisions also have the option to provide students with the Individual Student Alternative Education Plan (ISAEP) program that is designed for those students ages 16 to 18 and enrolled in high school programs but are having difficulty finding success in a regular classroom environment. ISAEP programs are funded through a combination of state grants and local funds. Many, but not all school divisions, provide program services, such as career guidance counseling, mandatory enrollment in a GED preparation program and career and technical education (Perkins funds). The student has the opportunity to re-enroll in a regular classroom environment at any time.

POSTSECONDARY

Community colleges utilize the Middle College program Middle College allows individuals without a high school degree to increase their income and employability by simultaneously pursuing a GED, community college education, and a workforce certification in a college environment. The program offers targeted remedial courses, access to workforce readiness courses, enrollment in community college courses applicable to a degree or industry-based certificate, and comprehensive support services.

B. Other Department Requirements

1. You must submit a copy of your local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.

See Appendices for: *2008 – 2013 Secondary Local Plan; 2008 – 2013 Regional Technical Center Plan; 2008-2013 VCCS Local Plan; Perkins Applications Guidelines FY2008, Perkins Application FY2008, Part I, and Perkins Application FY2008, Part II; and Tech Prep Application Guidelines FY2008, Tech Prep Application FY2008, Part I and Tech Prep Application FY2008, Part II.*

2. You must provide a description of your State’s governance structure for career and technical education.

The Virginia Board of Education acts as the Virginia Career and Technical Education Board with approval authority. The Virginia Department of Education, Office of Career and Technical Education Services serves as the Perkins administrative branch for local school divisions and for the Perkins Title I and Tech Prep funds to the Virginia Community College System. The Virginia Community College System serves as the Perkins and Tech Prep administrative branch for the 23 community colleges.

The *Code of Virginia*, §22.1-227 designates the Virginia State Board of Education to carry out provisions of federal act. The Board of Education is designated as the State Board of Career and Technical Education to carry out the provisions of the federal Vocational Education Act of 1963, as amended, and as such shall promote and administer the provision of agriculture, business, marketing, home economics, health, technology education, trade and industrial education in the public middle and high schools, regional schools established pursuant to §22.1-26, postsecondary institutions, and other eligible institutions for youth and adults.

The *Virginia Administrative Code* in Chapter 120 provides state regulation for the governance structure for career and technical education.

- Section 8VAC20-120-10 Authority to promulgate; requirements for compliance with state and federal regulations. These regulations are promulgated by the Board of Education, pursuant to §22.1-126 of the Code of Virginia for career and technical education programs funded in whole or in part with state funds.

3. You must provide a description of the role of postsecondary career and technical education in the one-stop career center delivery system established by Title I of WIA.

Postsecondary career and technical education is an important element of the one-stop delivery system in Virginia. For individuals that can benefit from postsecondary education services, career and technical programs often are the gateway to higher education. Career and technical programs also help to connect area businesses with the one-stop system, in that they rely heavily on strong relationships with business. Virginia also is beginning a transfer of the Workforce Investment Act from the Virginia Employment Commission to the Virginia Community College System. We anticipate that the change in program administration will tighten the relationship between postsecondary career and technical education and the one-stop delivery system.

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

A. Statutory Requirements

1. **You must describe your program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—**
 - (a) **Will be provided with equal access to activities assisted under the Act.**
 - (b) **Will not be discriminated against on the basis of their status as members of special populations; and**
 - (c) **Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)].**

SECONDARY

In Virginia, career and technical special needs programs, or Education for Employment (EFE), are specifically designed for students with disabilities or for those identified as disadvantaged, at risk, or diverse learners to prepare them for inclusion in regular career and technical education programs as soon as feasible. EFE programs are provided at various instructional levels within the middle and high schools and include a cooperative education option.

Education for Employment (EFE) is designed for youth with special needs, including students with disabilities and students identified as disadvantaged. Certain EFE courses are designated by state education code for individuals with disabilities, and other EFE courses are specified by the state education code for individuals identified as disadvantaged. The term, students with disabilities, refers to individuals who are mentally, physically, or emotionally disabled. The definition includes students who are mentally challenged, hearing impaired, speech impaired, visually impaired, seriously emotionally disturbed, or orthopedically challenged; and who have other health impairments, or who have specific learning disabilities. The term, disadvantaged, refers to individuals (other than disabled individuals) who have economic or academic disadvantages and who require special services and assistance in order to succeed in career and technical education programs. The term includes individuals who are members of economically disadvantaged families, migrants, students who have limited English proficiency, and individuals who are identified as potential dropouts from secondary schools.

In addition to the EFE courses, programs and courses designed specifically for students with special needs are available within the following program areas: Agricultural Education, Business and Information Technology, Career Connections, and Technology Education. These program areas and Family and Consumer Science, Health and Medical Sciences, Marketing Education, and Technology Education also provide for special needs students through Individualized Educational Plans (IEPs).

Competency-based curriculum guides and publications relating to special needs concerns are provided for all CTE teachers and include suggested instructional methods and resources. Emphasis is placed on career preparation and employability skills, including academic competencies that relate to state initiatives. Professional development efforts include an annual Transition Forum and annual regional workshops provided by the Transition Practitioners' Council.

(a) Equal Access [Section 122(a)(9)(A)]

SECONDARY and POSTSECONDARY

Each local recipient shall include in the local plan strategies for increasing the participation of all special population groups in career and technical education. These may include staff development activities related to serving special populations, literature and resources designed to attract special populations to the program, and the sharing of information about program offerings in creative ways that target all special population groups.

(b) Nondiscrimination [Section 122(a)(9)(B)]

SECONDARY and POSTSECONDARY

Local recipients will assure in their local plans that discrimination against special populations will not occur and are required to sign a non-discrimination statement pertaining to special populations.

(c) Programs Designed to Enable Special Populations to Meet or Exceed State Adjusted Levels of Performance [Sec. 122(C)(9)(C)]

The following programs and courses are designed specifically to provide career preparation for students with special needs:

Education for Employment (EFE) course titles and codes are as follows:

- Introduction 9075 (for Students Identified as Disadvantaged, 18 weeks)
- Introduction 9076 (for Students Identified as Disadvantaged, other than 18 weeks)
- Introduction 9082 (for Students with Disabilities, 18 weeks)
- Introduction 9083 (for Students with Disabilities, other than 18 weeks)
- Level I 9077 (for Students Identified as Disadvantaged, 18 weeks)
- Level I 9078 (for Students Identified as Disadvantaged, other than 18 weeks)
- Level I 9084 (for Students with Disabilities, 18 weeks)
- Level I 9085 (for Students with Disabilities, other than 18 weeks)
- Level II 9079 (for Students Identified as Disadvantaged, 18 weeks)
- Level II 9080 (for Students Identified as Disadvantaged, other than 18 weeks)
- Level II 9086 (for Students with Disabilities, 18 weeks)
- Level II 9087 (for Students with Disabilities, other than 18 weeks)

- Cooperative Education I 9020 (for Students Identified as Disadvantaged)
- Cooperative Education I 9030 (for Students with Disabilities)
- Cooperative Education II 9021 (for Students Identified as Disadvantaged)
- Cooperative Education II 9031 (for Students with Disabilities)
- Specialized programs/courses are available within the regular CTE program areas. In some cases, students in these courses will have an IEP (Individualized Educational Plan).

Curriculum and resource guides developed and immediately available include the following:

- EFE Instructional Framework Guide
- Access to Success: Strategies for Serving Special Populations in Tech Prep Programs
- Teaching Strategies for Diverse Learners
- Library reference materials are available from the VVCRC.

EFE teachers receive professional development annually to enable them to improve their teaching skills in working with special needs students. This professional development opportunity is offered during the annual Virginia Transition Forum, with follow-up regional workshops during the school year. The Virginia Transition Forum is co-sponsored by the Virginia Department of Rehabilitative Services, and the Special Education Office and Career and Technical Education Office of the Virginia Department of Education. The professional development experience includes presentations from special education and CTE educators, as well as nationally noted speakers who are experts in addressing the needs of special populations. The regional workshops provide timely topics and skill development each year. Linking career and technical special needs programs and Virginia's standards for academic excellence established for all students, the Standards of Learning (SOL), is an example of the regional workshops. These efforts represent an ongoing process of preparing special education and CTE educators to work together in a variety of ways to serve the needs of special populations.

The professional organization, VACTE-SND (Virginia Association of Career and Technical Education - Special Needs Division) is being re-organized in Virginia to enhance the delivery of regional and statewide professional development including teacher re-certification. EFE teachers who have demonstrated high proficiency in the career development of special populations serve as leaders of sessions devoted to such topics as high-skill, high-wage, high-demand occupations, and stimulating special needs students to achieve the Virginia Standards of Learning.

2. You must describe how you will adequately address the needs of students in alternative education programs, if you have such programs. [Sec. 122(c)(14)]

Alternative education programs offered through local school divisions ensure that appropriate academic and career and technical education standards/competencies are

provided to meet the needs of each student. In school divisions, alternative education programs are funded through local, state and federal funds as applicable. If Perkins funds are utilized the programs must be addressed in the local plans submitted to the Virginia Department of Education. The ISAEP program mentioned in Section II (A)(11) also requires a CTE component.

3. You must describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields. [Sec. 122(c)(18)]

Perkins funds will be utilized to participate in initiatives to promote non-traditional career studies; to support additional Science, Technology, Engineering and Mathematics initiatives; dissemination of information on effective programs for non-traditional participation and completion; and the addition of new courses and programs that focus on high-skills, high-wage, or high-demand occupations and non-traditional fields as determined by Workforce Development Boards, Virginia Employment Commission data, state and local advisory councils or committees.

During the 2006-2007 year, grants for activities and programs that promoted non-traditional enrollment and completion were sponsored through Career Prospects, Weldon Cooper Center, University of Virginia. These activities or others similar to it will be continued to promote non-traditional enrollment and completion.

The VCCS will require that colleges demonstrate in local Perkins and Tech Prep plans that all funded programs of study meet at least one of the Perkins IV criteria of being a high skills, high wage, or high demand occupation. Additionally, all colleges receiving Tech Prep or Perkins funds are required to provide a plan for increasing recruitment and retention of students in non-traditional CTE programs.

4. You must describe how funds will be used to serve individuals in State correctional institutions. [Sec. 122(c)(19)]

Funds provided to the Department of Correctional Education will be used to enhance and improve existing programs and to develop and implement new programs following the guidelines of the Perkins' requirements. They will also be utilized to allow the agency to provide sustained staff development and training in key areas such as improving the linkage and coordination between academic and Career and Technical Education teachers, and providing certified training that will allow teachers to issue industry-based certifications for their students. The agency has implemented a major initiative to expand the certifications being offered. These include certification from the National Center for Construction Education and Research (NCCER), the Residential Construction Academy, A+, Net+, OSHA 10, and many others. Being able to award a certification to students coming out of the prison system helps them immeasurably with employment and staying out of prison. Recent research completed by Virginia Tech on the agency's behalf demonstrated that Career and Technical Education programs in Virginia's correctional system reduced recidivism by 20.57%.

With the increased use of technology and greater emphasis on computer-based training in the classroom, a greater portion of the Perkins's funds is utilized to update programs and establish programs that are more relevant in today's job market. Examples include purchasing equipment to establish a Copper and Fiber Optic Cabling program, purchasing computer controlled plasma cutters, purchasing engine and exhaust analyzers, purchasing current computer aided drafting software, and purchasing computer-based instructional software for Business Software Applications programs. The Perkins' funds are critical for long-term planning for making program changes and keeping existing programs relevant. State funding alone would severely limit the agency's ability to keep programs current to meet the needs of employers.

In addition to technical skills, the agency's Career and Technical Education programs provide instruction in all aspects of the industry, employability skills, workplace readiness skills, and emphasizes personal qualities that are important to employers.

The Department of Correctional Education makes extensive use of its Advisory Council. This group is instrumental in making recommendations for program changes, initiating new programs, and for reviewing all curriculum changes in the adult system. The juvenile programs follow the same curriculum that is mandated for public schools. This assists students with re-enrolling in public schools when they are released. All of their credits will transfer toward high school graduation. In addition, the agency has several articulation agreements in place with community colleges that further assist students with their career development.

5. You must describe how you will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended.

In order to overcome barriers, including those based on gender, race, color, national origin, disability, and age, the Virginia Department of Education (VDOE) will require each local applicant for Perkins funds to sign an assurance statement that the local applicant will ensure equal opportunities for all eligible students, faculty, and other program beneficiaries in any project or activity in which such funds are used. Further the VDOE will require each local applicant to complete Schedule 1N of the Local Plan and Budget (submitted to the VDOE for Perkins' funds) that will address how they will ensure equitable access to, and equitable participation in the project or activity to be conducted by addressing the special needs of students, faculty, and other program beneficiaries in order to overcome barriers to equitable participation. Finally, the VDOE will sign an assurance that all applications for Perkins funds will be reviewed to ensure that the above requirements have been included.

IV. ACCOUNTABILITY AND EVALUATION

States that submit a one-year transition plan, along with their eligible recipients, are required to reach agreement on performance levels for the first two program years (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009) only for the core indicators under section 113(b) of the Act as provided below:

<u>Indicators</u>	<u>Transition Plan</u>	<u>Six-Year Plan</u>
Secondary Level – 8 Indicators		
1S1 Academic Attainment – Reading/Language Arts	X	X
1S2 Academic Attainment – Mathematics	X	X
2S1 Technical Skill Attainment	Not required	X
3S1 Secondary School Completion	Not required	X
4S1 Student Graduation Rates	X	X
5S1 Secondary Placement	Not required	X
6S1 Nontraditional Participation	Not required	X
6S2 Nontraditional Completion	Not required	X
Postsecondary/Adult Level – 6 Indicators		
1P1 Technical Skill Attainment	Not required	X
2P1 Credential, Certificate, or Degree	Not required	X
3P1 Student Retention and Transfer	Not required	X
4P1 Student Placement	Not required	X
5P1 Nontraditional Participation	Not required	X
5P2 Nontraditional Completion	Not required	X

A. Statutory Requirements

- 1. You must describe procedures you will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]**

The existing Virginia System of Core Standards and Measures of Performance for Secondary and Postsecondary Career and Technical Education Programs is the foundation upon which Perkins III accountability and evaluation requirements were developed. The Office of Career and Technical Education Services gathered input from eligible recipients in the development and implementation of the initial system and will do the same for the Virginia System of Core Standards and Measures of Performance to be utilized for the foundation of the Perkins IV accountability and evaluation requirements. Steps for the final five-year plan for Perkins IV and existing requirements for the transitional year will be adjusted to meet the transitional needs as indicated by the USED, OVAE.

The following procedures were used to obtain input and recommendations for the System of Core Standards and Measures of Performance:

- Organized the State Vocational Technical Education Planning and Review Committee (December 1998);
- Conducted an Interagency Planning Session on implementation of the Act of 1998 (January 28, 1999);
- Aligned the existing core indicators and Perkins II accountability requirements;
- Conducted an orientation meeting of the State Vocational Technical Education Planning Committee (February 18, 1999);
- Conducted presentations on Perkins III accountability requirements during three statewide regional workshops for all secondary vocational education administrators. Input was received on proposed revisions to the secondary System of Core Standards and Measures of Performance (March 1999);
- Conducted a presentation on Perkins III accountability requirements for members of the Virginia State Council on Vocational Education. Received input on proposed revisions to the secondary System of Core Standards and Measures of Performance (March 1999);
- Drafted the state transition plan for establishing and implementing the core indicators, state level of performance for each core indicator of performance, and the existing state indicators and state levels of performance for each additional indicator;
- Proposed the state levels of performance for secondary based on previous performance trends and the extent of changes and modifications necessary for implementation; and
- Conducted a meeting with the State Vocational and Technical Education Planning and Review Committee to review the draft State Plan, obtain input, and recommendations. Based on the recommendations and refinements to be made,

the State Vocational and Technical Education Planning and Review Committee recommended that the Proposed State Plan be sent to the State Board of Education for review (May 25, 1999).

POSTSECONDARY

The following procedures are proposed to obtain input and recommendations for establishing the definitions and approaches for the core indicators of performance:

- conduct a review meeting with postsecondary Perkins administrators to review the proposed guidance on the measures (June 2007);
 - develop data and assess preliminary measures. Identify methods to align measurements with non-regulatory guidance and other reporting requirements;
 - review measures and receive input from institutional research staff at the colleges;
 - review measures and receive input from Academic Services Advisory Committee (ASAC) and Workforce Development Services Advisory Council, which includes vice president representatives from academic and workforce services at each of the 23 community colleges across the state;
 - present measures to Advisory Council of Presidents (ACOP) for review and approval. ACOP includes president level representation from each of the 23 community colleges; and
 - present measures for review and approval by the State Board for Community Colleges.
 -
2. **You must describe the procedures you will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]**

SECONDARY and POSTSECONDARY

In Virginia, eligible recipients' performance goals for each of the performance indicators are identical to those the state negotiates with the United States Department of Education for the state-level performance goals.

Recipients of Perkins funds must utilize the Perkins performance indicators and standards to evaluate their career and technical education (CTE) programs. At the state level, performance data are analyzed and returned to the local recipients to evaluate their CTE programs. If any of the performance goals fall below state goals, the recipient must submit a local improvement plan. This plan must detail the program improvement strategies to be implemented to ensure further progress towards reaching the performance goals.

- 3. You must identify, on the forms in Part III of this guide, the valid and reliable measurement definitions and approaches that you will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. You must describe how your proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]**

Section 113(b) of the Act describes the measures that a State must use for student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics (1S1 and 1S2, respectively) and student graduation rates (4S1). These measures have been pre-populated on the FAUPL form. You do not need to describe how these definitions and measures are valid and reliable in your State plan narrative.

See pages 84-85 for responses to this.

- 4. You must describe how, in the course of developing core indicators of performance and additional indicators of performance, you will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. [Sec. 113(b)(2)(F)]**

SECONDARY

Virginia will utilize the core indicators of performance that are prescribed for Perkins IV. Data elements that are collected by the school divisions and reported to the state for other purposes will be coordinated by the Office of Career and Technical Education Services and the Office of Education Information Management to satisfy Perkins IV accountability requirements. Our current core indicators utilize the data, when appropriate, that are already gathered to meet other state and federal programs, e.g. Virginia's Standards of Learning and No Child Left Behind.

POSTSECONDARY

Virginia will utilize the core indicators of performance that are prescribed for Perkins IV. Data elements collected also are used to meet other state and federal program requirements, including reports to the General Assembly and the State Council of Higher Education for Virginia (SCHEV) for state funding and the Integrated Postsecondary Education Data System (IPEDS).

5. You must provide, for the first two years covered by the State plan, performance levels for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(ii)]

Section 113(b)(2) of the Perkins Act requires a State to develop valid and reliable core indicators of performance, to propose performance levels in its State plan, and to reach agreement with the Department on "adjusted performance levels" for each of the core indicators. In so doing, the Perkins Act prescribes the measures that a State must use for some of the core indicators.

- a. Section 113(b)(2)(A)(i) of the Perkins Act requires a State to measure career and technical education students' attainment of "challenging academic content standards" and "student academic achievement standards" that a State adopted pursuant to section 1111(b)(1) of the ESEA. The Perkins Act further requires a State use its State's academic assessments (i.e. the State's reading/language arts and mathematics tests) implemented under section 1111(b)(3) of the ESEA to measure career and technical education students' attainment of these State standards. Thus, two of a State's core indicators must be career and technical education students' proficiency in reading/language arts and mathematics as measured under 1111(b)(1) and (3) of the ESEA. Accordingly, under the Perkins Act, a State must report the number or percent of its career and technical education students who score at the proficient level or above on the State's assessments in reading/language arts and mathematics administered under the ESEA to measure the academic proficiency of secondary career and technical education students against the ESEA standards.

To measure attainment of these two core indicators, a State must develop and reach agreement with the Department on "adjusted performance levels," which constitute the State's performance targets for a program year. Permissible targets (i.e. "adjusted performance levels") for these two core indicators would be a State's "annual measurable objectives" (AMOs) from its State's ESEA accountability workbook. (To ensure that a State's schools are making "adequate yearly progress" (AYP) as required under section 1111(b)(2)(A) of the ESEA, section 1111(b)(2)(G) of the ESEA requires a State to establish Statewide AMOs, which identify a single minimum percentage of students who are required to meet or exceed the proficient level on the State's academic assessments each year.) Under the Perkins Act, a State may propose different performance levels (targets) for these two core indicators instead of its AMOs as discussed below.

- b. **Section 113(b)(2)(A)(iv) of the Perkins Act requires a State to identify a core indicator to measure for its career and technical education students at the secondary level “student graduation rates (as described in section 1111(b)(2)(C)(vi) of the [ESEA]).” Thus, a State must report the number or percent of its career and technical education students whom the State includes as graduated in its graduation rate described under the ESEA. To ensure that a State’s schools are making AYP as required under section 1111(b)(2)(A) of the ESEA, some States have established Statewide AMOs for graduation rates under section 1111(b)(2)(C)(vi), and others States have defined AYP only to require improvement in the graduation rate each year.**

The Department strongly encourages your State to reach agreement on “adjusted performance levels” required under section 113 of the Perkins Act for the three core indicators discussed in (a) and (b) above that are the same as your State’s AMOs that your State adopted to ensure that your State’s schools are making AYP as required under section 1111(b)(2) of the ESEA. However, as noted above, your State may not have established AMOs for graduations rates under the ESEA, or your State may wish to propose performance levels for these core indicators that are different from your State’s AMOs. If so, your State must provide baseline data using your State’s most recent year’s achievement data or graduation rate under the ESEA, propose performance levels, and reach agreement with the Department on “adjusted performance levels.” (The Secretary is considering whether to issue regulations requiring a State to agree to “adjusted performance levels” under the Perkins Act that are the same as the State’s AMOs or targets for graduation rate under the ESEA. If the Secretary decides to regulate on this issue and adopts final rules, a State may be required to amend its State plan.)

Virginia will gather data on the required core indicators for Perkins IV. The negotiation process with the USED has not taken place at this time, and information on the Final Agreed Upon Performance Levels (FAUPLs) cannot be completed until that occurs. Virginia has, through the last reported year of 2005-2006, met 100 percent of its performance standards.

- 6. You must describe your process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act. [Sec. 113(b)(4)(A)(i); sec. 122(c)(10)(B)]**

In Virginia, local performance goals for each of the performance indicators are the same as those negotiated for the state with the United States Department of Education.

Under Perkins IV, local recipients will be able to request negotiation of performance goals for any of the performance indicators. A three-year trend analysis of past performance will be used to establish a baseline of performance for negotiation. It is

expected that reasonable, appropriate, and mutually agreeable standards of performance will be reached, and reflected in the local improvement plan that will be submitted.

POSTSECONDARY

The Virginia Community College System will apply a similar approach for postsecondary.

- 7. You must describe the objective criteria and methods you will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]**

A three-year trend analysis of past performance will be used to establish a baseline of performance for negotiation. It is expected that reasonable, appropriate, and mutually agreeable standards of performance will be reached, and reflected in the Local Improvement Plan that will be submitted.

- 8. You must describe how you will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].**

SECONDARY

Career and Technical Education Reporting System. Localities that submit electronic data reports are given an access code enabling them to enter an Internet Web site and access the data collection site using their unique identification information.

- Secondary Education Demographic Form (SEDF)
 - Data are collected twice a year (October and March) for Virginia's Standards of Quality (SOQ) funding and federal reporting. All students taking career and technical education courses in grades 6-12 are reported.
 - Data are submitted electronically from LEAs and regional career and technical education centers. Before data are imported into the database, the data management specialist audits each locality's data and checks for complete and correct information. Both the local career and technical administrator and local school superintendent are required to sign that the data are valid or need additional corrections.
 - Two validation reports are completed each year, the first when the first semester data have been submitted and the second at the end of the second data collection cycle in the spring. The second report includes the data from both the first and second semester's collection.

- Secondary Enrollment/Completion Form (CTERS 2 and CTE Completers Demographic)
 - The primary purpose is to collect data for the annual federal report. These data are collected once a year and are due June 30 to the Virginia Department of Education. This report on unduplicated career and technical education students covers grades 9-12.
 - Data are forwarded to the Virginia Department of Education where they are first compared to the locality's fall membership report. If the total number of career and technical education students exceeds the total number of students in the school division, the report is returned to the locality for correction. The correct data are keyed into the database, and individual reports are generated. Each locality's report is compared with the data originally submitted to ensure accuracy of data entry and to check for incomplete or miscalculated data.
- Career and Technical Education Adult Class Report
 - Reports are submitted throughout the fiscal year as classes end. The data are used for the current Perkins formula for secondary programs and for state funding purposes.
 - Data that are submitted are audited to ensure information is correct. Data are submitted electronically to Virginia Polytechnic Institute and State University for data analysis and reported back to the Virginia Department of Education.

POSTSECONDARY

The Virginia Community College currently gathers data related to Perkins performance measures at the state level rather than collecting data from local colleges. Through its Student Information System, the VCCS can track students from one program to another, from one college to another and can pull information on entry and graduation from university programs and on post-graduation employment from the Virginia Employment Commission as well as other state agencies and public records.

To allow for the same consistency in reporting Tech Prep student performance, the VCCS will work with VDOE to implement one of two statewide strategies for identifying Tech Prep students. The first of these is a statewide Tech Prep application that would function like an application for a dual-enrollment course in that it would require the student to provide his/her social security number and a parental signature. Use of such an application would allow students to be entered into the current VCCS Student Information System from which point their progress could be followed not only into the community college system but into any state institution of higher education. The second option is to allow local colleges to submit data through a standardized report system developed by the VCCS.

- 9. You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]**

Virginia does not utilize consortia within the state.

- 10. You must describe how you will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure non-duplication. [Sec. 122(c)(8)]**

SECONDARY and POSTSECONDARY

The state will annually review local recipients' performance and progress based on the core indicators and the state-adjusted levels of performance. If standards are not met or if substantial progress is not made, VDOE (within this segment, the VDOE will always be responsible for secondary) or VCCS (within this segment, the VCCS will always be responsible for postsecondary) staff will conduct an assessment of the educational needs to be addressed to overcome local performance deficiencies.

Virginia will evaluate the effectiveness of career and technical education programs based on the model it has used in the past, which is composed of a seven-step process that supports continuous improvement:

1. conduct a needs assessment by examining data,
2. determine data sources and indicators,
3. examine the data,
4. establish goals,
5. identify related outcomes, practices, and inputs,
6. set performance targets, and
7. monitor performance over time.

Recipients will be advised to take a comprehensive approach to program improvement through coordinated planning and implementation.

The Department of Education maintains the responsibility for adoption and use of effective methods to monitor compliance with federal and state requirements and to ensure the correction of deficiencies in program operations. The primary focus of VDOE (secondary) and VCCS (postsecondary) is to raise academic performance and to affect greater accountability for public education in Virginia. To that end, the monitoring system provides an individualized approach to compliance monitoring for program improvement.

The secondary monitoring system is now part of the Local Plan and Budget Application and will be submitted by local school divisions on an annual basis to the Office of Career and Technical Education. The local plan and budget must reflect activities/projects that address Perkins Performance Standards and Virginia Performance Standards that have not improved or that do not meet the state-level Perkins Performance Standards. This information will be used to determine the need for technical assistance and/or on-site Perkins evaluation visits. This Performance Assessment replaces the Local Improvement Plan and may become a factor in determining local Federal Program Monitoring visits. The assessment includes the following:

- Negotiated local level performance standards (percentage) for the Academic Attainment in Reading/Language Arts and Mathematics, Technical Skills Attainment, Secondary School Completion, Student Graduation Rates, Secondary Placement, Nontraditional Participation, Nontraditional Completion, Completer, Employee Satisfaction, and Employer Satisfaction.
- Status of local performance standards which includes how many performance standards have not met the goal, why they did not meet the standards, and what has been done in prior years to improve the performance. This must be reported by those not meeting standards for the first time, for two successive years, and for three successive years.
- The use of Perkins Funds that lists the number of required items identified beyond the two Virginia requirements for professional development and activities for special populations; the number of required items that address improvement of Perkins Performance Standards that do not meet the state adjusted level of performance; the number of permissive uses of funds; and
- The utilization of grants funded through Perkins that includes the percentage of funds used and the activities funded.

The Performance Assessment must be signed by the local CTE administrator and division superintendent. The assessment will then be reviewed by state CTE staff to identify the appropriate use of funds for program improvement. The CTE staff will then identify school divisions needing technical assistance and/or an on-site visit. School divisions not showing improvement on performance standards will be designated for on-site visits with not less than one-third of school divisions not showing improvement receiving technical assistance and/or on-site visits each year.

B. Other Department Requirements

- 1. Except as noted above with respect the States submitting one-year transition plans, you must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under section 113(c)(1)-(2), including:**
 - (a) The definitions that you will use for “participants,” “concentrators,” and “completers” in the core indicators of performance for both secondary and postsecondary/adult levels;**

- (b) **Baseline data for the core indicators of performance under section 113(b)(2) using data from the most-recently completed program year (July 1, 2005 – June 30, 2006); and**
- (c) **Proposed performance levels as discussed above, except that, for the indicators for which your State must your State’s standards, assessments, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs under the ESEA, you will only have to confirm this information with your Regional Accountability Specialist. Upon your request, the Regional Accountability Specialist will pre-populate the forms in Part C with your State’s AMOs for the 2007-08 and 2008-09 program years and send the forms for you to finish completing.**

See forms in Part C of this plan, pages 82-93.

VI. TECH PREP PROGRAMS

Important Note: States receiving an allotment under sections 111 and 201 may choose to consolidate all, or a portion of, funds received under section 201 with funds received under section 111 in order to carry out the activities described in the State plan submitted under section 122. Only States that will use all or part of their allotment under section 201 need to complete items in this section of the State plan.

A. Statutory Requirements

1. **You must describe the competitive basis or formula you will use to award grants to tech-prep consortia. [Sec. 203(a)(1)]**

Tech Prep funding will be allocated on a competitive basis to the colleges that successfully demonstrate (through their applications and prior performance) their ability to successfully fulfill the intent of the VCCS Tech Prep program. Eligible community colleges have the opportunity to receive the following funding award:

- **Basic Level Funding:** One college Tech Prep program [other than Northern Virginia Community College (NVCC) and Tidewater Community College (TCC)] will receive \$95,902. TCC Tech Prep program will receive \$143,853 and NVCC Tech Prep program will receive \$191,804.

The basic level funding must be used to enhance or develop Tech Prep Career Pathways. Any college receiving Tech Prep funds will have demonstrated an ability or the capacity to address career pathway program elements.

As a community college with more than five campuses and more than 70 high schools, Northern Virginia Community College is eligible to apply for funding up to \$191,804. As a community college with four campuses and close to 30 high schools, Tidewater

Community College is eligible to apply for funding up to \$143,853. In future grant cycles, performance as well as the number of college campuses and high schools will be factored into the funding level of grant awards.

- 2. You must describe how you will give special consideration to applications that address the areas identified in section 204(d) of the Act. [Sec. 204(d)(1)-(6)]
Virginia Community College System will submit at a later date.**
- 3. You must describe how you will ensure an equitable distribution of assistance between urban and rural consortium participants. [Sec. 204(f)]**

Tech Prep funding—with the exception of the two largest consortia—is distributed through equal funding which provides for more funding per high school for rural college service regions than it does for urban regions. In the Southside and Southwest regions of Virginia, the percentage of the population with any type of college diploma averages 8%; in contrast, in Northern Virginia and Hampton Roads, the percentage of the population with college diplomas is 29% and 15% of the total population respectively. It is for this reason, coupled with the fact that urban regions have repeatedly stated that they cannot maintain a viable Tech Prep consortium with less funding than is currently allocated to them that the practice of providing equal funding to Tech Prep consortia, a practice that benefits rural consortia, has been allowed to continue.

Tech Prep's level funding formula will be evaluated in the next calendar year in conjunction with the development of the state five-year plan for career pathways and a corresponding initiative to revise Tech Prep's vision, mission, goals and objectives, and marketing identity within the state.

- 4. You must describe how your agency will ensure that each funded tech prep program—**
 - (a) Is carried out under an articulation agreement between the participants in the consortium, as defined in section 3(4) of the Act;**

All Tech Prep programs of study or Tech Prep career pathways must operate under a general articulation agreement. With the transition from primary use of articulated course credits as a means of conferring advanced standing and college credits for high school-based course work to a primary reliance on dual-enrollment and validated credits (or credits by exam) to fulfill that function, all Tech Prep articulation agreements need to be revised and this process will be delineated and briefed to Tech Prep directors. Revised agreements will follow the State CTE Articulation Agreement Template developed and approved in 2004. The template improves on current articulation agreements in that it requires school divisions and colleges and universities to provide a written plan for annual review of articulation agreements and also requires a plan for informing parents, students, teachers, and counselors of agreements and sharing data for the purpose of reviewing and revising agreements as needed.

(b) Consists of a program of study that meets the requirements of section 203(c)(2)(A)-(G) of the Act;

Currently, Tech Prep programs of study are developed by local school divisions and community colleges using criteria established by VCCS and VDOE that are contained in annual Tech Prep program guidelines approved by VDOE and provided by the VCCS to local consortia and colleges. In the next year, the VCCS will lead a statewide task force to revise and revitalize the role of Tech Prep in Virginia's emerging career pathways system. In that context, consideration will be given to incorporating a common set of core academic courses, such as the Commonwealth Scholars program, into all Tech Prep programs of study. Additionally, programs that have common postsecondary CTE curriculum as well as secondary curriculum will be reviewed for curriculum alignment and statewide programs of study established.

(c) Includes the development of tech prep programs for secondary and postsecondary education that meet the requirements of section 203(c)(3)(A)-(D) of the Act;

Tech Prep directors are required to submit programs of study to the VCCS upon request and periodically have those programs reviewed for adherence to federal and state criteria. Additionally, programs of study are reviewed every year by VCCS to ensure that they meet secondary and postsecondary components of a Tech Prep program of study.

(d) Includes in-service professional development for teachers, faculty, and administrators that meets the requirements of section 203(c)(4)(A)-(F) of the Act.

One hundred percent (100%) of local Tech Prep programs provide for professional development of faculty and/or counselors including certification training, academic and vocation integration, integration of workforce readiness skills, technical skills development for the purpose of standing up new courses such as GIS/GPS and computer gaming, career pathways development, and counseling to career clusters and pathways including use of career assessments.

The State Tech Prep Office provides an annual Career Pathways Conference and Career Coaches Academy, to which secondary guidance counselors are invited. These events serve to provide the foundation upon which local training is built.

(e) Includes professional development programs for counselors that meet the requirements of section 203(c)(5)(A)-(F) of the Act;

Local Tech Prep programs offer annual professional development to counselors to apprise them of new career pathways, articulation agreements, dual-enrollment options, and university connections. Additionally, many local Tech Prep programs provide three-day to one-week "immersion" experiences for high school counselors in key businesses and industries partnering in the development of career pathways.

At the state level, the annual Career Coaches Academy and quarterly Career Coaches orientations provide professional development in career pathways, career assessments, workforce readiness skills, coaching, career consulting practices, and program administration and marketing.

- (f) Provides equal access to the full range of technical preparation programs (including pre-apprenticeship programs) to individuals who are members of special populations, including the development of tech-prep program services appropriate to the needs of special populations [Sec. 203(c)(6)];**

The most significant state and local initiative designed to serve the needs of special populations is the statewide career coaches' initiative. In its prioritization of one-on-one coaching sessions and custom-designed, individual "prescriptions" for postsecondary education access and success, the model for career coaching is ideally suited to meet the needs of special populations particularly as career coaches receive professional development in issues related to gender and ethnic minority students during their annual Academy and in follow-up events such as Girls Get IT career and college exploratory camps.

- (g) Provides for preparatory services that assist participants in tech-prep programs [Sec. 203(c)(7)]; and**

Virginia Community College System has requested clarification from the U.S. Department of Education on this Section.

- (h) Coordinates with activities under Title I. [Sec. 203(c)(8)]**

The VCCS is moving into a vision whereby all federal and state-funded initiatives relevant to career pathways and workforce development will work together to produce a common, multi-year, community-based plan for development, support and expansion of career pathways. As a first step, college-based Tech Prep and Perkins points of contact are required to work together in the development of a college-based comprehensive plan for career pathways and are both required to review and approve Tech Prep and Perkins plans.

- 5. You must describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in sections 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]**

In the next year, as part of its revision of Tech Prep, the VCCS will move from requiring adherence to minimum program standards for colleges and consortia receiving a Tech Prep grant to individually working with colleges to use baseline data collected over the past three years to develop consortia specific annual goals that colleges will need to meet over a three-year period to retain Tech Prep funding.

B. Other Department Requirements

- 1. You must submit a copy of the local application form(s) used to award tech prep funds to consortia and a copy of the technical review criteria used to select winning consortia, if funds are awarded competitively.**

These applications will be included when the transition plan is submitted to the USED.

- 2. You must provide a list of the consortia that the State expects to fund and the estimated or projected level of funding for each consortium.**

Blue Ridge Community College	\$ 95,902.00
Central Virginia Community College	\$ 95,902.00
Dabney S. Lancaster Community College	\$ 95,902.00
Eastern Shore Community College	\$ 95,902.00
Germanna Community College	\$ 95,902.00
J. Sargeant Reynolds Community College	\$ 95,902.00
John Tyler Community College	\$ 95,902.00
Lord Fairfax Community College	\$ 95,902.00
Mountain Empire Community College	\$ 95,902.00
New River Community College	\$ 95,902.00
Northern Virginia Community College	\$191,804.00
Patrick Henry Community College	\$ 95,902.00
Paul D. Camp Community College	\$ 95,902.00
Piedmont Community College	\$ 95,902.00
Rappahannock Community College	\$ 95,902.00
Southside Community College	\$ 95,902.00
Southwest Community College	\$ 95,902.00
Thomas Nelson Community College	\$ 95,902.00
Tidewater Community College	\$143,853.00
Virginia Highlands Community College	\$ 95,902.00
Virginia Western Community College	\$ 95,902.00
Wytheville Community College	\$ 95,902.00

VI. FINANCIAL REQUIREMENTS

A. Statutory Requirements

- 1. You must describe how your agency will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that you choose to consolidate under section 202(2) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]**

In keeping with past practice, for the transition year of 2007-2008, the Department of Education allocated 85 percent of the basic grant funds to local school divisions and community colleges, 10 percent for state leadership, and 5 percent for state administration. The 85 percent was allocated based on an 85/15 percent split: 85 percent to secondary programs in local education agencies and 15 percent to postsecondary programs at community colleges. It is recommended that the 85/15 percent split remain.

The Superintendent of Public Instruction sent a letter to the Chancellor of the Community College System asking that rationale for any suggested changes in the current 85/15 percent LEA fund split between secondary career and technical education and postsecondary career and technical education for subsequent years be provided to him in writing.

In a letter dated April 26, 2007 and addressed to the Superintendent of Public Instruction, the Chancellor of Virginia provided the explanation, with the relevant details, for the existing 85/15 percent split. Upon receipt and review of this information, the Chancellor then provided the following rationale for adjusting the current Perkins funding split between secondary and postsecondary institutions from its current level of 85/15 respectively. His letter, dated June 18, 2007, stated the following.

“...Thank you for the opportunity to present information to the State Board of Career and Technical Education regarding the split of local Perkins funds between the Virginia Department of Education and the Virginia Community College System. As I said to you privately, I believe a more equitable split would lead to improved performance in both of our systems. I also believe we should take advantage of the opportunity for closer collaboration that Perkins IV affords.

We have reviewed a number of factors that suggest that the State Board should allocate additional funds to the community colleges. Those that we find most compelling are the following:

- Perkins IV emphasizes education and training at the postsecondary level as a means to develop and strengthen our workforce and economy. Perkins IV also requires school divisions and colleges to have secondary to postsecondary career pathways in place. Much more than Perkins III, Perkins IV recognizes that

today's economy demands higher levels of educational attainment to remain competitive.

- About 39 percent of the career and technical education student enrollments are in the community colleges (133,347 in community colleges and 206,454 in grades 9-12). We expect this number to grow, especially in light of the Governor's goal to seek strategies to increase postsecondary education participation of 18 to 24 year olds from 34 percent to 39 percent by 2010.
- Additional funding for the community colleges will help improve performance in high schools. Colleges currently spend approximately 13 percent of their Perkins state grant funds on programs and services in high schools. Funds support career coaches, professional development for teachers, and articulation activities. Community colleges would use additional Perkins funds to help support these programs, especially career coaches. Career coaches produce demonstrable success among high school students – community college enrollments by recent high school graduates increased 6.5 percent more than for high schools without career coaches. We believe that additional support for career coaches, as well as other high school programs and services, will help increase graduation rates as well as postsecondary participation rates.”

These letters are in Appendix F.

Increasingly, other states have recognized that community colleges should be an equal partner in career and technical education policy, planning, and funding. In 13 states, community colleges receive half or more than half of the Perkins state grant. When we last addressed this issue in Virginia (1999), our state was one of nine in which the community colleges received the minimum allowable percentage (15 percent). Today, Virginia is one of only six.

Virginia has used the existing 85 percent/15 percent split for 15 years. It is time for Virginia to align its Perkins funding stream not only with actual enrollment levels but also with state and national interests to increase postsecondary education participation as a means to improve its workforce. At the same time, we believe Virginia's community colleges can use the additional funds to contribute to the success of high school students and strengthen the partnership between our systems.

I respectfully ask the State Board of Career and Technical Education to establish in the Perkins five-year plan a gradual increase in the funding split for community colleges, such that, by year five, it equals the national average. With your support, we can enhance high school performance and help meet the Governor's goals for postsecondary education participation and workforce development.

Thanks again for the opportunity to comment. Please contact me if you would like me to elaborate on this matter....”

At the end of five years, the split recommended in the Chancellor's letter would be 60/40 percent for secondary and postsecondary respectively.

The State Superintendent of Schools responded to the Chancellor with additional information in response to the letter dated June 18. The VDOE letter was dated July 25, 2007.

“...In addition, the following information may be useful:

- Career and technical education at the secondary level encompasses grades 6-12 (the 2006-2007 enrollment was 244,430), and we expect the enrollment to continue to grow with the emphasis from the new technical and advanced technical diplomas and the Governor’s Career Academies.
- The Virginia Department of Education’s statewide mandated career and technical education curriculum that has been correlated to the Standards of Learning provides an invaluable foundation for postsecondary career pathways to develop and strengthen our workforce and economy. This same curriculum assures ease in aligning with the varied curricula in the Virginia community colleges for dual enrollment classes.
- The Virginia Department of Education will continue to encourage local school divisions to utilize their secondary Perkins funds to support the Tech Prep Consortia and encourage community college personnel to participate in our summer career and technical education conferences.
- The Department will continue to encourage secondary schools to utilize the Career Assessment Planning system powered by Kuder® to begin their preparation for workplace and postsecondary readiness. The continued increase in the early utilization of this system (middle schools) not only provides them with an understanding of what is needed but also allows them to begin developing an electronic portfolio for use as they progress through the educational system. For the last several years, secondary CTE funds have supported the planning system, but it has been available to students in grades 6-12 as well as in Virginia’s community colleges....”

The Virginia Department of Education submits the following information for justification of the 85/15 split remaining as it currently is and also provides suggestions for collaborative efforts that can be undertaken utilizing State Leadership funds instead of decreasing funds to local educational agencies at the secondary level.

- Perkins IV emphasizes education and training at the postsecondary level as a means to develop and strengthen our workforce and economy. Perkins IV also recognizes that today's economy demands higher levels of educational attainment to remain competitive. The required Perkins IV career pathways must include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education. The Virginia Department of Education's statewide mandated career and technical education curriculum which has been correlated to the Standards of Learning will provide a strong and invaluable foundation. It is suggested that a collaborative effort, utilizing the Career and Technical Education Curriculum Resource Center, be undertaken to provide identified essential competencies for foundation and/or possible dual enrollment courses in the community colleges. Like the current secondary CTE curriculum, this would allow regional-specific competencies to be added beyond the essential competencies; would provide ease of transfer for secondary graduates to community colleges outside of their region; and would provide the opportunity for alignment between secondary and postsecondary.
- The Virginia Department of Education acknowledges that the community colleges currently spend a percentage of their Perkins funds on secondary efforts, mainly career coaches, articulation efforts, and professional development for faculty. Likewise, secondary school divisions utilize their Perkins funds to support Tech Prep consortia through membership fees. The VDOE will continue to encourage local school divisions to utilize their secondary Perkins funds to support the Tech Prep Consortia as well as to support career coaches in their schools in some cases. At the present time, there is much professional development that is provided at both secondary and postsecondary level and it is available to both sets of faculty. VDOE and VCCS staff will coordinate these efforts and ensure that the information is communicated to both secondary and postsecondary faculty.
- In addition to professional development for secondary guidance counselors who work with 6-12 students everyday, it is suggested that the support of the career coach initiative could be a recommended use secondary Perkins funds.
- The VDOE will continue to encourage secondary schools to utilize a career assessment. Currently the Career Assessment Planning System powered by Kuder[®] has been provided through state/federal funding (most of the federal was other than Perkins), to begin their preparation for workplace and postsecondary readiness. The continued increase in the early utilization of this system (middle schools), not only provides them with an understanding of what is needed but also allows them to begin developing an electronic portfolio for use as they progress through the educational system.

In addition to the actual enrollment in both secondary and postsecondary, Virginia takes into consideration such information as provided in the *State Report Card on Higher Education: Spreadsheet on Participation Data for 2006*. The report card indicates that

87 percent of Virginia's 18 to 24 year-olds held a high school credential (diploma or GED – GED was 4 percent) in 2006. However, the percent of 18- to 24-year-olds enrolled in college in Virginia in 2006 was only 34 percent. This same report also pointed out that the amount needed to pay for community college expenses minus financial aid for the 2005 – 2006 college year averaged 21 percent of family income. For the 40 percent of the population with the lowest income, 31 percent of family income is needed to finance a community college education. This emphasizes the importance of a relevant, business/industry-driven career and technical education training and industry credentialing at the secondary level. This will help to prevent students from dropping out of high school and also prepare them with skills to work while attending community college and providing for families.

Other states with comparable student enrollments and increased levels of splits do not have the achievement record on their Perkins performance standards that Virginia has. The first statewide articulation agreement (*Business Information Technology-Web Technologies*) between VCCS and VDOE was an excellent step towards continued collaboration to contribute to the success of high school students. Such continued development of statewide articulation agreements and collaborative curriculum efforts utilizing the Virginia Career and Technical Education Curriculum Resource Center to develop statewide mandated curriculum for the community colleges will also help in encouraging students to move forward in postsecondary education by allowing more dual enrollment or articulated/validated credits.

The VDOE and VCCS should work collaboratively to utilize existing Leadership funds at the state level to provide professional development for both secondary and postsecondary faculty and eliminate duplication of effort; plan, develop, and implement career pathways collaboratively; and begin a collaborative alignment through the Virginia Career and Technical Education Resource Center to ensure the curriculum at the secondary and community college level are aligned and preparing secondary students for postsecondary. This collaboration would have a much larger impact on preparing students for postsecondary education than to change the funding split.

- 2. You must provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Section 131(g)]**

See information provided to secondary school divisions in Superintendent's Memo INF #153, August 3, 2007 – Carl D. Perkins Career and Technical Education Act of 2006 Federal Funds for July 1, 2007, Through June 30, 2008 at <http://www.doe.virginia.gov/VDOE/suptsmemos/2007/inf153.html>.

Thirty percent shall be allocated to such local educational agencies in proportion to the number of individuals in preK-12 (as reported to NCES), who reside in the school division served by such local education agency for the preceding fiscal year compared

to the total number of such individuals who reside in the school divisions served by all local educational agencies in the state for such preceding fiscal year.

Seventy percent shall be allocated to such local education agencies in proportion to the Census Bureau's estimate of the relative number of children in poverty aged 5 through 17, inclusive, who reside in the school district served by such local educational agency compared to the total number of such individuals who reside in the school divisions served by all local education agencies in the state for the most recent Census Bureau estimate.

Funds are distributed to the local educational agencies through reimbursement requests in the electronic OMEGA system for secondary and through paper reports for postsecondary LEAs.

- 3. You must describe how your agency will allocate any of those funds among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]**

There are no secondary or postsecondary consortia in Virginia at this time.

- 4. You must describe how you will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]**

Does not apply to Virginia.

- 5. You must provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act. At a minimum, you must provide an allocation run for eligible recipients using the required elements outlined in section 131(a) and/or section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s). Also you must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in section 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.**

Does not apply to Virginia.

B. Other Department Requirements

- 1. You must submit a detailed project budget, using the forms provided in Part B of this guide.**

See Part B forms.

- 2. You must provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.**

There are no consortia in Virginia at this time.

- 3. You must describe the secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act.**

Virginia utilizes the formulas stated in the Perkins IV act.

- 4. You must describe the competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.**

Virginia does not maintain a reserve fund from the Perkins grant.

- 5. You must describe the procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.**

See answer to Question #4 above.

- 6. You must include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.**

Letters are mailed to superintendents of public school divisions that are eligible for amounts less than \$15,000. Superintendents are asked to describe the reasons why they are unable to enter into a consortia arrangement for the provision of services if their division is located in a rural or sparsely populated area.

This information is reviewed by VDOE staff to ensure that appropriate requirements are met. If the division is approved for funding, a letter indicating the same is mailed to the superintendent and the assistant superintendent of finance, and the VDOE Finance Office is notified.

I. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

A. EDGAR Certifications

1. You must provide a written and signed certification that—

- (a) **The plan is submitted by the State agency that is eligible to submit the plan. [34 CFR 76.104(a)(1)]** [*Note: The term ‘eligible agency’ means a State board designated or created consistent with State law as the sole State agency responsible for the administration, or the supervision of the administration, of career and technical education in the State. See Sec. 3(12).*]

CODE OF VIRGINIA, ARTICLE 4. State Board of Career and Technical Education. §22.1-227. Board designated to carry out provisions of federal act.

The Board of Education is designated as the State Board of Career and Technical Education to carry out the provisions of the federal Vocational Education Act of 1963, as amended, and as such shall promote and administer the provision of agriculture, business, marketing, home economics, health, technology education, trade and industrial education in the public middle and high schools, regional schools established pursuant to §22.1-26, postsecondary institutions, and other eligible institutions for youth and adults.

For the purposes of this section, “promote,” shall not be construed to mandate the implementation of any additional career and technical education programs that are not currently offered. (Code 1950, §22-319; 1980, c.559; 1992, cc. 673, 897; 2001, c 483.) Source: *Virginia School Law Deskbook*, 2006 Edition, page 119.

- (b) **The State agency has authority under State law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]**

See A1(a) above. This section of the *Code of Virginia* designates the Board’s authority to carry out the provisions of this Act.

- (c) **The State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]**

Please see the answers to A1(a-b) above.

- (d) **All provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]**

The State Board of Career and Technical Education certifies that all provisions of the Transitional Plan are consistent with state law.

- (e) **A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan. [34 CFR 76.104(a)(5)]** *[Note: If a State wishes for the Department to continue sending the grant award documents directly to the State director, this individual's title needs to be listed on this portion of the assurance.]*

The funds are transmitted to the Virginia Department of Education, with the Office of Career and Technical Education Services having the responsibility to maintain records of receipt, balances, and disbursements and reimbursements. The State Director is Elizabeth M. Russell at Elizabeth.Russell@doe.virginia.gov or telephone at (804) 225-2847.

- (f) **The State officer who submits the plan, specified by title in the certification, has authority to submit the plan. [34 CFR 76.104(a)(6)]**

§22.1-23. Duties in General. The Superintendent of Public Instruction shall:

1. serve as secretary of the Board of Education;
- ...
5. perform such other duties as the Board of Education may prescribe. (Virginia School Laws, Section 22.1-23, Code 1950, §§ 22-25, 22-26, 22-28; 1980, c. 559; 2001, cc. 689, 700)

- (g) **The agency that submits the plan has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]**

Upon approval of this plan by the State Board of Career and Technical Education, this plan becomes the policy of the State Board and has the force and effect of the law.

- (h) **The plan is the basis for State operation and administration of the program. [34 CFR 76.104(a)(8)]**

The State Board certifies that the approved plan will be the basis for the state operation and administration of the program.

B. Other Assurances

1. **You must submit a copy of the State plan into the State Intergovernmental Review Process. [Executive Order 12372; 34 CFR 79]**

Virginia does not have an Intergovernmental Review Process.

2. **You must provide a complete and signed ED Form 80-0013 for certifications regarding lobbying; debarment and suspension, and other matters; and drug-free workplace requirements. [See <http://www.ed.gov/policy/fund/guid/gposbul/gpos12.html>]**

See Appendix B.

2. **You must provide a complete and signed Assurance for Non-Construction Programs Form. [See http://wdcrobiis08/doc_img/sf424b.doc]**

See Appendix B.

4. **You must provide a signed assurance that you will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]**

The requirements of the *Carl D. Perkins Career and Technical Education Act of 2006* including the provisions of the financial audit of funds received under this title which may be included as part of an audit of other Federal or State programs will be met.

5. **You must provide a signed assurance that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]**

No funds will be expended under the *Carl D. Perkins Career and Technical Education Act of 2006* and the Virginia Procurement Act to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or the employees of the acquiring entity, or any affiliate of such an organization.

6. **You must provide a signed assurance that your State will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]**

Virginia will waive the minimum allocation as required in section 131 (c)(1) in any case in which the local education agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. The eligible recipient must submit a letter of request for such waiver.

- 7. You must provide a signed assurance that your State will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]**

The Virginia State Board of Career and Technical Education assures that the state will provide, from non-federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-federal sources for such costs for the preceding fiscal year.

- 8. You must provide a signed assurance that your State and eligible recipients that use funds under this Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]**

The Virginia State Board of Career and Technical Education assures that the state and eligible recipients that use funds under this Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient.

- 9. You must provide a signed assurance that, except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]**

The Virginia Board of Career and Technical Education assures that, except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient.

- 10. You must provide a signed assurance that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]**

The Virginia Board of Career and Technical Education assures that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools.

Legal Name of Applicant Agency (State Educational Agency):

Virginia Department of Education

Address: P. O. Box 2120, Richmond, VA 23218-2120

Contact Person for Application:

Name: Elizabeth M. Russell

Position: Director of Career and Technical Education Services

Telephone: (804) 225-2847 Fax: (804) 371-2456

E-mail: Elizabeth.Russell@doe.virginia.gov

Printed Name and Title of Authorized State/SEA Representative:

Dr. Mark E. Emblidge, President

Virginia Board of Career and Technical Education

Signature of Authorized State/SEA Representative:

March 28, 2008

Date

PART B: BUDGET FORMS

INSTRUCTIONS

On the attached budget tables, you must identify:

I. Title I: Career and Technical Education Assistance to States

- Line I.A** **The amount of Title I funds available under section 112(a).**
- Line I.B** **The amount of Title II funds, if any, to be consolidated with Title I funds as described in section 202(a) and (b).**
- Line I.C** **The total amount of combined Title I and Title II funds.**
- Line I.D** **The amount, if any, to be reserved under section 112(c).**
- Line I.D.1** **The percent and amount reserved for secondary recipients.**
- Line I.D.2** **The percent and amount reserved for postsecondary recipients.**
- Line I.E.1** **The amount to be made available for eligible recipients for under section 112(a)(1).**
- Line I.E.1.a** **The percent and amount slated for secondary recipients.**
- Line I.E.1.b** **The percent and amount slated for postsecondary recipients.**
- Line I.E.2** **The amount to be made available for State leadership under section 112(a)(2).**
- Line I.E.2.a** **The amount to be made available for services to prepare individuals for non-traditional fields under section 112(a)(2)(B).**
- Line I.E.2.b** **The amount to be made available to serve individuals in State institutions, as described in section 112(a)(2)(A).**
- Line I.E.3** **The percent and amount to be expended for State administration under section 112(a)(3).**
- Line I.F** **The amount to be expended for matching of Federal expenditures for State administration under sections 112(b) and 323.**

II. Title II: Tech Prep Programs

Line II.A The amount of funds available under section 201(a).

Line II.B The amount of Title II funds, if any, to be consolidated with Title I funds as described in section 202(a).

Line II.C The total amount of funds to be used for Title II tech prep programs.

Line II.D The amount of funds to be made available for tech-prep consortia under section 203.

Line II.D.a The percent of funds to be made available for tech-prep consortia under section 203.

Line II.D.b The number of tech-prep consortia to be funded.

Line II.E The amount to be expended for State administration under Title II.

Line II.E.a The percent of funds to be expended for State administration under Title II.

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
 (For Federal Funds to Become Available Beginning on July 1, 2008)
 Based on 2007 figures.

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A. Total Title I Allocation to the State	<u>\$25,961,709.00</u>
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ <u> 0.00</u>
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (<i>Line A + Line B</i>)	<u>\$25,961,709.00</u>
D. Reserve (<i>not more than 10% of Line C, as applicable</i>)	\$ <u> 0.00</u>
1. Secondary Programs (<u> 0</u> % of Title I grant)	\$ <u> </u>
2. Postsecondary Programs (<u> 0</u> % of Title I grant)	\$ <u> </u>
E. Amount Available for Title I Distribution (Line C less Line D)	<u>\$25,961,709.00</u>
1. Local Formula Distribution (<i>not less than 85%</i>) (<i>Line E x 85%</i>)	<u>\$22,067,452.65</u>
a. Secondary Programs (<u>85</u> % of Title I grant)	<u>\$18,757,334.75</u>
b. Postsecondary Programs (<u>15</u> % of Title I grant)	<u>\$ 3,310,117.90</u>
c. Subtotal	<u>\$22,067,452.65</u>
2. Leadership (<i>not more than 10%</i>) (<i>Line E x 10%</i>)	<u>\$ 2,596,170.90</u>
a. Nontraditional Training and Employment (<u>\$100,000.00</u>)	
b. Corrections or Institutions (<u>\$220,000.00</u>)	
3. State Administration (not more than 5%) (<i>Line E x 5%</i>)	<u>\$ 1,298,085.45</u>
F. State Match (<i>from non-federal funds</i>) ¹	<u>\$ 1,335,569.50</u>

¹ The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2008)
Based on 2007 figures.

II. TITLE II: TECH PREP PROGRAMS

- A. Total Title II Allocation to the State \$ 2,419,604.00
- B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds \$ 0.00
- C. Amount of Title II Funds to Be Made Available For Tech-Prep (*Line A less Line B*) \$ 2,419,604.00
- D. Tech-Prep Funds Earmarked for Consortia \$ 2,347,016.00
- a. Percent for Consortia
(*Line D divided by Line C*) [97 %]
- b. Number of Consortia 23
- c. Method of Distribution (*check one*):
- X Formula
(For transitional year; in future years, minimum performance measures will have to be met by local consortia to receive annual grant award.)
- Competitive
- E. Tech-Prep Administration \$ 72,588.00
- a. Percent for Administration
(*Line E divided by Line C*) [3 %]

PART C: ACCOUNTABILITY FORMS

Indicators		Transition Plan	Six-Year Plan
Secondary Level – 8 Indicators			
1S1	Academic Attainment – Reading/Language Arts	X	X
1S2	Academic Attainment – Mathematics	X	X
2S1	Technical Skill Attainment	Not required	X
3S1	Secondary School Completion	Not required	X
4S1	Student Graduation Rates	X	X
5S1	Secondary Placement	Not required	X
6S1	Nontraditional Participation	Not required	X
6S2	Nontraditional Completion	Not required	X
Postsecondary/Adult Level – 6 Indicators			
1P1	Technical Skill Attainment	Not required	X
2P1	Credential, Certificate, or Diploma	Not required	X
3P1	Student Retention or Transfer	Not required	X
4P1	Student Placement	Not required	X
5P1	Nontraditional Participation	Not required	X
5P2	Nontraditional Completion	Not required	X

I. Definition of Career and Technical Education Student Populations –

A. Secondary Level

Participants –

A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program area.

Concentrators –

A secondary student who has earned three (3) or more credits in a single CTE program area (e.g., health care or business services), or two (2) credits in a single CTE program area, but only in those program areas where 2 credit sequences at the secondary level are recognized by the State and/or its local eligible recipients.

B. Postsecondary/Adult Level

NOTE: The Virginia Community College System (VCCS) is in the process of collecting and analyzing data for the development of the measures. However, OVAE has not released the non-regulatory guidance for the performance measures as of December 21, 2007. Also, VCCS submitted a request for technical assistance offered by OVAE to assist with the development of these measures and has been funded to receive this technical assistance. Therefore, the measurement approaches proposed are subject to modification pending the non-regulatory guidance and the potential technical assistance provided through OVAE. In addition, baseline data are listed as “to be determined” (TBD) pending completion of this process.

Participants –

A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.

Concentrators –

A postsecondary/adult student who: (1) completes at least 12 CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

A. SECONDARY LEVEL (Only 1S1, 1S2, and 4S1 are required to have percentages at this time.)

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 2007-2008	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in reading/language arts whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p>	State and Local Administrative Records	B: 65%	L: 65% A: AGREED	L: 69% A: AGREED
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in mathematics whose scores were included in the State’s computation of AYP and who, in the reporting year, have left secondary education.</p>	State and Local Administrative Records	B: 63%	L: 63% A: AGREED	L: 67% A: AGREED

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 2007-2008	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	<p>Numerator: Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who took the assessments during the reporting year.</p>	Measurement approach will be decided on when assessment tool and method are finalized. This will be negotiated with the USED in conjunction with the baseline data for all performance standards.	B: TBD	L: A:	L: A:
3S1 Secondary School Completion¹ 113(b)(2)(A)(iii)(I-III)	<p>Numerator: Number of <u>CTE concentrators</u> who earned a regular secondary school diploma, or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who left secondary education during the reporting year.</p>	Program completers are those students who complete a career and technical education program and meet state recognized diploma or equivalent during the reporting year.	B: 75%	L: A:	L: 75% A:

¹The Virginia Department of Education began moving to a new collection program for CTE completer information in 2006 - 2007 while at the same time running the data collection program that had previously been used. In review of the data from both collection programs, there is a significant difference in numbers and until the reason for the discrepancy is determined we feel that it will help to start at a lower benchmark than where we ended the Perkins III on any performance standard that relies on completer information. Performance Standards 1S1, 1S2, and 4S1 were already lowered based on NCLB documentation.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 2007-2008	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
4S1 Student Graduation Rates 113(b)(2)(A)(iv)^{1,2}	<p>Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p> <p>Denominator: Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p>	State and Local Administrative Records ²	B: 61%	L: 61% ² A: AGREED	L: 61% ² A: AGREED
5S1 Secondary Placement 113(b)(2)(A)(v)^{1,3}	<p>Numerator: Number of <u>CTE concentrators</u> who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second and third quarters following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).³</p> <p>Denominator: Number of <u>CTE concentrators</u> who left secondary education during the reporting year.</p>	State developed surveys administered by state and local agencies.	B: 75%	L: A:	L: 75% A:

² **Request:** Virginia will recalculate the graduation rate and annual measurable objective (AMO) using the formula and methodology approved by USED in 2003 in the Consolidated State Application Accountability Workbook. Current graduation data will be used to recalculate the AMO. This interim AMO will be used for the graduation rate through 2008 Adequate Yearly Progress (AYP) calculations when the statewide individual student record system is able to provide a more accurate accounting of the graduation rate in Virginia. The interim AMO is 61 percent. As required by USED, this represents the percent of on-time graduates who receive a Standard or Advanced Studies Diploma.

Rationale: Longitudinal graduation rate data will not be available to set a revised graduation rate target until 2008. At that time, the graduation rate targets for 2008-2009 and beyond will be recalculated and used in determining AYP ratings beginning in 2009-2010. (AYP ratings are based on the prior year's graduation rate.) The NCLB graduation rate formula also will be revisited in 2008-2009 for alignment with the Board's adoption of the NGA graduation rate formula.

³Though Virginia is willing to begin follow-up in the second quarter, we also would like to add the third quarter. To follow-up totally in the second quarter is detrimental to our continued success on tracking student placement. Students who are attending colleges/universities or are in the military are not as accessible for follow-up because of being away from home. When they return home, teachers/administrators in school divisions are on holiday. In addition, Virginia has utilized the third quarter method for the past five years. Utilizing the same questionnaires and procedures has produced a longitudinal database that allows us to investigate trends over time. This information will be very useful for evaluating and improving programs. The trends can be tracked by state, school division, service area and program. We can also track credentials and skills by service area. Again, we feel it would be very detrimental to move away from third quarter follow-up when we are at this juncture. If we are allowed to combine it with second quarter follow-up, it will also provide us with a more accurate reflection of the difference in follow-up rate between the two quarters.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 2007-2008	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
<p>6S1 Nontraditional Participation 113(b)(2)(A)(vi)</p>	<p>Numerator: Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>State and local administrative data.</p>	<p>B: 13.63%</p>	<p>L:</p> <p>A:</p>	<p>L: 13.63%</p> <p>A:</p>
<p>6S2 Nontraditional Completion¹ 113(b)(2)(A)(vi)</p>	<p>Numerator: Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>State and local administrative data.</p>	<p>B: 9.00%</p>	<p>L:</p> <p>A:</p>	<p>L: 9.00%</p> <p>A:</p>

III. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

B. POSTSECONDARY/ADULT LEVEL (Information for postsecondary is not requested at this time.)

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
<p>1P1 Technical Skill Attainment 113(b)(2)(B)(i)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Note: Technical skills assessments are defined based on the draft non-regulatory guidance from OVAE for the gold, silver, and bronze levels. Gold assessments are state certification or national industry recognized licensures. Silver assessment include: (1) state developed or (2) locally developed and state approved exams. Bronze includes end of program GPA's. Under OVAE draft guidance, the bronze level will phase out by 2009. VCCS is in the process of identifying the number of programs that fall into these three categories and the availability of the data by college.</p> <p>Denominator: Number of <u>CTE concentrators</u> who took technical skill assessments during the reporting year.</p>	<p>Student level data collected through the state administered student information system supplemented with state developed surveys administered by local colleges</p>	<p>B: TBD</p>	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>

<p align="center">2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who received an industry-recognized credential, a certificate, or a degree during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.</p>	<p>Student level data collected through the state administered student information system</p>	<p>B: TBD</p>	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>
<p align="center">3P1 Student Retention or Transfer 113(b)(2)(B)(iii)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.</p>	<p>Student level data collected through the state administered student information system matched with State Council for Higher Education of Virginia (SCHEV) and National Student Clearinghouse data.</p>	<p>B: TBD</p>	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>
<p align="center">4P1 Student Placement 113(b)(2)(B)(iv)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p>Denominator: Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.</p>	<p>Student level data collected through the state administered student information system matched with Virginia Employment Commission wage data, which may include FEDES (Federal Employment Data Exchange System) data</p>	<p>B: TBD</p>	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
5P1 Nontraditional Participation 113(b)(2)(B)(v)	<p>Numerator: Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	Student level data collected through the state administered student information system	B: TBD	L: A:	L: A:
5P2 Nontraditional Completion 113(b)(2)(B)(v)	<p>Numerator: Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	Student level data collected through the state administered student information system	B: TBD	L: A:	L: A:

Summary of Major Elements:

On December 17, 2007, Governor Kaine presented his proposed 2008-2010 biennial budget to the General Assembly. Governor Kaine's introduced budget fully funds the cost of rebenchmarking the Direct Aid budget for the 2008-2010 biennium. The Governor's budget also includes \$183.2 million for new or expanded Direct Aid programs in 2008-2010. Attachment A provides a summary of key budget actions in the 2008-2010 biennial budget proposed by Governor Kaine for the following public education agencies: Direct Aid to Public Education, DOE Central Office Operations, VSDB&MD-Hampton, and VSDB-Staunton.

New or expanded Direct Aid funding (in addition to funding for rebenchmarking) proposed by the Governor for 2008-2010 includes:

- Salary Increase for SOQ and other Funded Positions (FY10)
- Virginia Preschool Initiative Expansion
- Data Coordinators in At-risk High Schools
- Career Switcher Mentors
- National Board Certification Bonuses
- Virtual Virginia (Virtual AP School)

Attachment B lists key input data used in rebenchmarking Direct Aid costs for the 2008-2010 biennium as proposed in the Governor's introduced budget.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board accept this informational report.

Impact on Resources:

The final rebenchmarking cost for Direct Aid contained in the Governor's 2008-2010 introduced budget is \$943.0 million. This final rebenchmarking cost is less than the \$1.1 billion estimate presented to the Board in July 2007 due primarily to two factors that reduced the final cost:

- Final enrollment projections that are lower than those used in the July estimate
- Funded VRS fringe benefit rates that are lower than the FY08 rates used for the July estimate

Additional spending items proposed by the Governor that are summarized in Attachment A increase the final Direct Aid general fund appropriations (over the FY08 base) to approximately \$1.1 billion for the biennium. As proposed by the Governor, total general fund appropriations in Direct Aid are \$6.2 billion in FY09 and \$6.5 billion in FY10; this represents a 6.9 percent increase and an 11.7 percent increase, respectively, above the FY08 base-year general fund appropriations in Direct Aid. Non-general fund appropriations in Direct Aid add approximately another \$1.0 billion each year of the biennium primarily for federal grant reimbursements and use of Literary Funds for VRS retirement payments. The Governor's proposed 2008-2010 budget will be considered by the 2008 General Assembly.

Timetable for Further Review/Action:

None.

**Summary of Key Budget Actions Affecting Public Education
Governor's 2008-2010 Biennial Budget as Introduced (HB/SB 30)**

Note: amounts cited below are changes from FY08 base funding; amounts are general fund unless noted.

Direct Aid to Public Education Budget

Rebenchmarking – \$943.0 million is provided for the biennium to fund the cost of standard technical updates to continue current Direct Aid programs in the 2008-2010 biennium. The final cost of rebenchmarking is less than the \$1.1 billion dollar estimate presented to the Board in July 2007 due primarily to the lower enrollment projections and lower VRS fringe benefit rates that were used in the Governor's budget.

Salary Increase – \$132.4 million is provided in FY10 for a three percent salary increase for all funded instructional and support positions, and an additional half percent increase for funded instructional positions. The funding is based on an effective date of July 1, 2009.

Expand Virginia Preschool Initiative – Provides funding to expand access to preschool for at-risk four year olds. Expands the at-risk criterion in the funding formula to include reduced-price lunch eligibility, increases the maximum per pupil amount, caps the composite index at fifty percent, and provides funding for at least one classroom per locality. In FY09, an additional \$15.1 million is provided. For FY10, an additional \$15.1 million (GF) and \$14.9 million (NGF) is provided. The NGF source is federal TANF funds. Approximately 19,300 student slots are funded by FY10, 4,000 more than are funded in FY08.

Data Coordinators in At-risk High Schools – Provides \$1.9 million in FY10 as incentive funding to establish data coordinators in 54 high schools that are currently not fully accredited or that have not made Adequate Yearly Progress under NCLB. Data coordinators will help these schools improve student achievement by interpreting the results of SOL tests and helping teachers improve curriculum and instruction based on these results. In addition, new budget language requires school divisions to use additional At-risk funding above the amount received in FY08 to place data coordinators in at-risk schools throughout the school division.

Expand Virtual Virginia Program – Provides \$960,000 in FY10 to expand enrollment and course offerings in the Virtual AP School component of the Virtual Virginia program. The demand for online courses offered by the program exceeds the number of student slots available. This funding will provide an additional 800 student slots.

Literary Fund – By FY10, the amount of the Literary Fund transfer for VRS retirement payments is decreased by \$25.0 million to a total of \$91.0 million. This action will increase funds available for direct loans. Interest Rate Subsidy programs of \$20.0 million

Attachment A

in FY09 and \$15.0 million in FY10 for projects on the First Priority Waiting List are also proposed.

Mentors for Career Switcher Teachers – Increases funding by \$100,000 each year for stipends paid to individuals mentoring Career Switcher teachers. The additional funding will help meet projected increased participation in the Career Switcher program in the 2008-2010 biennium. Career Switcher teachers are required to have a mentor for one year.

National Board Certification Bonuses – Provides an additional \$926,625 each year for bonuses paid to teachers who achieve National Board Certification. Additional funding is needed due to an increase in the number of teachers obtaining certification. Almost 300 teachers were certified this fall and the number has been increasing the last several years.

Department of Education, Central Office Operations Budget

Continue FY 2008 Budget Reductions – Continues the budget reductions included in the Governor's FY08 reduction plan into the 2008-2010 biennium. For FY09, a decrease of \$1.4 million (GF), an increase of \$791,653 (NGF), and a reduction of one position. For FY10, a decrease of \$1.4 million (GF) and an increase of \$791,653 (NGF).

Expand PALS Diagnostic Assessment – Increases funding by \$379,550 each year for the Phonological Awareness Literacy Screening (PALS) diagnostic screening. PALS helps identify children at risk for early reading difficulties. The additional funding will support the PALS Pre-K assessment and various program support services to school divisions.

Fund VPI Evaluation and Administration – Funds administration of entities funded through the Virginia Preschool Initiative, to provide program monitoring and technical assistance, financial management, and evaluation. For each year, \$340,100 and three positions are provided.

Virginia School for the Deaf, Blind and Multi-Disabled at Hampton

Transfer Operating Funds and Positions to the Consolidated School at Staunton – Transfers a portion of the operating budget and positions to VSDB-Staunton to accommodate additional students due to consolidation of the two schools at Staunton. For FY09, a decrease of \$3.6 million (GF), \$248,740 (NGF), and a reduction of 53 positions. For FY10, a decrease of \$3.3 million (GF) and \$227,124 (NGF).

Adjust Funding Due to Consolidation of the Two Schools – Eliminates general and nongeneral fund appropriation due to consolidation of the two schools at Staunton. A portion of the first-year general funds will remain to support transition of the Hampton

Attachment A

school. For FY09, a decrease of \$249,199 (NGF) and 75 positions. For FY10, a decrease of \$3.8 million (GF) and \$270,815 (NGF).

Virginia School for the Deaf and the Blind at Staunton

Increase Staffing Due to Consolidation – Increases funding for salaries and positions for the instructional and support staff needed to accommodate students transferring from Hampton to the consolidated school at Staunton. This increase is offset by a decrease in funding and positions at Hampton. For FY09, an additional \$3.3 million (GF), \$248,919 (NGF), and 53 positions. For FY10, an additional \$3.1 million (GF) and \$248,720 (NGF).

Fund Increased Operational Costs Due to Consolidation – Provides additional funds for increased operational costs due to the consolidation in areas such as recruitment and hiring, utilities, food service, transportation, security, and technology. For FY09, an additional \$320,000. For FY10, an additional \$237,843.

Capital Funding – Provides \$2.5 million for the biennium to repair and replace roofs, repair campus safety hazards, and remove lead paint and asbestos.

Virginia Department of Education
2008-2010 Direct Aid to Public Education Budget
Summary of Major Data Inputs Used in 2008-2010 Rebenchmarking Calculations - Gov's. Introduced Budget (HB/SB 30)

	FY 2008	2008-2010
A. Student Enrollment Data		
Fall Membership (base-year enrollment)	1,180,735 (2004-2005)	1,195,716 (2006-2007)
Special Education Child Count	204,904 (12/1/04 data)	193,608 (12/1/06 data)
Vocational Education Child Count	2004-2005	2006-2007
SOQ Prevention, Intervention and Remediation (<i>SOL English & Math Test Scores</i>)	3yr. avg. by div. using 02-03 to 04-05 data (3yr. st. avg. = 20.77%)	3yr. avg. by div. using 03-04 to 05-06 data (3yr. st. avg. = 18.70%)
SOQ Prevention, Intervention and Remediation (<i>Free Lunch Eligibility Data</i>)	3yr. avg. by div. using Oct. '02, '03, '04 data (3yr. st. avg. = 23.83%)	3yr. avg. by div. using Oct. '04, '05, '06 data (3yr. st. avg. = 25.20%)
B. Expenditure Data (funded salaries and support costs)	2003-2004 Annual School Report	2005-2006 Annual School Report
C. Fringe Benefit Rates		
Instructional VRS Retirement (including Retiree Health Care Credit)	11.46%	10.47%
Non-instructional VRS Retirement	7.48%	7.60%
Social Security/Medicare	7.65%	7.65%
Group Life Insurance	0.40%	0.36%
Health Care Premium (<i>Funded per position amount with Inflation</i>)	\$4,274	\$5,211
D. Composite Index (<i>Base-Year Data</i>)	2003	2005
E. Funded Non-Personal Support Inflation Factors (<i>Unweighted average</i>)	7.30%	5.39%
F. Textbooks (<i>Funded Per Pupil Amount with Inflation</i>)	\$101.81	\$119.39
G. Average Daily Membership Projections (<i>Original Projections - BOE Budget July '07</i>)	1,199,701 (FY 2008)	1,210,373 (FY 2009), 1,221,682 (FY 2010)
H. Average Daily Membership Projections (<i>Nov. '07 Revised Projections - Gov's. Budget</i>)	1,192,696 (FY 2008)	1,200,102 (FY 2009), 1,207,692 (FY 2010)