

COMMONWEALTH of VIRGINIA

Board of Education Agenda

Date of Meeting: April 24, 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 March 19, 2008, Meeting of the Board

Resolutions/Recognitions

- Recognition of Virginia's recipient of the Virginia Education Association's 2007-2008 Award for Teaching Excellence, Mr. Douglas R. Graney, Social Studies Teacher at Herndon High School in Fairfax County Public Schools. Mr. Graney is also the recipient of the Horace Mann National Education Association Foundation Award for Teaching Excellence. This presentation will be made in conjunction with the Virginia Education Association.

Public Comment

Report from the Board of Education's Committee on School and Division Accountability

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 the Notice of Intended Regulatory Action (NOIRA) to Amend and Consolidate Certain Board of Education Regulations
- E. First Review of Proposed Amendment to the *Regulations Governing the Reduction of State Aid When the Length of the School Term is Below 180 Teaching Days or 990 Teaching Hours (8 VAC 20-521-10 seq.) Under the Fast Track Provisions of the Administrative Process Act*

Action/Discussion Items

- F. Report from the Board of Education's 2007-2008 Student Advisory Committee
- G. First Review of Approval of Local School Division Remedial Plans
- H. First Review of a Request for Approval of an Innovative Program Opening Prior to Labor Day from Covington City Public Schools
- I. First Review of the Proposal to Establish a Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences in Halifax County
- J. First Review of Virginia's Definition of School Readiness
- K. First Review of a Protocol for the State-Directed Investigation of Testing Irregularities
- L. First Review of Recommended Cut Scores for the Virginia Grade Level Alternative (VGLA) in Science
- M. First Review of *No Child Left Behind* Differentiated Accountability Pilot Proposal
- N. First Review of the *Virginia Standards for the Professional Practice of Teachers*

Reports

- O. Statewide Performance Report for Career and Technical Education and the Virginia Community College System, as a Sub-recipient of Perkins Funds from the Department of Education
- P. Report on 2006-2007 Supplemental Educational Services Evaluation

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, April 23, 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.

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 December 31, 2007.

Impact on Resources:

As funds become available in the Literary Fund, recommendations will be made to the Board for funding priority projects and those projects at the top of the First Priority Waiting List, with 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 December 31, 2007)

Line Reference		<u>December 31, 2007</u>	<u>September 30, 2007</u>	<u>Increase/(Decrease)</u>
	PRINCIPAL BALANCE			
1.	Cash and investments maintained by State Treasurer	179,287,185	165,596,696	13,690,489
2.	Temporary loans received from local school boards (secured by promissory notes)	7,002,530	0	7,002,530
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)	312,264,692	319,274,452	(7,009,760)
5.	Total Principal of Literary Fund	498,554,407	484,871,148	13,683,259
	CURRENT COMMITMENTS AGAINST LITERARY FUND REVENUE			
6.	Balance due on active projects (Attachment B)	24,464,180	23,353,668	1,110,512
7.	Debt service on VPSA equipment notes ¹	60,001,254	63,784,682	(3,783,428)
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	124,934,530	116,128,935	8,805,595
11.	Other Encumbrances held by Treasurer of Virginia	10,234	10,234	0
12.	Required Carry Forward Balance	64,582,338	63,784,682	797,656
13.	Total of Literary Fund Commitments	282,732,006	292,719,629	(9,987,623)
	FUNDS AVAILABLE FOR CURRENT COMMITMENTS AND NEW LOANS			
14.	Cash and investments maintained by State Treasurer (Line 1)	179,287,185		
15.	Less commitments against Literary Fund Revenues (Line 13)	(282,732,006)		
16.	Balance Available to Fund New Projects Currently on Waiting List - (Additional Funds Needed to Meet Commitments)	(103,444,821)		

NOTES:

¹ Chapter 847 requires \$63,784,682 to be set aside for debt service on VPSA equipment notes. (Fiscal year-to-date payments of \$3,783,428 reflected in line 7.)

² Chapter 847 requires \$20,000,000 to be set aside for an interest rate subsidy program. (Fall Subsidy sale completed for \$16,917,957 and is reflected in line 8.)

³ Final 2008 Budget, adopted by General Assembly on March 13, 2008, and pending signature of Governor, requires \$124,934,530 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	0	34,943	0.00%
11098	Washington County	Holston High	2003 Subsidy	20,949	0	20,949	0.00%
11097	Washington County	John S. Battle High	2003 Subsidy	30,210	0	30,210	0.00%
11099	Washington County	Patrick Henry High	2003 Subsidy	30,181	0	30,181	0.00%
11100	Washington County	Valley Institute	2003 Subsidy	5,861	0	5,861	0.00%
11151	Nottoway County	Blackstone Primary	2004 Subsidy	54,632	(40,393)	14,239	73.94%
11150	Nottoway County	Crewe Primary	2004 Subsidy	191,790	(161,572)	30,218	84.24%
11181	Grayson County	Grayson Middle	2005 Subsidy	138,831	0	138,831	0.00%
11143	Franklin County	Windy Gap Elementary	2006 Subsidy	745,557	0	745,557	0.00%
11195	Page County	Page County High	2006 Subsidy	1,331,227	0	1,331,227	0.00%
11196	Page County	Luray High	2006 Subsidy	1,324,727	0	1,324,727	0.00%
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	0	641,739	0.00%
11222	Henry County	Campbell Court Elementary	2006 Subsidy	706,533	0	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	0	798,438	0.00%
11230	Augusta County	Wilson Memorial High School	2007 Subsidy	791,938	0	791,938	0.00%
11225	Hanover County	Hanover Elementary	2007 Subsidy	214,640	0	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	0	154,739	0.00%
11214	Washington County	Valley Institute Elementary	2007 Subsidy	123,197	0	123,197	0.00%
11215	Washington County	E. B. Stanley Middle	2007 Subsidy	149,896	0	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	0	648,523	0.00%
11239	Cumberland County	Cumberland Middle School	2007 Subsidy	1,382,236	0	1,382,236	0.00%
11238	Cumberland County	Cumberland High School	2007 Subsidy	1,375,736	0	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	0	798,438	0.00%
11226	Hanover County	Trades Based Center	2007 Subsidy	208,140	0	208,140	0.00%
11228	Roanoke County	Northside High School	2007 Subsidy	798,438	0	798,438	0.00%
11258	Gloucester County	Abingdon Elementary School	2007 Subsidy	798,438	0	798,438	0.00%
				\$ 26,629,801	(2,165,622)	\$ 24,464,180	

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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	\$ -	

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Board of Education Agenda Item

Item: B.

Date: April 24, 2008

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

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

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

Origin:

Topic presented for information only (no board action required)

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

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

Previous Review/Action:

No previous board review/action

Previous review/action
date _____
action _____

Background Information:

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

Summary of Major Elements

Attachment A reflects ten (10) applications that have been reviewed by the Department. These applications have met all of the Board requirements necessary to be approved for a Literary Fund loan.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends approval of ten (10) applications totaling \$75,000,000 (Attachment A).

Impact on Resources:

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

Timetable for Further Review/Action:

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

BOARD OF EDUCATION
LITERARY FUND LOAN APPLICATIONS PRESENTED FOR APPROVAL

It is recommended that the following applications be approved:

Literary Fund #	School Division	School	Date Received	Amount	Comment
11278	Portsmouth City	Simonsdale Elementary School	December 26, 2007	7,500,000	New Construction (Plans Not Received)
11279	Alleghany County	Alleghany High School	February 19, 2008	7,500,000	New Construction (Plans Not Received)
11280	Pittsylvania County	Tunstall High School	February 19, 2008	7,500,000	Addition and Renovation (Plans Not Received)
11282	Pittsylvania County	Chatham High School	February 19, 2008	7,500,000	Addition and Renovation (Plans Not Received)
11283	Pittsylvania County	Dan River High School	February 19, 2008	7,500,000	Addition and Renovation (Plans Not Received)
11281	Pittsylvania County	Gretna High School	February 19, 2008	7,500,000	Addition and Renovation (Plans Not Received)
11284	Lexington City	Lylburn Downing Middle School	February 25, 2008	7,500,000	Addition and Renovation (Plans Not Received)
11285	Warren County	Luray Avenue Middle School	March 12, 2008	7,500,000	Addition and Renovation (Plans Not Received)
11286	Lynchburg City	Sandusky Middle School	March 21, 2008	7,500,000	New Construction (Plans Not Received)
11287	Northampton County	Northampton High School	March 28, 2008	7,500,000	Renovation (Plans Not Received)

Total: \$ 75,000,000

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

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

Summary of Major Elements:

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

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

1. Two new projects, totaling \$15,000,000, listed on Attachment A are eligible for placement on the First Priority Waiting List.
2. Ten new projects, totaling \$75,000,000, listed on Attachment E have Literary Fund applications, which are approved as to form, but the plans have not yet been finalized. When the Department receives the plans, these projects will be eligible for placement on a waiting list. Until such time, these projects should remain on the Approved Application List.

Superintendent's Recommendation:

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

Impact on Resources:

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

Timetable for Further Review/Action:

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

VIRGINIA BOARD OF EDUCATION - LITERARY FUND FIRST PRIORITY WAITING LIST

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

Priority	Date Placed on 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
12	January, 2008	Radford City	Belle Heth Elementary School	2%	7,500,000	67,947,500	Funding Deferred
13	January, 2008	Virginia Beach City	Virginia Beach Middle School	3%	7,500,000	75,447,500	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>							
14	April, 2008	Rockingham County	New Elementary School in Elkton	3%	7,500,000	82,947,500	Funding Deferred
15	April, 2008	Rockingham County	New High School in Elkton	3%	7,500,000	90,447,500	Funding Deferred

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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.

<i>Priority</i>	<i>Date Placed on Waiting List</i>	<i>School Division</i>	<i>School</i>	<i>Interest Rate</i>	<i>Amount</i>	<i>Cumulative Total</i>	<i>Action/Status</i>	<i>Comments</i>
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NO PROJECTS

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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
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NO PROJECTS

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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
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NO PROJECTS

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LITERARY FUND OF VIRGINIA
APPROVED APPLICATION LIST ¹

Priority	Date Placed on Application List	School Division	School	Interest Rate	Application Amount	Cumulative Total	Action/Status
1	March, 2006	Roanoke County	William Byrd High School	3%	7,500,000	7,500,000	Pending receipt of plans
2	January, 2007	Washington County	John Battle High School	3%	489,126	7,989,126	Pending receipt of plans
3	January, 2007	Washington County	Abingdon High School	3%	489,126	8,478,252	Pending receipt of plans
4	January, 2007	Washington County	Patrick Henry High School	3%	1,177,236	9,655,488	Pending receipt of plans
5	January, 2007	Washington County	Holston High School	3%	602,186	10,257,674	Pending receipt of plans
6	January, 2007	Washington County	Meadowview Elementary School	3%	1,491,288	11,748,962	Pending receipt of plans
7	January, 2007	Washington County	Wallace Middle School	3%	1,165,073	12,914,035	Pending receipt of plans
8	January, 2007	Washington County	Glade Spring Middle School	3%	1,596,000	14,510,035	Pending receipt of plans
9	January, 2008	Petersburg City	Robert E. Lee Elementary School	2%	6,493,700	21,003,735	Pending receipt of plans
10	January, 2008	Petersburg City	Walnut Hill Elementary School	2%	5,818,691	26,822,426	Pending receipt of plans
11	January, 2008	Norton City	Norton Elementary School	3%	7,500,000	34,322,426	Pending receipt of plans
<i>New projects to be added to the approved application list.</i>							
12	April, 2008	Portsmouth City	Simonsdale Elementary School	2%	7,500,000	41,822,426	Pending receipt of plans
13	April, 2008	Alleghany County	Alleghany High School	2%	7,500,000	49,322,426	Pending receipt of plans
14	April, 2008	Pittsylvania County	Tunstall High School	2%	7,500,000	56,822,426	Pending receipt of plans
15	April, 2008	Pittsylvania County	Chatham High School	2%	7,500,000	64,322,426	Pending receipt of plans
16	April, 2008	Pittsylvania County	Dan River High School	2%	7,500,000	71,822,426	Pending receipt of plans
17	April, 2008	Pittsylvania County	Gretna High School	2%	7,500,000	79,322,426	Pending receipt of plans
18	April, 2008	Lexington City	Lylburn Downing Middle School	3%	7,500,000	86,822,426	Pending receipt of plans
19	April, 2008	Warren County	Luray Avenue Middle School	3%	7,500,000	94,322,426	Pending receipt of plans
20	April, 2008	Lynchburg City	Sandusky Middle School	3%	7,500,000	101,822,426	Pending receipt of plans
21	April, 2008	Northampton County	Northampton High School	3%	7,500,000	109,322,426	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
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- HB 770 establishes technology as a major classification of school expenditures, which will result in an amendment to the *Classification of Expenditures* (8 VAC 20-210-10). This regulation was not included in the original NOIRA but is included in the proposed NOIRA.
- HB 137 and SB 356 changes the procurement provisions for textbooks purchased by school divisions, which will result in revisions to several sets of regulations governing textbooks, including *Regulations Governing Textbook Fund Management and Handling on Local Level* (8 VAC 20-270-10 et seq.), which was included in the original NOIRA but is not included in the proposed NOIRA. HB 137 and SB 356 are expected to result to changes in two additional sets of regulations, *Regulations Governing Textbook Adoption State Level* (8 VAC 20-220-10 et seq.) and *Regulations Governing Textbook Adoption Local Level* (8 VAC 20-230-10 et seq.). Staff suggests that the three sets of textbook regulations be updated and consolidated into one regulatory package to be brought before the Board later this year.

To accommodate these legislative changes, this NOIRA would replace the May 21, 2007 NOIRA.

Summary of Major Elements: The attached Notice of Intended Regulatory Action (NOIRA) Background Document summarizes the major elements of this project. As noted above, this proposal is to amend and reenact the *Regulations Governing Local School Boards* (8 VAC 20-490-10 et seq.) into the Regulations Governing Local School Boards and School Divisions by consolidating several applicable regulations to one concise regulation. The regulations to be consolidated into this one regulation are attached to this agenda item and are as follows:

8 VAC 20-150-10 et seq.	Regulations Governing Management of the Student’s Scholastic Record in the Public Schools of Virginia
8 VAC 20-170-10	Regulations Governing Instructional Materials – Selection and Utilization by Local School Boards
8 VAC 20-180-10	Regulations Governing School Community Programs
8 VAC 20-210-10	Classification of Expenditures
8 VAC 20-240-10 et seq.	Regulations Governing School Activity Funds
8 VAC 20-250-10	Regulations Governing Testing Sight and Hearing of Pupils
8 VAC 20-310-10	Rules Governing Instruction Concerning Drugs and Substance Abuse
8 VAC 20-320-10	Regulations Governing Physical and Health Education
8 VAC 20-390-10 et seq.	Rules Governing Division Superintendent of Schools
8 VAC 20-410-10	Rules Governing Allowable Credit for Teaching Experience
8 VAC 20-420-10	Regulations Governing Personnel in Public School Libraries Operated Under Joint Contract Under Control of Local School Board or Boards
8 VAC 20-460-10 et seq.	Regulations Governing Sick Leave Plan for Teachers
8 VAC 20-490-10 et seq.	Regulations Governing School Boards Local
8 VAC 20-565-10 et seq.	Regulations for the Protection of Students as Participants in Human Research

When these regulations have been consolidated into the Regulation Governing Local School Boards and School Divisions, the current individual regulations will be repealed simultaneously with the promulgation of the new regulation.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education withdraw the May 2007 NOIRA, waive first review and approve the proposed NOIRA, and authorize the Department of Education staff to proceed with the requirements of the Administrative Process Act.

Impact on Resources: The administrative impact for the review and revision of these regulations is not expected to be unduly burdensome on the Department of Education and is expected to have a minimal to no fiscal or administrative impact on the local school divisions.

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

Regulations Governing Management of the Student's Scholastic Record in the Public Schools of Virginia

8 VAC 20-150-10 et seq.

8VAC20-150-10. Definitions.

The terms used in this chapter, except as otherwise defined herein, shall be in accord with the definitions contained in the Family Educational Rights and Privacy Act, 20 USC §1232g, 34 CFR 99; the Individuals with Disabilities Education Act, 20 USC §§1400-1485, 34 CFR 300; and §22.1-289 of the Code of Virginia.

8VAC20-150-20. Management of scholastic record.

A. Local education agencies shall manage the scholastic records of all students in compliance with applicable law, including the Family Educational Rights and Privacy Act of 1974, 20 USC §1232g, 34 CFR 99; the Individuals with Disabilities Education Act, 20 USC §§1400-1485, 34 CFR 300; and §§2.1-377 through 2.1-386, 16.1-260, 16.1-305.1, 16.1-305.2, 22.1-3.1, 22.1-270, 22.1-271.2, 22.1-287, 22.1-287.1, 22.1-288, 22.1-288.2, 22.1-289, 32.1-36.1 and 42.1-76 through 42.1-91.

B. Every notice of adjudication or conviction received by a local superintendent, and information contained in the notice, which is not a disciplinary record, shall be maintained by him and by any others to whom he disseminates it, separately from all other records concerning the student. However, if the school administrators or the school board takes disciplinary action against the student based upon an incident which formed the basis for the adjudication or conviction, the notice shall become a part of the student's disciplinary record. As used herein, "disciplinary record" means a record which is directly related to a student and any disciplinary action taken against that student for violation of school rules or policies occurring on school property or at school-sponsored events.

8VAC20-150-30. Access.

A parent, guardian or other person having control or charge of a student shall be notified of his right to review, and to request an amendment of, the student's scholastic record in accordance with the procedures set forth in 34 CFR 99.

Regulations Governing Instructional Materials – Selection and Utilization by Local School Boards

8 VAC 20-170-10

8VAC20-170-10. Responsibility - local school boards.

The Board of Education places with local school boards the responsibility for the selection, approval, and utilization of instructional materials.

In the selection of instructional materials, the local school board is responsible for the following:

1. Developing local criteria for selection (the Board of Education will assist by publishing guidelines for the development of criteria);
2. Approving materials which are consistent with instructional goals and objectives;
3. Appointing a division evaluation committee which should include, when appropriate, parents, students, teachers, supervisors, and nonparent patrons;
4. Providing for the examination of materials by appropriate committees and individuals (local boards may choose to exempt certain types of materials from the formal evaluation process - maps, charts, games, etc.);
5. Providing notice to parents that books and materials under consideration for approval will be available at designated locations for review by any interested citizens. Provisions should be made for those reviewing such materials to present their comments and observations, if any, to the school board through locally approved procedures. Those actions should be taken which are necessary to assure appropriate consideration of such citizen observations and adequate time for such consideration should be allowed. Such actions might include (i) opportunity to meet with the board, or (ii) opportunity to meet with board-appointed professional committees assigned responsibility for making recommendations to the board;
6. Requesting special assistance in the evaluation of proposed materials, if desired, from the Department of Education;
7. Establishing procedures for the reconsideration of challenged materials;
8. Placing special emphasis on the thorough evaluation of materials related to controversial or sensitive topics such as sex education, moral education, and religion;
9. Including in the curriculum and schedule options for students whose parents choose to withdraw them from class for the duration of the treatment of a sensitive or controversial topic. Parents should be required to justify their requests.

Regulations Governing School Community Programs

8 VAC 20-180-10

8VAC20-180-10. School improvement plan.

Each school division shall involve the staff and community in revising and extending biennially a six-year school improvement plan. This plan shall be reviewed and approved by the local school board and submitted by January 15 of each odd-numbered year to the Superintendent of Public Instruction for approval in accordance with criteria of the Board of Education. The plan shall include:

1. The objectives of the school division which can be measured by outcomes related to pupil performance, whenever possible;
2. An assessment of the extent to which the objectives are being achieved, including evidence from follow-up studies of former students;
3. Strategies for achieving the objectives of the school division; and
4. Evidence of community participation in the development of the six-year plan.

A report shall be made by November 1 of each year to the local school board and to the public on the extent to which the measurable objectives of the preceding two school years were achieved. Deviations from the plan shall be explained.

CLASSIFICATION OF EXPENDITURES

8 VAC 20-210-10

8VAC20-210-10. Classification of expenditures.

The following major classification of expenditures is prescribed for use by local school boards when the division superintendent, with the approval of the school board, prepares the estimate of moneys needed for public schools.

1. Instruction;
2. Administration, attendance and health;
3. Pupil transportation;
4. Operation and maintenance;
5. School food services and other noninstructional operations;
6. Facilities;
7. Debt and fund transfers; and
8. Contingency reserves.

Regulations Governing School Activity Funds

8 VAC 20-240-10 et seq.

8VAC20-240-10. Classification; responsibility for administration of regulations, exclusion of specific funds.

All funds derived from extracurricular school activities, such as entertainment, athletic contest, cafeteria, club dues, etc., and from any and all activities of the school involving personnel, students, or property are by this chapter classified as school activity funds (internal accounts). The local school boards shall be responsible for the administration of this chapter in the schools under their control and may determine which funds in any school may be excluded from those subject to this chapter. (Funds defined by law as public funds are not subject to this chapter and are to be handled as provided by law.)

8VAC20-240-20. Records, school finance officer, bonds.

Each school shall keep an accurate record of all receipts and disbursements so that a clear and concise statement of the condition of each fund may be determined at all times. It shall be the duty of each principal to see that such records are maintained in accordance with this chapter and rules promulgated by the local school board. The principal or person designated by him shall perform the duties of school finance officer or central treasurer. The school finance officer shall be bonded, and the local school board shall prescribe rules governing such bonds for employees who are responsible for these funds.

8VAC20-240-30. Forms.

The use of forms prescribed by the Board of Education is not mandatory but the basic information required by the uniform system must be incorporated in any system substituted for that designed by the Board of Education.

8VAC20-240-40. Audits; monthly and annual reports.

School activity funds (internal accounts) shall be audited at least once a year by a duly qualified accountant or accounting firm approved by the local school board and a copy of the audit report shall be filed in the office of the division superintendent. Monthly reports of such funds shall be prepared and filed in the principal's office, and annual reports shall be filed in the office of the principal or division superintendent. The cost of such an audit is a proper charge against the school operating fund or school activity funds.

8VAC20-240-50. Interpretation of regulations and forms.

Nothing in this chapter or suggested forms shall be construed as superseding or modifying the federal-state plan for operation of cafeterias under the National School Lunch Act, 42 USC § 1751 et seq.

Regulations Governing Testing Sight and Hearing of Pupils

8 VAC 20-250-10

8VAC20-250-10. Testing of sight and hearing; monitoring.

That sight and hearing of pupils in grades K, 3, 7, and 10 be screened within 60 administrative working days of the opening of school. Whenever a pupil is found to have any defect of vision or hearing or a disease of the eyes or ears, the principal shall notify the parent or guardian in writing, of such defect or disease. This screening of pupils will be monitored through the administrative review process.

Rules Governing Instruction Concerning Drugs and Substance Abuse

8 VAC 20-310-10

8VAC20-310-10. Health education program.

The Board of Education recognizes that the illegal and inappropriate use of certain substances constitutes a hazard to the development of students. Elementary and secondary schools shall include in the health education program instruction in drugs and drug abuse.

Therefore, the public schools of the Commonwealth shall:

1. Be concerned with education and prevention in all areas of substance use and abuse.
2. Establish and maintain a realistic, meaningful substance abuse prevention and education program that shall be developed and incorporated in the total education program.
3. Establish and maintain an ongoing in-service substance abuse prevention program for all school personnel.
4. Cooperate with government and approved private agencies involved with health of students relating to the abuse of substances.
5. Encourage and support pupil-run organizations and activities that will develop a positive peer influence in the area of substance abuse.
6. Create a climate whereby students may seek and receive counseling about substance abuse and related problems without fear of reprisal.

Regulations Governing Physical and Health Education

8 VAC 20-320-10

8VAC20-320-10. Health education program.

Elementary and secondary schools shall present a comprehensive health education program which focuses on instruction related to alcohol and drug abuse, smoking and health, personal growth and personal health, nutrition, prevention and control of disease, physical fitness, accident prevention, personal and family survival, environmental health, mental health, and consumer education. These shall be developed in accordance with procedures outlined in the Curriculum Guide for Health Education.

Rules Governing Division Superintendent of Schools

8 VAC 20-390-10 et seq.

8VAC20-390-10. Qualifications.

Division superintendents of county, town, and city school systems are required by law to be appointed from a list of eligible persons approved by the State Board of Education. To be placed on the list of eligibles, applicants must meet the following qualifications:

1. Personal qualities. Eligibility shall be limited to individuals whose records attest to good character and demonstrated ability as an educational administrator.

2. Education. The applicant shall have earned 60 semester hours of graduate work from an institution of higher learning accredited by the state accrediting agency and shall hold the Master's degree or be pursuing a doctoral program approved by any such accredited institution.

The applicant shall have completed graduate work in the following areas: history or philosophy of education, courses designed to develop competence in supervision and curriculum development, administration, finance, law, plant, personnel management or school-community relations, research, or statistical methods.

3. Experience. The applicant shall have had at least five years of satisfactory and full-time experience in administration or supervision, or both, in public schools.* This experience shall have been acquired in the principalships or positions, or both, within the central administrative offices of the school division. A maximum of two years of this requirement may be met through full-time experience in the assistant principalship. Certification as to whether the applicant has served satisfactorily in full-time positions of administration or supervision, or both, must be mailed directly to the Department of Education by the division superintendent.

4. Recency of professional education or experience, or both, and status report. A portion of either professional education or experience, or both, shall have been within a period of four years immediately prior to the application. An individual not serving as a division superintendent is required to complete a status report every four years. The report should include current information about the individual, such as current position, professional growth activities, and other pertinent data. The Department of Education will request the status report early in the school year prior to commencement of the new term for the division superintendents.

5. Conditions. Superintendents in office in Virginia as of November 1, 1967, shall not be required to meet these qualifications as long as they serve continuously in such positions in the state.

Persons on the eligible list as of November 1, 1967, who did not meet the education requirement effective that day shall submit to the department official transcripts of graduate work in support of at least six semester hours beyond the master's degree each two years thereafter until such

time as they meet the new academic requirement. Any person who does not comply with this requirement will be removed from the eligible list.

*Comparable experience in accredited private schools or other educational systems may be accepted upon the recommendation of the Superintendent of Public Instruction and the approval of the Board of Education.

8VAC20-390-20. Part-time service as school principal.

The division superintendent of schools, on a part-time basis, may with the consent of the Board of Education serve as school principal.

8VAC20-390-30. Acting superintendents.

In case of a vacancy occurring during the regular four-year term of office of the division superintendent, an acting superintendent shall be designated by the school board or boards to serve until the newly appointed superintendent assumes office. The local school board or boards may compensate such acting superintendent from local funds and such board or boards may provide necessary traveling expenses.

8VAC20-390-40. Observing regulations; making annual and special reports.

It shall be the duty of each division superintendent to observe such directions and regulations as the Superintendent of Public Instruction or Board of Education may prescribe and to make special reports to the Superintendent whenever required.

8VAC20-390-50. School accounts.

It shall be the duty of the division superintendent to inspect the accounts of the clerk of the school board from time to time during the year and see that such accounts are kept correctly and that all school funds are properly applied.

8VAC20-390-60. Distribution of state reports, forms, laws, and regulations.

Superintendents shall distribute promptly all reports, forms, laws, and regulations which may be received from the Superintendent of Public Instruction, in accordance with his directions.

8VAC20-390-70. Explanation of school system; enforcement of school laws, regulations, etc.

Superintendents shall explain the school system and give information about it on all suitable occasions, and shall make certain that all school laws and regulations are strictly enforced and that the decisions of the Superintendent of Public Instruction and of the Board of Education are complied with. When such decisions are not complied with, the division superintendent shall inform the Superintendent of Public Instruction.

8VAC20-390-80. Inspection and supervision of schools.

It shall be the duty of the division superintendent to visit and inspect each school in his division. He shall inquire into all matters relating to the management of the school, the course of study, method of instruction, and use of textbooks, and shall give particular attention to the conditions of the school buildings.

8VAC20-390-90. Supervision of teachers.

The division superintendent shall see to it that teachers discharge faithfully the duties assigned to them, and any neglect or violation by teachers of any of the laws or regulations shall be promptly reported to the school board with recommendations for appropriate action.

8VAC20-390-100. Condemnation of school buildings.

The superintendent shall have authority to condemn school buildings, as provided by law, when such school buildings are not safe and may endanger the health of pupils.

8VAC20-390-110. Promotion of improvement and efficiency of school personnel; promotion of appreciation, etc. of education.

It shall be the duty of superintendents to promote the improvement and efficiency of teachers and other school personnel by all appropriate methods. They shall also endeavor by all appropriate means to promote an appreciation and desire for education among the people.

Rules Governing Allowable Credit for Teaching Experience

8 VAC 20-410-10

8VAC20-410-10. Teaching experience credit.

Credit for teaching experience may be allowed:

1. For teaching in public schools in the state and out of the state.
2. For teaching in accredited institutions of higher learning in and out of the state.
3. For teaching in schools operated in military installations, supported by federal tax funds, and for which academic credit is accepted for admission to the public schools of Virginia.
4. For teaching in public resident schools, such as the Virginia School for the Deaf and Blind.
5. For teaching in accredited private schools and in private schools for which teachers receive credit under the provisions of the Virginia Retirement System.

Teachers in the field of vocational education, where the requirement calls for occupational work experience beyond the apprenticeship level, may be allowed credit for one year of teaching experience for each two years of work experience.

**Regulations Governing Personnel in Public School Libraries Operated Under
Joint Contract Under Control of Local School Board or Boards**

8 VAC 20-420-10

8VAC20-420-10. Library personnel.

All such persons employed in any public school library or any library operated under joint contract between a school board or boards and the trustees of a county or regional library system shall be under the direction, supervision, and control of the local school board or boards.

Regulations Governing Sick Leave Plan for Teachers

8 VAC 20-460-10 et seq.

8VAC20-460-10. Allowances.

Allowances shall be as follows:

1. Each full-time teacher in the public free schools shall earn a minimum of 10 days each year.
2. Earnings for less than a full year of full-time employment shall be at the rate of one day per month, or major fraction thereof. This provision applies to teachers who do not begin teaching at the start of the school term and to those who do not complete the full year.
3. A teacher cannot claim any portion of earned leave unless he or she has actually reported for duty for the regular school term in accordance with the terms of the teacher's contract. If a teacher is unable, because of illness, to begin teaching when school opens in the fall, such teacher may be allowed to use accumulated leave not to exceed the balance credited to him or her as of June 30 of the immediate preceding school year.
4. School boards may, by resolution, permit teachers to anticipate sick leave earnings for the current school year, provided adequate provision is made for a refund in the event the teacher terminates employment before such credit is earned.

8VAC20-460-20. Accumulating sick leave.

Sick leave, if not used, may accumulate to a minimum of 90 days.

8VAC20-460-30. When substitute employed.

When a substitute has to be employed, such leave shall be allowed for personal illness, including quarantine, or illness or death in the immediate family requiring the attendance of the employee for not more than three days in any one case, unless the local school board by resolution wishes to allow an extension.

8VAC20-460-40. "Immediate family" defined.

The "immediate family" of an employee shall be interpreted to include natural parents, adoptive parents, foster parents, stepmother, stepfather, wife, husband, children, brother, sister, father-in-law, mother-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, and any other relative living in the household of the teacher ("any other relative living in a household of a teacher" is limited only in that the relative, however distant, must live in the household of a teacher).

8VAC20-460-50. Termination of accumulative sick leave; transfer of sick leave; when teacher presumed to have left teaching profession.

All accumulated sick leave shall terminate, except as defined below, upon the expiration of employment as a teacher. A teacher may transfer from one school system to another in Virginia and also may transfer any accumulated leave if the school board of the system to which the transfer is being made signifies its willingness to accept such transfer.

A teacher will be presumed to have left the teaching profession if he or she accepts employment other than in the public school system of Virginia, or is unable to teach in the public schools of Virginia for a period of three consecutive years because of illness or physical disability or family responsibilities. Teachers who leave the teaching profession to enter the armed services do not forfeit accumulated earnings unless they fail to return to the teaching profession immediately upon discharge from an original tour of duty in the armed services.

8VAC20-460-60. Local supplementary regulations.

Local school boards may adopt supplementary rules and regulations, not in conflict with this chapter, and, in the discretion of the local board, such local regulations may provide for the submission of a doctor's certificate in case of absence due to illness.

Regulations Governing School Boards Local

8 VAC 20-490-10 et seq.

8VAC20-490-10. Familiarity with and implementation of school laws and regulations.

It is the duty of all school officials to acquaint themselves with the school laws and regulations and to see that they are implemented.

8VAC20-490-20. Teacher contracts.

The school board shall enter into written agreements with teachers before they begin their duties, but no teacher may be employed or paid from public funds who is not certified to teach in the public schools of Virginia. Contracts with teachers shall be executed on behalf of the board by the chairman and the clerk.

8VAC20-490-30. Length of the school day.

The time for opening and closing schools shall be prescribed by the local school board upon recommendation of the division superintendent, provided that the daily program for students in grades 1 through 12 shall average at least 5 ½ hours, not including meal intermissions. If the required program length is maintained, the local school board may approve occasional shortened days for staff development, conferences, planning, and other activities designed to improve the instructional program, provided that no more than one day in each five-day week may be shortened to no less than four hours. The daily program for kindergarten shall be at least three hours, not including meal intermissions. The student day here described shall be considered a minimum day rather than an optimum day; a longer student day is encouraged to accommodate the instructional program and student needs.

When exceptions in the length of the daily program are necessary for special education, alternative education, double shifts, and scheduling or other unusual situations, the local board shall request approval by the Superintendent of Public Instruction of the exceptions by August 1 preceding the school year for which they are applicable. The affected programs must be in compliance with such other regulations as may apply to them.

The length of the work day for employees shall be determined by the local school board. It shall be of sufficient length to allow for the daily program for students and additional time as may be necessary for such activities as planning, preparation, meetings, workshops, conferences, meal intermissions, or other contractual obligations.

8VAC20-490-40. Textbooks.

School officers and teachers shall require all children who apply for admission into the public free schools to be provided with such books as have been duly approved under the regulations of the Board of Education. In the case of children whose parents or guardians are financially unable

to furnish them, school boards shall provide, free of charge, such textbooks and workbooks required for courses of instruction.

There shall be kept in every school a copy of the list of textbooks prescribed for use in that division.

8VAC20-490-50. Policy manual.

Each local school board shall maintain an up-to-date policy manual which shall include:

1. The grievance procedure prescribed by the Board of Education;
2. A system of communication between the local school board and its employees in order that views of all school employees may be received in an orderly and constructive manner in matters of concern to them; and
3. A cooperatively developed procedure for personnel evaluation.

An up-to-date copy of the local school board policy manual shall be kept in the library of each school in that division, and shall be available to employees and to the public.

8VAC20-490-60. Annual report.

With the assistance of the division superintendent, each school board shall make a report on or before the first day of August of each year, covering the work of the schools for the year ending the 30th day of the preceding June. The report shall be made to the Board of Education on forms supplied by the Superintendent of Public Instruction. The Superintendent of Public Instruction may grant, for good cause, an extension of time not to exceed 15 days for making such report.

Regulations for the Protection of Students as Participants in Human Research

8 VAC 20-565-10 et seq.

8VAC20-565-10. Definitions.

The terms in this chapter, except as otherwise defined herein, shall be in accord with the definitions contained in Chapter 5.1 (§[32.1-162.16](#) et seq.) of Title 32.1 of the Code of Virginia entitled "Human Research."

8VAC20-565-20. Scope.

No human research involving students shall be conducted or authorized by the Virginia Department of Education or any public school of the Commonwealth, including the Virginia Schools for the Deaf and Blind, or any proprietary schools certified by the Board of Education, unless in compliance with this chapter and other applicable law, including 45 CFR 46.

8VAC20-565-30. Informed consent.

No such research shall be conducted or authorized unless the student and the student's parents or legally authorized representative give their informed consent. Such informed consent shall be evidenced by a signed and witnessed informed consent form. Such form shall comply with [§32.1-162.18](#) A of the Code of Virginia.

8VAC20-565-40. Research committee.

Any such research shall be approved and conducted under the review of a human research committee, which shall be established by the agency or school conducting or authorizing the research. Any such committee shall comply with the provisions of [§32.1-162.19](#) of the Code of Virginia. Each committee shall submit to the Governor, the General Assembly, and the Superintendent of Public Instruction or his designee at least annually a report on the student projects reviewed and approved by the committee, which shall state significant deviations from the proposals as approved.

8VAC20-565-50. Exemptions.

There shall be excluded from the operation of this chapter those categories of research as set forth in [§32.1-162.17](#) of the Code of Virginia which exempts "Research or student learning outcomes assessments conducted in educational settings involving regular or special education instructional strategies, the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods, or the use of educational tests, whether cognitive, diagnostic, aptitude, or achievement, if the data from such tests are recorded in a manner so that subjects cannot be identified, directly or through identifiers linked to the subjects. . . ."



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Notice of Intended Regulatory Action (NOIRA) Agency Background Document

Agency name	Department of Education
Virginia Administrative Code (VAC) citation	8 VAC 20-490-10 et seq.
Regulation title	Regulations Governing School Boards Local
Action title	Revision of regulation through consolidation with other select regulations
Date this document prepared	March 27, 2008

This information is required for executive branch review and the Virginia Registrar of Regulations, pursuant to the Virginia Administrative Process Act (APA), Executive Orders 36 (2006) and 58 (1999), and the *Virginia Register Form, Style, and Procedure Manual*.

Purpose

Please describe the subject matter and intent of the planned regulatory action. Also include a brief explanation of the need for and the goals of the new or amended regulation.

The *Regulations Governing School Boards Local*, 8 VAC 20-490-10 et seq., were adopted on or before September 1, 1980. These regulations have not been amended since that time and are out of date. Additionally, several other regulations have been promulgated that address regulatory requirements for local school boards and school divisions. Some of these regulations were adopted on or about September 1, 1980 as well. They all lend themselves to consolidation with the *Regulations Governing School Boards Local*. This proposal is to adopt revised regulations governing local school boards under the title *Regulations Governing Local School Boards and School Divisions* and to incorporate the applicable regulatory requirements from these other regulations so that local school boards and school divisions will have one regulation containing applicable regulatory requirements and will not have to look to several regulations for guidance.

Legal basis

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

Section 22.1-16 of the Code of Virginia provides that “The Board of Education may adopt bylaws for its own governance and promulgate such regulations as may be necessary to carry out its powers and duties and the provisions of this title.” These regulations governing local school boards and school divisions are necessary for the governance of schools and programs by the Board of Education.

Need

Please detail the specific reasons why the agency has determined that the proposed regulatory action is essential to protect the health, safety, or welfare of citizens. In addition, delineate any potential issues that may need to be addressed as the regulation is developed.

The regulations are already in effect. The purpose of this proposal is to consolidate them in such a way that school divisions will be able to access and implement them more effectively and efficiently for the management of the public schools of Virginia. This will benefit students, parents and staff.

Substance

Please detail any changes that will be proposed. For new regulations, include a summary of the proposed regulatory action. Where provisions of an existing regulation are being amended, explain how the existing regulation will be changed.

As noted above, this proposal is to amend and reenact the *Regulations Governing Local School Boards* (8 VAC 20-490-10 et seq.) into the Regulations Governing Local School Boards and School Divisions by consolidating several applicable regulations into one concise regulation. The regulations to be consolidated into this one regulation are as follows:

- | | |
|-------------------------|--|
| 8 VAC 20-150-10 et seq. | Regulations Governing Management of the Student's Scholastic Record in the Public Schools of Virginia |
| 8 VAC 20-170-10 | Regulations Governing Instructional Materials – Selection and Utilization by Local School Boards |
| 8 VAC 20-180-10 | Regulations Governing School Community Programs |
| 8 VAC 20-210-10 | Classification of Expenditures |
| 8 VAC 20-240-10 et seq. | Regulations Governing School Activity Funds |
| 8 VAC 20-250-10 | Regulations Governing Testing Sight and Hearing of Pupils |
| 8 VAC 20-310-10 | Rules Governing Instruction Concerning Drugs and Substance Abuse |
| 8 VAC 20-320-10 | Regulations Governing Physical and Health Education |
| 8 VAC 20-390-10 et seq. | Rules Governing Division Superintendent of Schools |
| 8 VAC 20-410-10 | Rules Governing Allowable Credit for Teaching Experience |
| 8 VAC 20-420-10 | Regulations Governing Personnel in Public School Libraries Operated Under Joint Contract Under Control of Local School Board or Boards |
| 8 VAC 20-460-10 et seq. | Regulations Governing Sick Leave Plan for Teachers |
| 8 VAC 20-490-10 et seq. | Regulations Governing School Boards Local |
| 8 VAC 20-565-10 et seq. | Regulations for the Protection of Students as Participants in Human Research |

Those regulations that are incorporated into the Regulation Governing Local School Boards and School Divisions will be repealed simultaneously with the promulgation of the new regulation.

Alternatives

Please describe all viable alternatives to the proposed regulatory action that have been or will be considered to meet the essential purpose of the action. Also, please describe the process by which the agency has considered or will consider other alternatives for achieving the need in the most cost-effective manner.

Other alternatives to amending the regulations have not been considered by the Board of Education as many of the regulations are out of date. Additionally, the consolidation of the regulations will assist school divisions. The only acceptable alternative would be to amend the appropriate regulations and promulgate new regulations without consolidating them.

Public participation

Please indicate the agency is seeking comments on the intended regulatory action, to include ideas to assist the agency in the development of the proposal and the costs and benefits of the alternatives stated in this notice or other alternatives. Also, indicate whether a public hearing is to be held to receive comments on this notice.

The agency is seeking comments on the intended regulatory action, including but not limited to 1) ideas to assist in the development of a proposal, 2) the costs and benefits of the alternatives stated in this background document or other alternatives and 3) potential impacts of the regulation. The agency is also seeking information on impacts on small businesses as defined in § 2.2-4007.1 of the Code of Virginia. Information may include 1) projected reporting, recordkeeping and other administrative costs, 2) probable effect of the regulation on affected small businesses, and 3) description of less intrusive or costly alternative methods of achieving the purpose of the regulation.

Anyone wishing to submit written comments may do so by mail, email or fax to Anne Wescott, Assistant Superintendent for Policy and Communications, Virginia Department of Education, P. O. Box 2120, Richmond, VA 23218-2120, (804) 225-2403, fax (804) 786-5389, e-mail Anne.Wescott@doe.virginia.gov. Written comments must include the name and address of the commenter. In order to be considered, comments must be received by the last day of the public comment period. A public hearing on the NOIRA will not be held.

Participatory approach

Please indicate, to the extent known, if advisers (e.g., ad hoc advisory committees, technical advisory committees) will be involved in the development of the proposed regulation. Indicate that 1) the agency is not using the participatory approach in the development of the proposal because the agency has authorized proceeding without using the participatory approach; 2) the agency is using the participatory approach in the development of the proposal; or 3) the agency is inviting comment on whether to use the participatory approach to assist the agency in the development of a proposal.

The agency is not using the participatory approach in the development of the proposal because the agency has authorized proceeding without using the participatory approach.

Family impact

Assess the potential impact of the proposed regulatory action on the institution of the family and family stability including to what extent the regulatory action will: 1) strengthen or erode the authority and rights of parents in the education, nurturing, and supervision of their children; 2) encourage or discourage economic self-sufficiency, self-pride, and the assumption of responsibility for oneself, one's spouse, and one's children and/or elderly parents; 3) strengthen or erode the marital commitment; and 4) increase or decrease disposable family income.

The proposed regulatory action is not expected to have a negative impact on the institution of the family and family stability.

missed time that has not been waived in accordance with the regulations. The proposed amendment to these regulations is to revise the language in 8 VAC 20-521-60 that states “shall certify by April 15 of each school year” to “shall certify annually.” This revision will permit this certification to be added to the *Collection of Data Relative to Compliance with the Standards of Quality and Other Certifications*, which is due by the end of May.

The Administrative Process Act (APA) provides for expedited rulemaking for regulatory actions that are expected to be non-controversial. The “fast track” process specifies that after the proposed action is reviewed and approved by the Governor, a notice that an agency proposes to amend or repeal a regulation using the fast track process will be published in the Virginia Register and will appear on the Virginia Regulatory Town Hall (the electronic site for all state agency regulations).

The publication of this notice will be followed by a public comment period of at least 60 days. If an objection to the proposed regulatory change is received during the public comment period, the proposed rulemaking is continued using the usual APA process. If, however, there are no objections, the proposed regulation or repeal will become effective 15 days after the close of the public comment period, unless the regulation is withdrawn or a later effective date is specified by the Board of Education.

Summary of Major Elements: The regulations prescribe specific requirements for the number of teaching days or teaching hours that must be made up based on the number of days a school or school division has been closed, authorization for school divisions to make up missed teaching days by providing equivalent teaching hours, and a provision for the Board of Education to waive the requirement that school divisions provide additional teaching days or hours to compensate for school closings resulting from a declared state of emergency. Further, the regulations authorize the Superintendent of Public Instruction to approve reductions in the school term without a proportionate reduction in the amount paid by the Commonwealth from the Basic School Aid Fund.

The regulations require local school divisions to include in requests for waivers evidence of efforts that have been made by the school division to reschedule as many days as possible and to certify that every reasonable effort has been made to make up lost teaching days or hours before requesting a waiver of this requirement. They also require local school division superintendents to certify by April 15 of each school year that they have read and complied with the provisions of the regulations and are implementing a plan for making up any missed time that has not been waived in accordance with these regulations.

As noted above, many of the required reports and certifications are provided to local school divisions online so that they may submit them electronically. One of these is the Standards of Quality (SOQ) certification that must be submitted to the department in May of each year. This certification currently includes two questions regarding compliance with non-SOQ standards, specifically continuing contract personnel evaluations and compulsory attendance requirements.

In order to add the required certification regarding compliance with the *Regulations Governing Reduction of State Aid When Length of School Term Below 180 Days or 990 Teaching Hours* to the SOQ certification, the April 15 reporting date in the current regulations must be changed. The proposed amendment to these regulations is to revise the language in 8 VAC 20-521-60 that states “shall certify by April 15 of each school year” to “shall certify annually, at a time and in a form prescribed by the

Virginia Department of Education.” The proposed amended language is attached.

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

Impact on Resources: The proposed amendment to the regulations is expected to have no fiscal impact on the local school divisions or on the Department of Education because the report in question is already required. It will aid school divisions by permitting them to include the information in a certification that they are already required to provide.

Timetable for Further Review/Action: It is anticipated that this item will be placed on the Board of Education's May 21, 2008 agenda for final review. Following the Board's final approval of the proposed amendment, the fast track provisions of the Administrative Process Act will be initiated. All appropriate entities, including local division superintendents, will be notified and given opportunity to comment.

REGULATIONS GOVERNING REDUCTION OF STATE AID WHEN LENGTH OF SCHOOL TERM BELOW 180 TEACHING DAYS OR 990 TEACHING HOURS

8VAC20-521-10. Definitions.

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

"Declared state of emergency" means the declaration of an emergency before or after an event by the Governor or by officials in a locality that requires the closure of any or all schools within a school division.

"Instructional time" means the period that students are in school on a daily or annual basis as defined in the Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8VAC20-131.

"Severe weather conditions or other emergency situations" means those circumstances presenting a threat to the health or safety of students that result from severe weather conditions or other emergencies, including, but not limited to, natural and man-made disasters, energy shortages or power failures.

"Teaching days" means days when instruction is provided.

"Teaching hours" means hours when instruction is provided.

8VAC20-521-20. Length of school term.

A. The length of every school's term in every school division shall be a minimum of 180 teaching days or 990 teaching hours in any school year.

B. Nothing in these regulations shall prohibit a school division from exceeding the 180 teaching day or 990 teaching hour requirement in any of its schools.

8VAC20-521-30. Completion of teaching hours.

A. When severe weather conditions or other emergency situations have resulted in the closing of a school or schools in a school division for five or fewer days, the school or schools shall make up all missed days by adding teaching days to the school calendar or extending the length of the teaching day.

B. When severe weather conditions or other emergency situations have resulted in the closing of a school or schools in a school division for six or more days, the school or schools shall make up the missed

days in accordance with §22.1-98 of the Code of Virginia by adding teaching days to the school calendar or extending the length of the teaching day.

C. Nothing in these regulations shall preclude a school division from making up missed teaching days by providing students with teaching hours equivalent to such missed teaching days.

8VAC20-521-40. Waivers for a declared state of emergency.

A. The Board of Education may waive the requirement that school divisions provide additional teaching days or teaching hours to compensate for closings resulting from a declared state of emergency.

B. If the local school board desires a waiver for days missed as the result of a declared state of emergency, it shall submit a request for a waiver to the Board of Education. The request shall include evidence of efforts that have been made by the school division to reschedule as many days as possible.

C. The division superintendent and the chair of the local school board shall certify that every reasonable effort for making up lost teaching days or teaching hours was exhausted before requesting a waiver of the requirement.

D. The Board of Education authorizes the Superintendent of Public Instruction to approve, in compliance with these regulations, reductions in the school term for a school or the schools in a school division.

E. If the waiver is denied, the school division shall make up the missed instructional time in accordance with 8VAC20-521-30 and §22.1-98 of the Code of Virginia.

8VAC20-521-50. Funding.

A. There shall be no proportionate reduction in the amount paid by the Commonwealth from the Basic School Aid Fund if a local school division:

1. Completes instructional time in accordance with 8VAC20-521-30 and §22.1-98 of the Code of Virginia; or

2. Obtains a waiver for closings resulting from a declared state of emergency in accordance with 8VAC20-521-40.

B. The local appropriations for educational purposes necessary to fund 180 teaching days or 990 teaching hours shall not be proportionally reduced by any local governing body due to a reduction in the length of the term of any school if the missed days are made up in accordance with 8VAC20-521-30 or the schools in a school division have been granted a waiver in accordance with 8VAC20-521-40.

8VAC20-521-60. Administration.

A. The Virginia Department of Education shall annually notify local school divisions of the provisions of these regulations and the Code of Virginia regarding reductions in the length of the school term.

B. Local school division superintendents shall certify ~~by April 15 of each school year~~ annually, at a time and in a form prescribed by the Virginia Department of Education, that they have read and complied with these provisions and are implementing a plan for making up any missed time that has not been waived in accordance with these regulations.



Fast Track Proposed Regulation Agency Background Document

Agency name	Virginia Department of Education
Virginia Administrative Code (VAC) citation	8 VAC 20-521-10 et seq.
Regulation title	Regulations Governing Reduction of State Aid When Length of School Term Below 180 Teaching Days or 990 Teaching Hours
Action title	Minor revision to regulation
Date this document prepared	March 31, 2008

This information is required for executive branch review and the Virginia Registrar of Regulations, pursuant to the Virginia Administrative Process Act (APA), Executive Orders 36 (2006) and 58 (1999), and the *Virginia Register Form, Style, and Procedure Manual*.

Brief summary

Please provide a brief summary (no more than 2 short paragraphs) of the proposed new regulation, proposed amendments to the existing regulation, or the regulation proposed to be repealed. Alert the reader to all substantive matters or changes.

The *Regulations Governing Reduction of State Aid When Length of School Term Below 180 Teaching Days or 990 Teaching Hours* (8 VAC 20-521-10 et seq.) became effective on September 15, 2006. The regulations, at 8 VAC 20-521-60, require local school division superintendents to certify by April 15 of each school year that they have read and complied with the provisions of the regulations and are implementing a plan for making up any missed time that has not been waived in accordance with the regulations.

Currently, the Virginia Department of Education requires local school boards and superintendents to submit several reports and certifications throughout the school year. In an effort to make the system of reporting and certifying more effective and efficient, many of the reports and certifications are available online and may be completed and sent to the department via electronic mail. In a further effort to assist both the school superintendents and department staff, some of these reports and certifications are being combined.

As noted above, this regulation requires local school divisions to certify by April 15 of each year that they have read and complied with the provisions of the regulation and are implementing a plan for making up any missed time that has not been waived in accordance with the regulations. The proposed amendment

to these regulations is to revise the language of 8 VAC 20-521-60 that states “shall certify by April 15 of each school year” to “shall certify annually, at a time and in a form prescribed by the Virginia Department of Education.” This revision will permit this certification to be added to the Collection of Data Relative to Compliance with the Standards of Quality and Other Certifications, which is due by the end of May each year.

Statement of final agency action

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

This regulation became effective on September 15, 2006. The Board of Education authorized the Department of Education to proceed with the fast track revision to the regulation at its April 24, 2008 meeting.

Legal basis

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

Section 22.1-16 of the Code of Virginia provides that “The Board of Education may adopt bylaws for its own governance and promulgate such regulations as may be necessary to carry out its powers and duties and the provisions of this title.” Additionally, § 22.1-98 of the Code of Virginia prescribes the legal requirements that are the basis for this regulation.

Purpose

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

Currently, the Virginia Department of Education requires local school boards and superintendents to submit several reports and certifications throughout the school year. In an effort to make the system of reporting and certifying more effective and efficient, many of the reports and certifications are available online and may be completed and sent to the department via electronic mail. In a further effort to assist both the school superintendents and department staff, some of these reports and certifications are being combined. This proposal will permit the certification required by this regulation to be added to the Collection of Data Relative to Compliance with the Standards of Quality and Other Certifications, which is due by the end of May each year.

Rationale for using fast track process

Please explain the rationale for using the fast track process in promulgating this regulation. Why do you expect this rulemaking to be noncontroversial?

Please note: If an objection to the use of the fast-track process is received within the 60-day public comment period from 10 or more persons, any member of the applicable standing committee of either house of the General Assembly or of the Joint Commission on Administrative Rules, the agency shall (i) file notice of the objection with the Registrar of Regulations for publication in the Virginia Register, and (ii) proceed with the normal promulgation process with the initial publication of the fast-track regulation serving as the Notice of Intended Regulatory Action.

This revision is non-controversial in nature. It does not require any additional reporting and, in fact, permits local school divisions to combine the certification already required by this regulation with another certification that is required by the end of May each year. It should, therefore, have a positive administrative impact on local school divisions.

Substance

Please briefly identify and explain the new substantive provisions, the substantive changes to existing sections, or both where appropriate. (Provide more detail about these changes in the “Detail of changes” section.)

As noted above, this regulation requires local school divisions to certify by April 15 of each year that they have read and complied with the provisions of the regulation and are implementing a plan for making up any missed time that has not been waived in accordance with the regulations. The proposed amendment to these regulations is to revise the language of 8 VAC 20-521-60 that states “shall certify by April 15 of each school year” to “shall certify annually, at a time and in a form prescribed by the Virginia Department of Education.” This revision will permit this certification to be added to the Collection of Data Relative to Compliance with the Standards of Quality and Other Certifications, which is due by the end of May each year.

Issues

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

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

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

There are no disadvantages to the public or the Commonwealth. The primary advantage of this regulatory action is that school divisions will be able to combine this certification requirement with another certification requirement by answering one additional question. It should have a positive administrative impact on local school divisions. It will also have a positive impact at the state level because of the increased efficiency in determining compliance with this certification at the same time compliance with the other certification requirements is determined.

Requirements more restrictive than federal

Please identify and describe any requirement of the proposal which is more restrictive than applicable federal requirements. Include a rationale for the need for the more restrictive requirements. If there are no applicable federal requirements or no requirements that exceed applicable federal requirements, include a statement to that effect.

There are no applicable federal requirements. This regulation concerns compliance with § 22.1-98 of the Code of Virginia.

Localities particularly affected

Please identify any locality particularly affected by the proposed regulation. Locality particularly affected means any locality which bears any identified disproportionate material impact which would not be experienced by other localities.

Local school boards and school divisions will be affected.

Regulatory flexibility analysis

Please describe the agency’s analysis of alternative regulatory methods, consistent with health, safety, environmental, and economic welfare, that will accomplish the objectives of applicable law while minimizing the adverse impact on small business. Alternative regulatory methods include, at a minimum: 1) the establishment of less stringent compliance or reporting requirements; 2) the establishment of less stringent schedules or deadlines for compliance or reporting requirements; 3) the consolidation or simplification of compliance or reporting requirements; 4) the establishment of performance standards for small businesses to replace design or operational standards required in the proposed regulation; and 5) the exemption of small businesses from all or any part of the requirements contained in the proposed regulation.

The purpose of the certification in this regulation is to ensure compliance with § 22.1-98 of the Code of Virginia. The purpose of the proposed change to the date of the certification is the consolidation of compliance reporting requirements.

Economic impact

Please identify the anticipated economic impact of the proposed regulation.

Projected cost to the state to implement and enforce the proposed regulation, including (a) fund source / fund detail, and (b) a delineation of one-time versus on-going expenditures	None
Projected cost of the regulation on localities	None
Description of the individuals, businesses or other entities likely to be affected by the regulation	Local school divisions
Agency’s best estimate of the number of such	132 local school divisions; no businesses

<p>entities that will be affected. Please include an estimate of the number of small businesses affected. Small business means a business entity, including its affiliates, that (i) is independently owned and operated and (ii) employs fewer than 500 full-time employees or has gross annual sales of less than \$6 million.</p>	
<p>All projected costs of the regulation for affected individuals, businesses, or other entities. Please be specific. Be sure to include the projected reporting, recordkeeping, and other administrative costs required for compliance by small businesses.</p>	<p>None</p>

Alternatives

Please describe any viable alternatives to the proposal considered and the rationale used by the agency to select the least burdensome or intrusive alternative that meets the essential purpose of the action. Also, include discussion of less intrusive or less costly alternatives for small businesses, as defined in §2.2-4007.1 of the Code of Virginia, of achieving the purpose of the regulation.

The only viable alternative is to leave the requirement that local school divisions certify by April 15 of each year that they have read and complied with the provisions of the regulation and are implementing a plan for making up any missed time that has not been waived in accordance with the regulations. The proposed amendment to these regulations is to revise the language of 8 VAC 20-521-60 that states “shall certify by April 15 of each school year” to “shall certify annually, at a time and in a form prescribed by the Virginia Department of Education.” This revision will permit this certification to be added to the Collection of Data Relative to Compliance with the Standards of Quality and Other Certifications, which is due by the end of May each year thus making the certification requirement less cumbersome and more efficient.

Family impact

Please assess the impact of the proposed regulatory action on the institution of the family and family stability including to what extent the regulatory action will: 1) strengthen or erode the authority and rights of parents in the education, nurturing, and supervision of their children; 2) encourage or discourage economic self-sufficiency, self-pride, and the assumption of responsibility for oneself, one’s spouse, and one’s children and/or elderly parents; 3) strengthen or erode the marital commitment; and 4) increase or decrease disposable family income.

The proposed change to this regulation will have no impact on the family.

Detail of changes

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

If the proposed regulation is intended to replace an emergency regulation, please list separately (1) all changes between the pre-emergency regulation and the proposed regulation, and (2) only changes made since the publication of the emergency regulation.

For changes to existing regulations, use this chart:

Current section number	Proposed new section number, if applicable	Current requirement	Proposed change and rationale
8 VAC 20-521-60	Same	Local school division superintendents shall certify by April 15 of each school year that they have read and complied with these provisions and are implementing a plan for making up any missed time that has not been waived in accordance with these regulations.	The language is being changed to eliminate the due date of April 15 and require local school divisions to, instead, make the certification annually. Therefore, the language will read, "Local school division superintendents shall certify annually, at a time and in a form prescribed by the Virginia Department of Education, that they have read and complied with these provisions and are implementing a plan for making up any missed time that has not been waived in accordance with these regulations."

Enter any other statement here

Board of Education Agenda Item

Item: _____ F. _____

Date: _____ April 24, 2008 _____

Topic: Report from the Board of Education's 2007-2008 Student Advisory Committee

Presenters: Mrs. Isis M. Castro and Mrs. Eleanor B. Saslaw, Members of the Board of Education and Sponsors of the Student Advisory Committee

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 21, 2008
action: Preliminary report on focus areas

Background Information: Members of the 2007-2008 Student Advisory Committee were selected from more than 160 nominations received in November 2007 from public middle and high schools across the state. Each public middle school and high school was eligible to nominate one student for consideration. Statewide student organizations were also invited to submit nominees. The nominees completed an application packet that included letters of recommendation and essays.

Representatives of the Board of Education reviewed all applications and selected the new members according to Board of Education policy. The membership of the Student Advisory Committee is set forth in Article X of the Board of Education's bylaws. Of the 12 members of the Student Advisory Committee, one high school student is selected from each of the Department of Education's eight Superintendents' Study Group regions, and four middle school students are selected at-large (see attached membership list).

During the first committee meeting in December 2007, the members of the Student Advisory Committee discussed a broad spectrum of issues and concerns for students in the public schools across the state. From this discussion, the committee members selected three topics for in-depth study and divided into small work groups focused on the three topics. At the committee's second meeting on February 20, 2008, the members continued their discussions and formulated preliminary findings. At the February 21st Board of Education meeting, the members of the Student Advisory Committee presented a summary of the topics selected for in-depth study. During the committee meeting on April 23, 2008, the members discussed their findings and drafted final recommendations to be presented to the Board of Education on April 24th.

Summary of Major Elements: The students identified three priority issues for further study. On April 24th, the students will present final recommendations for Board of Education consideration and future action. The three areas of focus are as follows:

Issue: Effective Integration of Technology into the Curriculum

Anna Akers-Pecht, The Governor's School of Southside Virginia, Brunswick County
Patrick Curtis, William Fleming High School, Roanoke City Public Schools
Nitin Nainami, Chickahominy Middle School, Hanover County Public Schools
Sandra Suhling, North Stafford High School, Stafford County Public Schools

Issue: Building Positive Student/Faculty Relationships and Communication

Shannon Farrow, Ni River Middle School, Spotsylvania County Public Schools
Corinna Pan, Thomas Jefferson High School for Science and Technology, Fairfax County Public Schools
Sean Poppen, Greenbrier Middle School, Chesapeake City Public Schools
Brielle Spencer, Heritage High School, Lynchburg City Public Schools

Issue: Enhance the Promotion and Communication of Opportunities to Students of State Funded Programs

Christy Darling, Atlee High School, Hanover County Public Schools
Daniel Jang, River Bend Middle School, Loudoun County Public Schools
Andrew Proffitt, John S. Battle High School, Washington County Public Schools
Hannah Wagner, Western Branch High School, Chesapeake City Public Schools

Superintendent's Recommendation: N/A

Impact on Resources: Department of Education funds are used to support the work of the Student Advisory Committee by reimbursing for travel and other expenses related to the committee's meetings.

Timetable for Further Review/Action: Following receipt of the final report and recommendations of the 2007-2008 Student Advisory Committee, the Board of Education will set a timetable for follow-up actions and discussions.

Members of the 2007-2008 Student Advisory Committee

Anna E. Akers-Pecht
The Governor's School of Southside Virginia
200 Daniel Road
Keysville, VA 23947

Patrick C. Curtis
William Fleming High School
3649 Ferncliff Avenue, NW
Roanoke, VA 24017

Christina (Christy) E. Darling
Atlee High School
9414 Atlee Station Road
Mechanicsville, VA 23116

Shannon E. Farrow
Ni River Middle School
11632 Catharpin Road
Spotsylvania, VA 22553

Yon K. (Daniel) Jang
River Bend Middle School
46240 Algonkian Parkway
Sterling, VA 20165

Nitin R. Nainani
Chickahominy Middle School
9450 Atlee Station Road
Mechanicsville, VA 23116

Corinna L. Pan
Thomas Jefferson High School
for Science and Technology
6560 Braddock Road
Alexandria, VA 22312

Sean R. Poppen
Greenbrier Middle School
1016 Greenbrier Parkway
Chesapeake, VA 23320

Andrew (Drew) L. Proffitt
John S. Battle High School
21264 Battle Hill Drive
Bristol, VA 24202

Brielle T. Spencer
Heritage High School
3020 Wards Ferry Road
Lynchburg, VA 24502

Sandra (Sandy) E. Suhling
North Stafford High School
839 Garrisonville Road
Stafford, VA 22554

Hannah L. Wagner
Western Branch High School
1968 Bruin Place
Chesapeake, VA 23321

The department has provided divisions with a template for planning for remediation programs that indicate research-based strategies. These strategies include clear standards for quality that put priority on student mastery of reading and mathematics skills, program length, and scheduling of classes; pre- and post-tests used to determine student gains; and low adult/child ratio.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the report on local school division remedial plans.

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

Timetable for Further Review/Action: N/A

Data Submitted on the 2008-2009 School Division Remediation Plans

A. Program Offering

Type of Program to be Offered in Summer 2008	Percentage of 131 Localities* K-8	Percentage of 131 Localities* Secondary
Remedial elementary summer school*	99%	78%
Interession program for year-round school	7%	1%
*Frederick County will not offer a remedial summer program in 2008.		

B. Quality Indicators

Quality Indicator (Proposed)	Percentage of 131 of the Localities	Proposed Qualifier Indicated by School Division on the Remedial Plan
In-service and training will be provided for staff not trained in remediation techniques that are assigned to the program. (In some localities, all staff are already trained.)	68%	1-4 hours of training will be provided.
	21%	5-9 hours of training will be provided.
	11%	10 or more hours of training will be provided.
Data regarding student content weaknesses will be used to design the remediation program (e.g., SOL assessments, diagnostic tests, classroom assessments).	82%	Content is developed for a program that will meet the needs of the greatest number of students who may require remediation.
	68%	Content will be developed for the individual needs of each student.

<p align="center">Quality Indicator (Proposed)</p>	<p align="center">Percentage of 131 of the Localities</p>	<p align="center">Proposed Qualifier Indicated by School Division on the Remedial Plan</p>
<p>Communication between the remedial teacher and the classroom teacher regarding the students' needs and progress will be maintained.</p>	<p align="center">54%</p>	<p>Regular classroom teachers will meet with remedial teachers to discuss individual student's needs.</p>
	<p align="center">85%</p>	<p>A written record will be completed by the regular classroom teacher regarding each student and reviewed by the remediation teacher prior to the beginning of the remediation program.</p>
	<p align="center">33%</p>	<p>The regular classroom teacher will determine the expected remediation goal(s) for students.</p>
	<p align="center">45%</p>	<p>The remediation teacher will determine the expected remediation goal(s) for students.</p>
	<p align="center">55%</p>	<p>The remediation teacher and the regular classroom teacher collaboratively will determine the expected remediation goal(s) for students.</p>

Quality Indicator (Proposed)	Percentage of 131 of the Localities	Proposed Qualifier Indicated by School Division on the Remedial Plan
Communication between the remedial teacher and the classroom teacher regarding the students' needs and progress will be maintained. (Cont.)	30%	Regular classroom teachers will meet with remedial teachers to discuss the individual student's progress in meeting expected remediation goal(s) for students.
	78%	A written record regarding the individual student's progress in meeting remediation goals will be completed by the remediation teacher and reviewed by the regular classroom teacher.
When students have exceptionally low performance, they will be screened for reading deficits before being remediated in a content area.	63%	Remediation will continue in the content area(s) with adjustments made by the remediation teacher for the reading level.
	75%	Remediation will continue in the content area(s) with adjustments made by the remediation teacher and the student will be given additional specific support for reading instruction.

Quality Indicator (Proposed)	Percentage of 131 of the Localities	Proposed Qualifier Indicated by School Division on the Remedial Plan
When students have exceptionally low performance, they will be screened for reading deficits before being remediated in a content area. (Cont.)	18%	Remediation will not continue in the content area(s). As an alternative, the student will be given specific intensive support for reading instruction.
For remedial summer school, more than the 40 minimum hours of instruction will be provided in a K-5 integrated program of two or more subjects.	43%	40-59 hours of instruction will be provided.
	36%	60-79 hours of instruction will be provided.
	12%	80-99 hours of instruction will be provided.
	3%	100+ hours of instruction will be provided.
For remedial summer school, K-12, more than the 20 minimum hours of instruction will be provided for each core subject.	36%	20-39 hours of instruction will be provided.
	23%	40-59 hours of instruction will be provided.
	29%	60-79 hours of instruction will be provided.
	8%	80-99 hours of instruction will be provided.
	4%	100+ hours of instruction will be provided.
For remedial summer school, in K-5 programs, the required pupil-to-teacher ratio will be less than 18:1.	0%	1 remediation teacher to no more than 5 students.

Quality Indicator (Proposed)	Percentage of 131 of the Localities	Proposed Qualifier Indicated by School Division on the Remedial Plan
	18%	1 remediation teacher to no more than 10 students.
	39%	1 remediation teacher to no more than 12 students.
	43%	1 remediation teacher to no more than 18 students
For remedial summer school, in 6-12 programs, the required pupil-to-teacher ratio will be less than 18:1.	2%	1 remediation teacher to no more than 5 students.
	16%	1 remediation teacher to no more than 10 students.
	27%	1 remediation teacher to no more than 12 students.
	55%	1 remediation teacher to no more than 18 students
K-8 The regulation required the remediation goal for the student to include an expected target score on a locally-designed or selected test that measures the SOL content being remediated. Divisions reported the type of assessment used for this purpose as follows: S = SOL test LS = Locally-selected (i.e., Algebra Readiness Diagnostic Test, PALS, or commercial test) LD = Locally-developed test (e.g., common tests developed by division staff) to measure student performance on SOL A = Alternate assessment as indicated on the IEP	75%	English/Writing S
	81%	LS
	65%	LD
	42%	A
	74%	Mathematics S
	71%	LS
	68%	LD
	42%	A
	51%	Social Studies S
32%	LS	

Quality Indicator (Proposed)	Percentage of 131 of the Localities	Proposed Qualifier Indicated by School Division on the Remedial Plan
	42%	LD
	28%	A
	51%	Science S
	33%	LS
	41%	LD
	27%	A
<p>Secondary</p> <p>The regulation required the expected remediation goal for the student to include an expected target score on a locally-designed or selected test that measures the SOL content being remediated. Divisions reported the type of assessment used for this purpose as follows:</p> <p>S = SOL test LS = Locally-selected (i.e., Algebra Readiness Diagnostic Test, PALS commercial test) LD = Locally-developed test (e.g., common tests developed by division staff) to measure student performance on SOL A = Alternate assessment as indicated on the IEP</p>	78%	English/Writing S
	25%	LS
	38%	LD
	31%	A
	78%	Mathematics S
	34%	LS
	39%	LD
	30%	A
	72%	Social Studies S
	18%	LS
	34%	LD
	28%	A
	71%	Science S
16%	LS	

Quality Indicator (Proposed)	Percentage of 131 of the Localities	Proposed Qualifier Indicated by School Division on the Remedial Plan
	34%	LD
	27%	A
Eligibility for the remedial summer program is based on specific indicators.	85%	Indicator #1: The student failed all SOL tests in grades 3 through 8.
	77%	Indicator #2: Failed a high school end-of-course test.
	51%	Indicator #3: Local criteria have been established to determine eligibility.
Parental involvement indicators are provided.	98%	Indicator #1: Parents will be provided with information regarding the criteria used to determine eligibility.
	82%	Indicator #2: Parents will be provided with information regarding the content of the remediation program prior to beginning the program.
	55%	Indicator #3: Parents will be provided with a copy of the individual student record, or information contained in the student record, prior to the beginning of the program.

Quality Indicator (Proposed)	Percentage of 131 of the Localities	Proposed Qualifier Indicated by School Division on the Remedial Plan
	83%	Indicator #4: Parents will be notified of progress made in the remediation program at specific intervals throughout the year.

C. Projected Budget Reported for 2008 Remedial Summer School

Total projected expenditures for the remedial summer program reported by school divisions in categories:	
Employee Salaries and Benefits	\$46,494,717.62
Transportation	\$6,906,720.50
Instructional Materials and Supplies	\$2,617,350.29
All Other Categories	\$1,346,177.1
Total Expenditures	\$57,365,065.51
Total projected revenues for the remedial summer program reported by school divisions:	
Non-state Revenue	\$30,468,323.70
State Revenue	\$26,899,241.81
Total Revenue	\$57,365,065.51

The conditions under which the Board may grant such waivers are outlined in the *Code*. Part 3 of § 22.1-79.1.B permits the Board to approve a waiver for approval of an experimental or innovative program as follows:

§ [22.1-79.1](#). Opening of the school year; approvals for certain alternative schedules.

A. Each local school board shall set the school calendar so that the first day students are required to attend school shall be after Labor Day. The Board of Education may waive this requirement on a showing of good cause.

B. For purposes of this section, "good cause" means:

...3. A school division is providing its students, in the school year for which the waiver is sought, with an experimental or innovative program which requires an earlier opening date than that established in subsection A of this section and which has been approved by the Department of Education pursuant to the regulations of the Board of Education establishing standards for accrediting public schools. However, any waiver or extension of the school year granted by the Board of Education pursuant to this subdivision or its standards for accrediting public schools for such an experimental or innovative program shall only apply to the opening date for those schools where such experimental or innovative programs are offered generally to the student body of the school. For the purposes of this subdivision, experimental or innovative programs shall include instructional programs that are offered on a year-round basis by the school division in one or more of its elementary or middle or high schools....

The following school divisions with year-round, innovative, or experimental programs were approved for the 2007-2008 school year: Alexandria (two schools), Arlington (one school) Danville (five schools), Fairfax County (ten schools), Hampton (eight schools), and Virginia Beach (four schools). Until now, all requests submitted to and approved by the Board of Education have been for year-round programs. This is the first request for approval of an innovative or experimental program that is not a year-round program.

In accordance with requirements adopted by the Board of Education, if this waiver request is approved, the school division is required to evaluate the effectiveness of the program if the division seeks an extension of the approval for the next school year. All school divisions with approved innovative programs must provide an evaluation of these programs on an annual basis.

Summary of Major Elements: The Covington City School Board is requesting approval of an innovative program for Edgemont Primary School and Jeter-Watson Intermediate School. Approval of this request would permit both of these schools to open prior to Labor Day in conjunction with Covington High School. Covington High School is eligible to receive a Pre-Labor Day waiver because it meets the requirements of § 22.1-79.1 as it has dependent programs shared with Alleghany County Public Schools. In order to provide the maximum educational benefit to the students served by Covington City Public Schools, it is important that the school calendar for the primary, intermediate, and high schools operate on the same schedule.

Because Covington is a small school system in a rural area, the school division has difficulty recruiting

teachers for specific content areas and finds it challenging to recruit minority and male teachers for the elementary school. To address this challenge, the school division has developed a program, Shadowing Career Opportunities for Prospective Educators (SCOPE), which is offered to juniors and seniors at the high school. This program has two goals: (1) to encourage academically able students to consider teaching as a profession and (2) to increase the diversity of the school division teaching staff by encouraging males and minority students to become teachers. In addition, students in the primary and intermediate schools benefit academically, physically, and socially through the assistance of the high school students in this program. The high school students work collaboratively with teachers and elementary and intermediate school students assisting teachers with intervention and remediation for identified students during the school day.

Both the primary school and the intermediate schools have a significant number of minority students, students who receive free or reduced lunches, and English language learners. Since its inception, the SCOPE program has increased by five times as many students as was in the initial program. In addition, 44% of the class is male, and several minority students are involved. The school division believes the program will have a lasting impact on its students. Covington's educators, parents, students, and other stakeholders believe the relationships that are formed between older and younger students, the extra support that is provided from working/studying with "buddies," the formation of good character traits through modeling, and the focus on academic excellence are facets of the SCOPE's program vision that connect with their individual and community goals.

A copy of the complete package submitted by the Covington City School Board is attached.

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

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

Timetable for Further Review/Action: This request will be presented to the Board of Education for final review on May 21, 2008.

SCHOOL DIVISION Covington City Public Schools
TITLE OF PROGRAM/ACTIVITY SCOPE (Shadowing Career Opportunities for Prospective Educators)
Teacher Cadet

IF THE PROPOSED PROGRAM IS EXPERIMENTAL OR INNOVATIVE, EXPLAIN HOW THIS IS SO AND PROVIDE A PROGRAM DESCRIPTION, INCLUDING THE TYPE OF PROGRAM, ITS PURPOSE, THE GRADES SERVED, DEMOGRAPHIC INFORMATION DESCRIBING THE STUDENTS WHO WILL BE ATTENDING, THE RATIONALE FOR THE PROGRAM, THE PROGRAMS GOALS, EVALUATION PROCEDURES, AND OTHER RELEVANT INFORMATION.

Innovative Program:

Covington City Public School Division is located in the heart of the Alleghany Mountains in the western section of Virginia. Any approach to this city will take visitors through some of the most mountainous and beautiful scenery that can be found. There are approximately 6, 286 (2000 Census Report) residents in the city of Covington. The "blue collar" population count, compared with the 1990 Census Report, shows a decline of 11.2 percent. Rural isolation greatly influences the economic status of Covington and the Alleghany Highlands. This area consistently registers as having one of the highest unemployment rates in the Commonwealth of Virginia.

As a small school system in a rural area with limited social potential, some educators may be reluctant to come to this area to live and teach. Covington City Schools find it very hard to fill specific content area teaching positions and to attract minorities and males for our elementary school. It is very difficult to attract young people to this area because of its limited social opportunities and also very hard to entice older people to this area because of the lack of employment opportunities available for the person's spouse.

Covington City Public Schools has identified two major goals for its SCOPE program. The first goal of SCOPE is to encourage academically able students who possess exemplary interpersonal and leadership skills to consider teaching as a career. Currently, all of the students that have gone through the SCOPE program have gone on to higher education. We have former SCOPE students applying for substitute work, while attending college, and requesting a placement to do their student teaching or observation work in our schools. The second goal of SCOPE is to increase the diversity of the Covington City teaching staff by enticing young, highly qualified students to become educators (especially males and minorities) and return to this area to teach. (When the SCOPE program began in 2003-2004, we had one male participate. Today, 44% of the students are males and 12% are minorities. We have 6% of the class on free/reduced lunch.)

The SCOPE program is offered to juniors and seniors at Covington High School. The SCOPE instructor lays the foundation for all of the unique experience that will happen during the year. Students will be provided direct instruction dealing with various educational issues/topics. Examples of those topics include:

- Program Overview, Expectations, and Procedures
- Understanding Child Development
- Investigation of Learning Styles
- Research-based Instructional Strategies
- Leadership Development
- First Days of School (Harry Wong)
- Legal and Ethical Issues in Education
- Mandates and Policies in Virginia Schools
- Effective Teaching

The majority of student time in the Covington High School SCOPE program is spent in classrooms at Edgemont Primary School and Jeter-Watson Intermediate School. Students from the high school are placed into our elementary and intermediate schools to work directly with classroom teachers at various grade levels and content

areas. Students start their shadowing experience by observing classrooms and then progress into becoming elementary/intermediate school student mentors and tutors during their shadowing experience.

SCOPE students work directly with teachers and students in a collaborative manner, assisting teachers with intervention and remediation for identified students during the school day. Most SCOPE students use the experience to help younger students focus on Standards of Learning review items, develop an interest in reading by reading with an older "buddy", and connect academics during the school day with after school activities.

The SCOPE instructor works closely with each SCOPE student to make sure that their school placement is a match. The instructor also works closely with the principals of Edgemont Primary and Jeter-Watson Intermediate Schools to make sure that the internship experience is a successful one for not only the SCOPE student, but also the students, teachers, and administration from the other two schools.

The SCOPE instructor will plan cooperatively with Edgemont Primary and Jeter-Watson Intermediate to provide them with students that can help support academic rigor and remediation efforts as well. The SCOPE instructor will support each SCOPE student in his/her understanding of each day's shadowing assignment/s.

Evaluation:

At the end of the year the program will be assessed in a number of different ways. First, the students will be asked to evaluate the program on its coursework, the internship experience, guest speaker's topics, observations, and the positive influence/s that were made due to their support at Edgemont and Jeter-Watson. The program and student goals will be monitored throughout the year and as a culmination of the project, students will be asked to have a one-on-one discussion with the SCOPE instructor, highlighting strengths and weaknesses of the program from the student's perspective.

Other evaluations will determine if there should be adjustments made to the program selection process and also how many seniors are planning to attend a college and major in education. A five-year longevity study will be done as a follow-up to find out how many students actually are employed/certified as teachers and how much this program has had a positive impact upon the students at Edgemont Primary and Jeter-Watson Intermediate.

Over the past 4 years, Edgemont Primary's free and reduced lunch rate has gone from 47 percent to over 72 percent. Students, especially struggling readers and at-risk students, seemed to have benefited tremendously from this program through the interaction with older students, having a "big brother/sister" to help with review, homework, and study skills...not only during school, but after school as well. Edgemont Primary's Standards of Learning scores, over the last three years have progressively increased. This year their scores were: English 97 %, Math 100%, History 100%, Science 100%.

Jeter-Watson Intermediate's free and reduced lunch rate has gone from approximately 39% to approximately 50% in 4 years. Most of the older students in this school did not reap the benefits that Edgemont Primary School gained from its Reading First grant. Several students still struggle with reading skills like comprehension and fluency and dislike reading because of their struggle. SCOPE students lend credibility to "buddy-reading". They often bond with these struggling readers and encourage them, in a non-threatening way, to practice reading more often, to listen and think about what has been read (comprehension), and to read with more expression (fluency...often imitating their buddy-readers voice).

DOES THE PROGRAM REQUIRE THAT SCHOOLS IN THE DIVISION OPEN PRIOR TO LABOR DAY?

YES NO

IF YES, EXPLAIN WHY.

Covington City Public Schools has applied for a waiver for Covington High School to open prior to Labor Day. This is necessary because we share a regional career and technical center and a regional alternative program with Alleghany County Public Schools. Should this essential waiver for Covington High School be granted, it would

create a situation where Covington High School would operate on one schedule and Edgemont Primary and Jeter-Watson Intermediate Schools would operate on a different calendar. The calendars could be offset by approximately 2 weeks throughout the entire school year.

Impact for the Division and Rationale for Waiver Request:

At-risk students who are identified by the spring of the previous year or during the summer can begin specific remediation on the first day of school. The teacher remediates and the SCOPE students reinforce that learning through an engaged learning activity addressing the same skill. In order to provide maximum educational benefit to this group of students, it is important that the school calendar of the elementary, middle, and high school in Covington City be on the same schedule.

During the first week of school, high school students from the SCOPE program receive their placement and first experiences of the program. This requires students to have an extensive orientation which includes mentor teachers from both Edgemont and Jeter-Watson to attend. The orientation is a necessity in student planning and teacher planning at Covington High School, Edgemont Primary and Jeter-Watson Intermediate...in order for students to have the most successful experience possible. Also, SCOPE students from Covington High School exchange placements mid-semester. If the school division runs two separate calendars, the high school program would not receive student placements for approximately two weeks before school and two weeks after the next semester begins. This would disrupt the relationship that SCOPE students build with elementary and middle students and would not allow for a completed transition of educational services.

Because of the connection that our SCOPE program has upon Edgemont Primary and Jeter-Watson Intermediate School students, we are currently showing positive academic results, but also feel confident that our evaluations will show, over a five-year period, that this program is having a positive, lasting effect upon the younger students in our division. Covington City Public Schools will monitor progress through SCOPE teacher and student evaluations, Standards of Learning, PALS, Stanford 10, and other assessment scores, teacher and administrator evaluations, community awareness, and the enrollment of students in the SCOPE program.

Covington City's educators, parents, students, and community feels that the relationships that are formed between older and younger students, the extra support that is provided from working/studying with "buddies", the formation of good character traits through modeling, and the focus on academic excellence are facets of the SCOPE program's vision that connect with our individual and community goals.

Already the SCOPE program has increased its number of participants by five times as many students as in the first year. Again, 44% of the class is non-traditional (males) and we have several minority students in the program, as well. This year, we actually had our first student that graduated from our SCOPE program return to Jeter-Watson Intermediate to do her student teaching.

This program has a direct impact upon Covington City and Covington City Public Schools in being able to recruit potential teachers or future community and civic leaders back into our community with an understanding of educational issues. It also provides the opportunity for children of our residents to return to our community and their extended families to work in a professional occupation. This program has an economic impact upon our area...providing lasting benefits, not only to our school division, but to the community.

A School Efficiency Review was conducted for both Covington City Public Schools and Alleghany County Schools in 2007. An Efficiency Review study revealed the need for cost effective strategies to be implemented; therefore, it would be clearly ineffective to open the Covington High School before Edgemont Primary and Jeter-Watson Intermediate Schools. Running two separate calendars would cause the following disruptions:

- Bus drivers would need to work an additional day on either side of the calendar.
- Gas prices would increase (18 extra days to run separate calendars).
- Maintenance costs would increase due to additional wear and tear on buses.

- All jointly attended programs that foster collaboration between schools would be non-existent. (Example: Yearly kick-off program, professional development, inservice for new teachers, special training sessions for teachers or aides, etc.)
- Summer School Program – Currently our program runs the month of June for all schools. Our schools do not have air conditioning; therefore, we have the students during the time that we typically have less “heat” issues. Extending the elementary and intermediate calendars pushes summer school into a less accommodating situation for dealing with heat.
- Combined Professional Development- A separate calendar would not permit common days for staff development with instructional staff from all schools (Currently Covington City has common days built into its calendar for extensive professional development for all schools on the same day.)
- Parents who have children on two separate calendars would incur additional costs. For parents who have a child at the high school and another child at Edgemont Primary there will be additional costs for those who drive their children to school, additional costs to take off from work to attend parent/teacher conferences on two separate days instead of one combined day, additional stress in trying to keep up with two separate grading periods and calendars. Parents could also have an additional need for increased amounts of day-care.
- Possible increase in extended contracts (example: hearing impaired teacher that works with middle school and high school children each day would be working more contract days)

From SCOPE Students’ Perspectives

Students write:

- 1) I’ve always had an interest in special education and speech therapy, and SCOPE provided me with the chance to be involved in speech classes at both a primary and intermediate school level. It was amazing to see how they were very similar in some ways, and extreme opposites in other. I got to work with children that amazed and inspired me. Despite their obstacles, they were still optimistic and eager to learn.
- 2) Working with the children really gave me the feel of what it would be like to be a teacher. The only complaint is that we didn’t have enough time. I feel that it (this class) has influenced my career direction.
- 3) Being the first year (of SCOPE) I really didn’t know what to expect. I found it to be very educational and tremendously enlightening. Although I enjoyed the students, I found it very challenging, adapting to so many different personalities. I (am) now able to realize the rewards of teaching children new things.
- 4) Education is one of the most challenging careers available, but is also the most rewarding. It is (and always will be) one of the most powerful gifts we can share with others. I plan on attending Radford University in the fall where I will major in interdisciplinary studies with a minor in elementary education. I want to become an educator so I can reach out in so many ways to today’s youth, because they are our futures!
- 5) I’d never really thought about what role teachers play in society, but SCOPE has given me an in-depth perspective on the life of a teacher, and I can honestly say that teachers are the bravest group of people that I’ve ever had the pleasure of working with. They deal with everything from sick kids to stubborn parents, and anything in between. Before job shadowing in the schools, I thought that teaching was something that I could pursue. I’ve always been able to work well with children, but I see now that teaching just isn’t something I could spend the rest of my life doing. I’m happy to have realized this now rather than following it through and being stuck in a profession for the rest of my life that I just couldn’t handle doing full time and still enjoy doing after many years.

Anticipated Outcomes:

In order to maintain this innovative program, Covington City Public Schools is requesting a waiver so that Covington City High School, Edgemont Primary School, and Jeter-Watson Intermediate School will open before Labor Day and run the same school calendar. The success of this innovative program rests upon all schools being on a common calendar-year schedule.

Impact that SCOPE has upon Edgemont Primary School and Jeter-Watson Intermediate students:

- It provides a lasting bond between older/younger students that carries over from the academic arena into sports, community activities, and other opportunities.
- It gives students a “buddy” with which to read, study, practice weekly spelling words, work on homework, play educational games that support the Standards of Learning, and practice automaticity of math facts, problem solving, etc.
- SCOPE students volunteer additional time either before or after school to help students academically, physically (through physical activities/games), and socially (character development)
- It helps teachers and students work on Standards of Learning objectives through interactive play, games, drill, and other study skills. These SCOPE students often become so “connected with his/her younger buddy” that they will encourage students to succeed in areas where...sometimes...teachers struggle to find a way to reach that child.

SCHOOL DIVISION
TITLE OF PROGRAM/ACTIVITY

Covington City Public Schools
SCOPE (Shadowing Career Opportunities for Prospective Educators)
Teacher Cadet

IF YOU ARE SEEKING A WAIVER OF A PROVISION OR PROVISIONS OF THE ACCREDITING STANDARDS, STATE THE PROVISION AND THE RATIONALE FOR SEEKING A WAIVER FOR EACH.

Listed in summary above.

DESCRIBE THE PROCEDURES THAT WILL BE USED TO EVALUATE THE EFFECTIVENESS OF THE WAIVER/PROGRAM/ACTIVITY. (Include information that includes measurable goals, objectives, and student academic achievement that will be expected as a result of the implementation of the program/activity.)

Listed under Evaluation heading above.

Number of students involved in the program

515

What is the anticipated length of the program or duration of the waiver?

The program is on-going and if approved by the Board, the division will continue to renew its waiver each year.

Questions should be directed to the Division of Policy and Communications at (804) 225-2092 or by e-mail to policy@doe.virginia.gov. This application and supporting documentation must be sent to:

Division of Policy and Communications
Department of Education
P. O. Box 2120
Richmond, VA 23218-2120

at least one public school division, business and industry, and postsecondary education. Six partnerships have been awarded grants to assist with the creation of Virginia's first Governor's Career and Technical Academies.

On November 29, 2007, the Board of Education approved the criteria to establish a Governor's Career and Technical Academy. Subsequently, on March 19, 2008, the Board approved the standards for the Governor's Career and Technical Education Exemplary Standards Awards Program, in which all Career and Technical Academies must participate.

As required by the Board of Education, the State Council of Higher Education in Virginia (SCHEV) has reviewed the attached proposal and recommends that the Board approve the proposal. Staff at the Virginia Department of Education (DOE) have also reviewed the proposal in the context of the Board's criteria. An executive summary of the proposal is contained in Attachment A. Attachments B and C contain the reports from the reviews by SCHEV and the DOE. Attachment D contains the complete proposal.

Summary of Major Elements:

The cornerstone of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences is the establishment of strong partnerships between Halifax County Public Schools (HCPS) and local businesses, industries, postsecondary institutions, local government agencies, and national corporations. HCPS and its partners are dedicated to providing students with a specialized K-12 academic environment. The programs offered move beyond minimum standards to more challenging academic rigor with career-based relevance and a focus in the STEM areas.

The proposal documents the existence of an active partnership and provides a detailed description of the program's curricular focus on the forest industry. This Governor's Career and Technical Academy proposes to meet state and regional strategic growth needs through the Engineering and Technology and the Natural Resource Systems career pathways. The major focus of this academy is to address the management of forest lands, and the management and leadership of forest industry businesses by inspiring students with the qualities of creativity, innovation, and entrepreneurship. The programs and courses offered through the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences will range from biological applications in agriculture, biotechnology, and forestry to the production of manufactured goods made from wood.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the proposal to establish the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences.

Impact on Resources:

Halifax County has received a planning grant through Virginia's participation in the National Governors Association's STEM Center Grant Program. Upon approval of the partnership's proposal by the Board of Education, the Department of Education will award an implementation grant to assist with further development of the program. The planning and implementation grant funds are available on a one-time basis only to the six partnerships that were selected through a

grant competition associated with the National Governors Association's STEM Center Grant Program. Funding beyond what is available through the grant must be provided at the local level.

Timetable for Further Review/Action:

Governor's Career and Technical Academies funded through the National Governors Association's STEM Center Grant Program must be in operation by the beginning of the 2008-2009 academic year.

**Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences
Executive Summary
April 24, 2008**

Partnership Members:	Halifax County Public Schools; Southern Virginia Higher Education Center; Virginia Polytechnic Institute and State University; WoodLINKS, Inc.; Morgan Lumber; Ontario Hardwood; J.M. Huber Corporation; Virginia Cooperative Extension; Danville Community College; Southside Virginia Community College; Halifax County Board of Supervisors; H&M Logging; Virginia Department of Forestry
Lead Entity:	Halifax County Public Schools
Fiscal Agent:	Halifax County Public Schools
Contact Person:	Dr. Melanie A. Stanley, Director of Academies, Halifax County Public Schools; (434) 476-3107 mstanley@halifax.k12.va.us
Academy Location:	STEM Academy 315 South Main Street Halifax, VA 24558
Number of Students Served:	150 middle school students; 360 high school students; 60 students in summer programs. Also, 2,586 K-5 students will have the opportunity to tour the laboratory facilities and receive introductory materials related to the program.
Pathways:	Natural Resource Systems Biological Engineering and Technology
Academy Goals and Description:	<p>Halifax County Public Schools (HCPS) is located in rural Southside Virginia in the heart of the wood and agricultural industries. Since this area is rich in forests, land, and timber resources, the Academy will provide students with opportunities to gain knowledge and hands-on experience in careers related to the wood and agricultural industries. This Governor's Career and Technical Academy proposes to meet state and regional strategic growth needs through the Engineering and Technology and the Natural Resource Systems career pathways. The major focus of the Academy is to address the management of forest lands, and the management and leadership of forest industry businesses by inspiring students with the qualities of creativity, innovation, and entrepreneurship. The programs and courses offered through the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences will range from biological applications in agriculture, biotechnology, and forestry to the production of manufactured goods made from wood. The foundation of the academy will be the establishment of strong partnerships, including WoodLINKS, Inc., to provide students with opportunities for work-based learning experiences.</p> <p>The focus of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences is to provide students with opportunities to gain the skills, knowledge,</p>

and aspirations to be successful in the agricultural and wood industries. Specifically, the goals of the academy are to: 1) maximize opportunities to prepare students for targeted careers in the agricultural and wood industries; 2) raise student aspirations and attract more students to postsecondary education in the areas of agriculture and wood sciences; and 3) provide well-trained, highly skilled workers to meet the work force needs of existing businesses.

**Highlights
of the
Academy:**

- The program will be comprehensive (K-12) providing students opportunities to interact with nature and technological applications through the various career pathways associated with the wood science industry.
- The program will have postsecondary components for students to receive occupational certifications and continue their education through a four-year degree program at Virginia Polytechnic Institute and State University.
- Three learning laboratories will support the educational structure of the Academy: 1) the Forest-Land Laboratory will be established at the Moorefield Estate; 2) the WoodLINKS, Inc. Training Laboratory will be developed at the Southern Virginia Higher Education Center; and 3) the Agricultural Biological Applications and Biotechnology Laboratory will be established at the STEM Academy facility.
- At the elementary level, students will use the laboratories as part of their science coursework and learning experiences.
- At the middle school level, the program will provide students with the foundational knowledge of agricultural science. Two agri-science courses will be offered through the career and technical program for students to gain the knowledge and basic skills related to renewable resources. Middle school students will use the three laboratories to conduct research and investigate the biological applications in agriculture.
- At the high school level, the basis of the program is the WoodLINKS, Inc., curriculum framework. WoodLINKS, Inc. is an industry and education partnership that provides a national curriculum framework for wood sciences. The goals and objectives of this curriculum framework will be integrated into the courses offered.
- Three industry certifications are available for all academy students. They are 1) Microsoft Office Specialist; 2) NOCTI Forest Products and Processing; and 3) NOCTI Pre-Engineering and Engineering Technology.
- The dual enrollment courses will prepare students for employment in the wood industry, and/or create a seamless pathway to a four-year bachelor program in Wood Science or Forestry at Virginia Polytechnic Institute and State University.
- During the summers, students at all grade levels will have the opportunity to participate in summer programs that focus on agriculture and wood sciences. These summer activities are age-appropriate and relate specifically to the concepts taught at each grade level referenced above.

**The State Council of Higher Education for
Virginia**

**Review of Governor's Career and Technical
Academy Proposal**

Name of Lead Entity on Proposal: Halifax County Public Schools

Date of Review: March 24, 2008

The State Council of Higher Education for Virginia grants approval of the Academy for Renewable and Agricultural Sciences as a Governor's Career and Technical Academy.



Dr. Daniel LaVista
Executive Director
State Council for Higher Education

3-24-08

Date

State Council of Higher Education for Virginia
Governor's Career and Technical Academies
Postsecondary Curriculum Review Checklist

Academy Name	Collaborating Partners	Total Funds Requested	Allocated Funds for Postsecondary Component
Academy for Renewable Resources and Agricultural Sciences	Halifax County Public Schools, Woodlinks, Inc., SWVHEC	100,000	NA

Criteria

Category 1: Postsecondary Accreditation and Approvals

YES/NO

- YES** Postsecondary institution is appropriately accredited
- NA** Proposed postsecondary program has specialized accreditation, if applicable
- YES** Proposed postsecondary program is SCHEV and/or VCCS approved
- NO** Proposed postsecondary program will be seeking SCHEV and /or VCCS approval

Category 2: Governor's Career and Technical Academy Requirements

YES/NO

- YES** Evidence of a partnership with a postsecondary institution, business, or industry, and demonstrated roles for each entity
- YES** Offers at least one career pathway in a field identified by a statewide authority or organization as a strategic growth area for Virginia

- YES** **Offers at least one career pathway addressing regional and local workforce demand in a high-wage, high skill field identified by employers and workforce officials**
- YES** **At least one of the two career pathways is in a STEM-related field**

Category 3: Postsecondary/Business Component Requirements

YES/NO

- YES** **Provides opportunities for students to earn industry credentials or state licensure, associate or baccalaureate degrees, and college credit for work-based experiences**
- YES** **Articulates with baccalaureate programs or to higher levels of training or professional credentialing**
- YES** **Demonstrates P-16 integration including curriculum development with high school, college, and university faculty (desired)**
- YES** **Includes college faculty as adjunct faculty of the academy (desired)**
- YES** **Provides opportunities for students to participate in work-based experiences**

Category 4: Academic Quality

YES/NO

- YES** **Requires appropriate postsecondary faculty qualifications**
- YES** **Requires faculty to hold industry certification, where necessary**
- YES** **Planned professional development for faculty and administrators**
- YES** **Planned systematic program and learning outcomes assessment**

Category 5: Administration and Funding

YES/NO

- YES** **Funding is sufficient to support effective administrative and operational needs including materials, administrative personnel, and facilities**

- YES** **Funding is sufficient to sustain faculty salaries, curriculum development costs, and instructional materials and delivery**

- YES** **Facilities possess the necessary physical attributes to deliver the instructional program (classroom space, technology, labs, equipment)**

COMMENTS

Overall, the proposed program is comprehensive and integrated, meeting the criteria outlined by SCHEV. It is well written, and has an effective plan for the efficient utilization of resources.

There are two additional clarifications that would contribute to the strength of the proposal. One is regarding the requirement for students to pass the COMPASS assessment. Is there a contingency plan for those students who do not pass all of the components of the COMPASS? The proposal speaks to the fact that students not passing the COMPASS, but completing the coursework and program requirements, would receive an Advanced Technical Diploma. Would students who passed only one, or two parts of the COMPASS be offered a chance for remediation? Also, how would the Advanced Technical Diploma be treated at two- year and four- year institutions if the recipient wished to continue in higher education? Additionally, will the Advanced Technical Diploma prepare students for employment immediately after high school?

The second area of clarification regards the pathway from the Academy to a four-year degree. The path from the Academy to a four- year institution should be clarified. It would be helpful if the proposal described any guaranteed admissions, articulation, or transfer agreements that would provide a seamless path to Virginia Tech.

**Virginia Department of Education
Governor's Career and Technical Academy
Proposal Review Checklist**

Final Review

Title of Proposal: Governor's Career and Technical Academy for
Renewable Resources and Agricultural Sciences

Lead Entity for Proposal: Halifax County Public Schools

Date of Review: March 13, 2008

**Virginia Department of Education
Governor’s Career and Technical Academy
Proposal Review Checklist**

I. Partnership Capacity

Partnerships desiring to implement a Governor’s Career and Technical Academy shall provide the Department of Education with evidence of the following:

Criteria	Documentation			Comments
	Full	Partial	None	
A. An active, ongoing planning committee, including a list of members and signed certifications from each that they are willing and able to serve in that capacity. At a minimum, members must represent K-12 education (superintendent or designee), higher education, and business and industry. All partners must be represented on the committee.	X			
B. An advisory committee, including a list of members and signed certifications from each that they are willing and able to serve in that capacity.	X			
C. A written memorandum of agreement among school divisions, local businesses, postsecondary institutions, and any other partners that outlines ways in which community resources will contribute to the Governor’s Career and Technical Academy to broaden the scope of students’ educational experiences.	X			

Criteria	Documentation			Comments
	Full	Partial	None	
D. A statement of assurances that the Governor's Career and Technical Academy Planning Committee has reviewed provisions of <i>Administrative Procedures Guide for the Establishment of Governor's Career and Technical Academies</i> and agrees to follow the guidelines set forth in the document (see appendix).	X			
E. A statement of assurances that, if applicable, an ongoing Governing Board will be established to reflect current Board of Education regulations relative to jointly operated schools and programs (see appendix).	X			
Comments:				

II. Need/Rationale for the Academy

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

Criteria	Documentation			Comments
	Full	Partial	None	
A. Demonstration of the need/rationale for the Academy. This statement should be concise and state the major reasons to have a Governor's Career and Technical Academy, including need at the state, local and/or regional levels.	X			Excellent documentation
B. A description of the enhanced or additional offerings in science, technology, engineering, and/or mathematics (STEM) that will meet the need described above.	X			

Criteria	Documentation			Comments
	Full	Partial	None	
C. A fiscal agent that is a public entity, including a certification that the entity is willing and able to serve in that capacity.	X			
Comments:				

III. Program Description

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

A. A statement of program goals addressing the following criteria:

Criteria	Documentation			Comments
	Full	Partial	None	
1. Rigorous academic content in career and technical instruction;	X			
2. An emphasis on STEM career pathways;	X			
3. Individualized high school plans to ensure course selections that are aligned with students’ transition and career goals after high school;	X			
4. Evidence that graduates will complete a college and work readiness curriculum, minimally at the level specified for Commonwealth Scholars Course of Study (State Scholars Core) with the possibility of pre-approved substitution of equivalent courses where there may be more relevant course selections for a particular career pathway;	X			Advanced Ecology and Pre-Calculus are acceptable substitutes for the physics requirement in the two programs as the substitute courses strengthen the overall pathway and still maintain the rigor of the Core. These courses substitute for program completion only, not for graduation requirements.

Criteria	Documentation			Comments
	Full	Partial	None	
5. Evidence that graduates will qualify for the Technical and/or the Advanced Technical Diplomas; and	X			
6. Incorporation of Virginia's Workplace Readiness Skills.	X			
Comments:				

B. A statement of program objectives and performance measures to:

Criteria	Documentation			Comments
	Full	Partial	None	
1. Improve academic achievement of Academy students;	X			
2. Increase completion of dual enrollment courses;	X			
3. Provide workplace readiness experiences for students through strong partnerships with businesses;	X			
4. Increase high school graduation rates;	X			
5. Reduce dropout rates;	X			
6. Increase enrollment and retention in postsecondary education;	X			
7. Increase the proportion of students completing a college and workplace ready curriculum in high school;	X			
8. Reduce the proportion of students requiring remediation in college;	X			
9. Increase the number of industry certifications awarded to high school students; and	X			

Criteria	Documentation			Comments
	Full	Partial	None	
10. Increase the number of graduates employed in high-wage, high-demand and high-skill careers.	X			
Comments:				

C. A brief description of the proposed program, including:

Criteria	Documentation			Comments
	Full	Partial	None	
1. Site location;	X			
2. Number of students to be served;	X			
3. Grade levels;	X			
4. General curriculum design;	X			
5. List of courses to be delivered;	X			Program of study easy to read and understand
6. Description of how/where the courses will be delivered. Courses may be delivered on a high school, technical center or community college campus, online, or in other innovative ways; and	X			
7. Designation of full-day or part-day, academic-year program.	X			
Comments:				

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

	Documentation			Comments
	Full	Partial	None	
	X			
Comments:				

E. Program and course descriptions

E.1. At least two well-articulated career pathways must be included that meet the following criteria:

Criteria	Documentation			Comments
	Full	Partial	None	
Pathway #1: Natural Resources				
a. Must include opportunities to earn industry credentials, postsecondary certificates, diplomas or associate degrees while in high school and pursue additional industry credentials and academic degrees at the associate, bachelor’s and graduate levels. These pathways may be in the same or different career clusters.	X			
b. Must be in a field identified by a statewide authority or organization, such as the Virginia Economic Development Partnership or the Virginia Research and Technology Advisory Commission, as a strategic growth area for Virginia. Examples include biosciences, information technology, automotive technology and motor sports, as well as modeling and simulation and nanotechnology or	X			
c. Must address regional and local	X			

Criteria	Documentation			Comments
	Full	Partial	None	
work force demand in a high-wage, high-skill field as identified by employers and work force officials.				
d. At least one pathway must be in a STEM-related field. This career pathway should drive the innovative capacity of the region and/or state.	X			
Comments:				

Criteria	Documentation			Comments
	Full	Partial	None	
Pathway #2: Biological Engineering and Technology				
a. Each career pathway must include opportunities to earn industry credentials, postsecondary certificates, diplomas or associate degrees while in high school and pursue additional industry credentials and academic degrees at the associate, bachelor's and graduate levels. These pathways may be in the same or different career clusters.	X			
b. Must be in a field identified by a statewide authority or organization, such as the Virginia Economic Development Partnership or the Virginia Research and Technology Advisory Commission, as a strategic growth area for Virginia. Examples include biosciences, information technology, automotive technology and motor sports, as well as	X			

Criteria	Documentation			Comments
	Full	Partial	None	
modeling and simulation and nanotechnology, <u>or</u>				
c. Must address regional and local work force demand in a high-wage, high-skill field as identified by employers and work force officials.	X			
d. Of the two pathways described, at least one must be in a STEM-related field. This career pathway should drive the innovative capacity of the region and/or the state.	X			
e. Additional career pathways may address one of the areas described above, or an area identified by the partnership as an area of interest, growth, or expansion for students in the service area of the Academy.	X			
Comments:				

E.2 List of all requirements for successful program completion.

	Documentation			Comments
	Full	Partial	None	
	X			
Comments:				

E.3 Academy graduates must achieve one or more of the following benchmarks:

Criteria	Documentation			Comments
	Full	Partial	None	
a. Earn one or more industry certifications or state occupational licenses, and/or demonstrate competencies on an assessment instrument recognized by postsecondary institutions such as CLEP examinations, collaboratively designed or mutually approved end-of-course tests, college placement tests, or student portfolios reviewed by a team of college and high school faculty; <u>or</u>	X			
b. Earn at least 9 transferable college credits as defined in the Early College Scholars program (includes dual enrollment, AP and other options); <u>or</u>	X			
c. Earn an Associate Degree.	X			
<p>Comments: Look to work with your local industries for other local certifications that may be available above and beyond those that appear on the state list.</p>				

E.4 Significant work-based experience must be included representing additional instruction or training beyond the classroom such as:

Criteria	Documentation			Comments
	Full	Partial	None	
a. Cooperative Education; or				
b. Internships; or				
c. Job Shadowing; or				
d. Mentorships; or				
e. Project-based learning; or				
f. Service learning; or				
g. A combination of the above.	X			
Comments:				

F. Length of program and daily schedule: Governor’s Career and Technical Academies are defined by program content, not by the location or delivery system of courses. Evidence of the following must be submitted:

Criteria	Documentation			Comments
	Full	Partial	None	
Designation of full-day or part-day, academic-year program.	X			
Comments:				

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

	Documentation			Comments
	Full	Partial	None	
	X			
Comments:				

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

	Documentation			Comments
	Full	Partial	None	
	X			
Comments:				

I. Evidence of an internal evaluation process to effect program improvement, including:

Criteria	Documentation			Comments
	Full	Partial	None	
1. A review of the Academy’s policies, procedures, and outcomes;	X			
2. A review of the program design and instructional delivery;	X			
3. Consideration of feedback from students, staff, parents, the community, and partnership members; and	X			
4. Annual collection and reporting of data to the Department of Education related to student achievement, goal achievement, and other indicators.	X			
Comments:				

IV. Administrative Procedures

Each Governor’s Career and Technical Academy must develop and maintain procedures developed cooperatively with participating partners. There should be evidence of procedures in the four areas that follow.

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

	Documentation			Comments
	Full	Partial	None	
	X			
Comments:				

B. Student recruitment, selection criteria, and admissions.

	Documentation			Comments
	Full	Partial	None	
	X			
Comments:				

C. Code of student conduct and attendance.

	Documentation			Comments
	Full	Partial	None	
	X			
Comments:				

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

	Documentation			Comments
	Full	Partial	None	
	X			
Comments:				

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

	Documentation			Comments
	Full	Partial	None	
	X			
Comments:				

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

	Documentation			Comments
	Full	Partial	None	
	X			
Comments:				

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

	Documentation			Comments
	Full	Partial	None	
	X			
Comments:				

H. Parent, student and community involvement

Criteria	Documentation			Comments
	Full	Partial	None	
1. Preparation for entering the Academies should begin by eighth grade.	X			
2. Students, parents, teachers, and counselors should work collaboratively to:	X			
a. Complete career interest inventories;				
b. Prepare academic and career plans outlining an intended course of study in high school;	X			
c. Review multiple postsecondary pathways and the steps required to pursue them;	X			
d. Participate in career assessments to identify areas students should strengthen to qualify for their selected pathways; and	X			
e. Discuss available diplomas, seals, and other recognitions including admission to specialized programs such as Governor's Academies.	X			

I. Documentation of insurance, budget, and other fiscal information

	Documentation			Comments
	Full	Partial	None	
Insurance	X			
Budget (from appendix)	X			
Budget Narrative	X			
Other				
Comments:				

**Governor's Career and Technical
Academy for Renewable Resources and
Agricultural Sciences**

Virginia Board of Education Proposal

April 24, 2008

**Governor’s Career and Technical Academy
for Renewable Resources and Agricultural Sciences
Board of Education Proposal
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Introduction

Halifax County Public Schools (HCPS) is located in rural Southside Virginia in the heart of the wood and agricultural industries. Since this area is rich in forests, land, and timber resources, HCPS is in the process of planning the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences to provide students with opportunities to gain knowledge and hands-on experience in careers related to the wood and agricultural areas. Halifax County Public Schools has received a grant from the Virginia Department of Education to assist in the planning of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences. This Governor's Career and Technical Academy proposes to meet state and regional strategic growth needs through the Engineering and Technology and the Natural Resource Systems career pathways. The major focus of this academy is on inspiring students with the qualities of creativity, innovation, and entrepreneurship to address the management of forest lands, and the management and leadership of forest industry businesses. The programs and courses offered through the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences will range from biological applications in agriculture, biotechnology, and forestry to the wood production of manufactured goods. The foundation of the academy will be the establishment of strong partnerships, including WoodLINKS, Inc., to provide students with opportunities for interactive and work-based learning experiences.

Rationale

Halifax County is a community of nearly 38,000 people on the Virginia-North Carolina line that has married a history of agricultural success with an industrial base in manufacturing and services. As with other small, rural communities, Halifax County experienced devastating economic losses in the last recession. In 2004, *Market Street Services* (www.marketstreetservices.org) was employed by Halifax County Chamber of Commerce to develop the community's *Vision 2020 Strategic Plan* to promote economic development and plan for the community's future. The *Vision 2020 Halifax County Community Strategic Plan* indicated the need for Halifax County to redefine its "strategic positions to re-emphasize education and work force development as the prime criteria of local competitiveness." Halifax County Public Schools (HCPS) has answered this call by redesigning and restructuring its high school approach through the Smaller Learning Communities Federal Grant Program. The mission of the HCPS academy approach is to provide students with small, specialized learning environments that are rigorous and relevant to career pathways. This academy structure has been implemented to give students a more personalized and successful learning opportunity in an extremely large consolidated countywide high school. These small learning communities are the foundation for developing a comprehensive career development program.

Halifax County Public Schools has made great strides in the last three years to educate new leaders and thinkers through the academy approach. Currently, 64 percent of the total school population (5,823 students, 50 percent of which are minority) receive free and reduced lunch with one school reporting 92 percent of its students receiving free and reduced lunch. Also 20 percent of the students are identified as needing special education

services. In spite of these challenges the school system has been fully accredited by the Commonwealth of Virginia and has made Adequate Yearly Progress (AYP) under the Federal NCLB Act.

Even though the HCPS academy approach has been successful, it has been recognized that additional programs and academies are needed to meet the demands of the local economy. Since Halifax County is rich in natural resources, including timber and forests, the Halifax County Industrial Development Authority, Halifax County Chamber of Commerce, Virginia Department of Forestry, and the Virginia Cooperative Extension have suggested that the HCPS academy approach should expand its offerings to prepare students for high-wage, high-tech, and high-demand wood science careers. According to the 2007 State of the Forest Annual Report, more than 60 percent of Virginia's land is forest. Virginia's forests provide more than \$27 billion in economic benefits to the Commonwealth of Virginia. Since forest-related industries rank first in the number of companies (<http://www.yesvirginia.org>) and have a large economic and employment impact in the Commonwealth of Virginia, the Virginia Economic Development Partnership has identified wood products and biosciences as industry clusters that are strategic growth areas for Virginia.

Since Halifax County and the surrounding counties are rich in forests and timber resources, there is a high demand for quality workers in all realms of the wood industry. According to the Virginia Department of Forestry and Halifax County Industrial Development Authority, 68.2 percent of the land in Halifax County is forest land, and forestry provides \$170 million in economic benefits to the community (see Appendix A). Due to this economic impact, it is imperative not only to provide students with the

opportunities to learn about the various careers associated with the industry, but to provide them with experiences to gain awareness, knowledge and training to meet the needs of the global forest products manufacturing industry. Thus, HCPS and its partners are committed to establishing the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences.

The establishment of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences is an integral component of the HCPS vision for its students. Through the strong partnerships and the rigorous curriculum integrating dual enrollment, HCPS is able to provide hands-on learning opportunities in small learning environments in order to prepare students for the positions and careers in the wood industry. This Governor's Career and Technical Academy proposes to meet the identified state and regional strategic growth needs through the Engineering and Technology and the Natural Resource Systems career pathways.

The initial focus of this academy is to establish a strong foundation in Halifax County. However, a long-term goal is to collaborate with surrounding school divisions and counties to provide the program at a regional level. HCPS has partnered with twenty-one other rural school divisions through the Center for Rural Education and Economic Development (CREED) consortium. The 22 public school divisions that have joined this consortium serve approximately 95,000 students. Agricultural and wood industries are some of the largest industries in this region, which reinforce the importance of not only establishing the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences, but also provide the opportunity for the school divisions in the consortium to participate in the academy offerings.

Foundation for Implementation

The Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences is supported by the local agricultural businesses and industries. The focus of this academy is on developing human capital for the wood and agricultural industries through a student learning environment that fosters innovation, creativity, entrepreneurship, teamwork, problem solving, and critical thinking skills.

Since HCPS has been given a 128-acre farm to establish the Governor's Career and Technical Academy for Renewable Resources and Agriculture Sciences Academy, the advisory board proposed that 62 acres of the farm be used as a Forest-Land Laboratory. The agricultural science instructors, local foresters, and the Virginia Department of Forestry have developed a plan to create the Forest-Land Laboratory and populate it with appropriate tree stands for students to study through courses, such as Dendrology, Forestry, and Biological Applications in Agriculture. The remaining 66 acres of the farm will be outdoor learning classrooms for the equine, horticulture, aquaculture, and agricultural production career studies programs.

The Southern Virginia Higher Education Center (SVHEC) has received financial support through the Virginia Tobacco Commission to renovate a portion of its facility to create a WoodLINKS, Inc. Training Laboratory. WoodLINKS, Inc. is an industry and education partnership that provides a national curriculum framework for wood sciences. This is the first WoodLINKS, Inc. site in the Commonwealth of Virginia to complement the Wood Science Department of Virginia Polytechnic Institute and State University. This laboratory will house the high-tech, computerized machinery and tools that are necessary for the wood manufacturing component of the academy. The WoodLINKS,

Inc. curriculum framework is reflected in the dual enrollment courses titled *Forestry*, *Wildlife and Soil Management* in the Natural Resource Systems pathway, and in *Biotechnology Foundations* and *Biotechnology Applications in Agriculture* in the Biological Engineering and Technology pathway.

The Agricultural Biological Applications and Biotechnology Laboratory will be located in the STEM Academy building, formerly a satellite campus for Halifax County High School known as the Career Awareness Center. This laboratory is an integral component of the program where the students will receive hands-on opportunities to investigate biological, chemistry, and physics concepts that are specifically related to wood sciences and agriculture. Halifax County Public Schools has received funds from Dominion Power and the Project Lead the Way grant to renovate and create the laboratory by purchasing the necessary equipment.

Partner Capacity

The cornerstone of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences is the establishment of strong partnerships between Halifax County Public Schools (HCPS) and local businesses, industries, postsecondary institutions, local government agencies, national corporations, and interested individuals. Through the academy approach, HCPS and its partners are dedicated to providing students with a more specialized K-12 academic environment. The programs offered move beyond minimum standards to more challenging academic rigor with career-based relevance. Halifax County Public Schools also recognizes the importance of including parents and students as partners who can provide valuable insight into the development of the Governor's Career and Technical Academy. To this end, parents and students are

represented on both the advisory and planning committees for the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences (see Appendices B and C). Halifax County Public Schools and its partners are dedicated to the planning, implementation, and evaluation of the academy.

Planning Committee. The planning committee is an integral component of the establishment of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences. This planning committee is charged with identifying program goals and objectives, developing the high school-based curriculum, aligning the course objectives to the Virginia Career and Technical Education Competency-Based equivalencies, aligning the objectives of each course to the Virginia Community College System course objectives to maximize the opportunities for dual enrollment, and assisting in the design of the facilities and laboratories. This is an active, ongoing committee that will continue to exist after the initial implementation. Long-term goals of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences involve extending the programs and opportunities at the middle and elementary schools, as well as making the program a regional one. The members of this committee are representative of all of the partners and have certified their participation in the academy (see Appendix B).

Advisory Board. In order to develop a comprehensive K-12 program, an advisory board has also been established (see Appendix C). The members of this committee are representatives from all of the partners. This committee provides the curriculum coordinator and other members of the planning committee with valuable information and guidance. The members of this committee assist the planning committee by: 1)

identifying the needs of the Wood Science Industry of Halifax County; 2) providing guidance in the development of the curriculum and course offerings in the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences; 3) assisting in the planning of the three laboratories, specifically the Land Laboratory; 4) providing opportunities for job shadowing and internships when appropriate for students enrolled in the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences; and 5) conducting the internal evaluation of the academy.

Memorandum of Agreement. Halifax County Public Schools is a crucial element in the future of Halifax County with regard to economic growth and job creation. In order to help every student realize his or her maximum potential, HCPS offers exceptional learning opportunities. These learning opportunities are made possible through excellent teamwork and strong community support. To this end, HCPS has partnered with many local businesses, industries, interested individuals, postsecondary institutions, and government agencies. These partnerships have become the foundation to develop new programs, extend course offerings, provide internship opportunities, and essentially to create a career blueprint for the students of Halifax County. The partnerships that we have formed during the planning process for the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences have already evolved into internship and job shadowing opportunities for juniors and seniors this year. As part of this process each business, industry, postsecondary institution, local government entity, and interested individuals have signed a memorandum of agreement (see Appendix D). This memorandum of agreement outlines ways in which these community resources will

contribute to the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences to broaden the scope of students' educational experiences.

Statement of Assurances. As part of this grant process, it is necessary for the planning committee to review and agree to follow the guidelines set forth for establishing a Governor's Career and Technical Academy. The planning committee has done so and the statement of assurances document has been signed by the authorized official, Dr. Melanie Stanley, for the grant project (see Appendix E). In addition, the members of the advisory board have agreed to serve as an ongoing governing board who will remain current on Board of Education regulations and assist in the establishment of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences.

The Chief Financial Officer of Halifax County Public Schools certified that Halifax County Schools will serve as fiscal agent for the Governor's Career and Technical Grant awarded to the Halifax County Public Schools and its partners (see Appendix F).

Program Description

Program Goals and Objectives

The focus of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences is to provide students with opportunities to gain the skills, knowledge, and aspirations to be successful in the agricultural and wood industries. Specifically, the goals of the academy are to: 1) maximize opportunities to prepare students for targeted careers in the agricultural and wood industries; 2) raise student aspirations and attract more students to postsecondary education in the areas of agriculture and wood sciences; and 3) provide well-trained, highly-skilled workers to meet the work force needs of existing businesses (see Appendix G).

Maximizing Opportunities to Prepare Students for Targeted Careers. Through the programs offered through the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences, HCPS will be maximizing the opportunities to prepare students for targeted careers, by breaking down barriers between traditional core academics and career and technical education; between high school and postsecondary education and training; and between education and the workplace. In order to meet this goal, HCPS must strive to 1) improve academic achievement of Career and Technical Education (CTE) students enrolled in the academy, 2) increase the utilization of dual enrollment program, and 3) provide students with workplace experiences for students through strong partnerships and businesses. HCPS will provide students with opportunities to glean the knowledge, skills, and aptitudes in specialized learning environments to be prepared for the careers that are high-wage and in demand in Halifax County. The courses and programs offered through this academy will:

- Increase student awareness of opportunities in the forest industries;
- Develop career blueprints/pathways for students;
- Disseminate positive information from students, parents, community, educators, and guidance counselors about forestry, manufacturing, and renewable-based consumer products;
- Encourage those students interested in forestry, manufacturing, and renewable-based consumer products to enroll in classes related to those careers;
- Offer an educational platform of choices tailored to student interest and needs, with a specific focus on wood and agriculture sciences;
- “Grow” local Southside talent by educating them through unique innovative educational partnerships and foster, develop and maintain a business climate that will afford opportunities for students who want to remain in Southside and work in the forest industries;
- Continue to incorporate the Workplace Readiness Skills in the classes to better prepare the students in the related fields; and
- Expand student knowledge of and interest in science and technology by providing interaction with community, industry, professionals, and higher education.

One of the goals for HCPS is to provide all students with the opportunity to earn college credit, where applicable, through dual enrollment courses. Currently, HCPS offers more than 100 dual enrollment courses to students in grades 9-12. The courses offered through this academy will also be dual enrollment courses through the Virginia Community College System. An articulation agreement has been established between Danville Community College and the Departments of Wood Science and Forestry at Virginia Polytechnic Institute and State University.

The Governor’s Career and Technical Academy for Renewable Resources and Agricultural Sciences will offer students opportunities to participate in internships and job-shadowing programs with local businesses and industries related to the wood industry and agriculture. Students will receive high school and dual enrollment credit for all internships and job-shadowing programs completed.

Raising Student Aspirations and Encourage Postsecondary Opportunities.

Through the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences, HCPS also strives to raise student aspirations and attract more students to postsecondary education in preparation for technical careers, especially targeting students who might otherwise have settled for a curriculum that did not prepare them well for postsecondary education or work.

HCPS is dedicated to enhancing the course offerings by providing students with more hands-on opportunities and rigorous coursework to prepare them for the demands of the workplace. The proposed course offerings will be dual enrollment courses so that students have the opportunity to complete a Career Studies Certificate or earn an Associate of Arts Degree. HCPS is dedicated and capable of offering dual enrollment courses through the strong partnerships with the local community colleges and the Southern Virginia Higher Education Center. Also, this will help reduce the proportion of students requiring retention in college. According to a review of credentials of HCPS graduates for 2008, it has been confirmed that 30 of the graduates will receive their Associate Degree prior to receiving their high school diploma.

Meeting the Workforce Needs. The third goal of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences is to provide well-trained workers to support the recruitment of new businesses and industries to the Commonwealth and to meet the work force needs of existing business and industry. Industry certification is available for all students completing the Renewable Resources Studies Certificate and has a skill set appropriate for entry-level employment in the wood industry or to continue their education. Beginning in fall 2008, HCPS will also offer,

along with the other certification tests already being administered, occupational competency assessments through the National Occupational Competency Testing Institute (NOCTI) in the areas of forestry, wildlife management, and building trades. The Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences Academy is a response to the needs identified by the Halifax County Industrial Development Authority and the Virginia Economic Development Partnership that employers are seeking individuals who already possess industry certification and are well-prepared to work in the wood industry.

In addition to industry certifications, students who are enrolled and complete one of the programs offered in the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences will qualify for the Technical or Advanced Technical diploma. The programs of study offered through the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences will ensure that graduates complete a college-level and work readiness curriculum following the Commonwealth Scholars Course of Study (see Appendices G and H) and assist students in course selections that are aligned with their transition and career goals after high school. In reviewing the criteria for the programs of study offered, HCPS has substituted advanced ecology as the fourth science course in the Natural Resource Systems Pathway and pre-calculus in the Biological Engineering and Technology Pathway for physics.

Site Locations and Course Delivery

Since HCPS has been given a 128-acre farm to establish the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences, the advisory committee proposed that 62 acres of the farm be used as the Forest-Land

Laboratory. The agricultural science instructors, local foresters, and the Virginia Department of Forestry have developed a plan to create the Forest-Land Laboratory and populate it with appropriate tree stands for students to study through courses such as Dendrology, Forestry, and Biological Applications in Agriculture. The remaining 66 acres of the farm will be outdoor learning classrooms for the equine, horticulture, aquaculture, and agricultural production career studies programs.

The Southern Virginia Higher Education Center (SVHEC) has received financial support through the Virginia Tobacco Commission to renovate a portion of their facility to create a WoodLINKS, Inc. Training Laboratory. This will be the first WoodLINKS, Inc. site in the Commonwealth of Virginia to compliment the Wood Science Department of Virginia Polytechnic Institute and State University. This laboratory will house the high-tech, computerized machinery and tools that are necessary for the wood manufacturing component of the program. Both dual-enrollment wood manufacturing courses that are offered to HCPS students will be held at this site.

The Agricultural Biological Applications and Biotechnology Laboratory will be located in the STEM Center. This laboratory is an integral component of the program in that the students will investigate concepts related to biology, chemistry, and physics that are specifically related to the wood sciences and agriculture. Some of the funds from the Governor's Career and Technical Academy Grant will be used to purchase curriculum materials and supplies to create this laboratory in order to provide effective instruction in the areas of biological applications and biotechnology in agriculture.

The establishment of all three of these laboratories is essential to the successful implementation of the academy. These will be learning environments that will require

HCPS students to become active learners in real-world applications. These laboratories will complement the rigorous, dual-enrollment courses proposed for the academy.

Number of Students and Grade Levels

Due to the high-demand and high-wage opportunities in the wood industries in Halifax County, the program is expected to serve approximately 360 students per year at the high school level. The high school is on a 4X4 block semester schedule. Students will have the opportunity to take a minimum of 90 minutes per day of academy-related coursework.

At the middle school level, the program will serve approximately 150 students. The use of the sites on a daily basis at this level is limited because of the time constraints. Through their science classes, students in grades K-5 (2,586 students) will have the opportunity to tour the laboratory facilities and be provided with introductory material with regards to career pathways related to renewable resources and wood sciences. Each of the summer camp components will serve a maximum of 20 students, for a total of 60 per summer.

Curriculum Design and Courses

Halifax County Public Schools is expanding its current STEM Academy by establishing the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences. The major focus of the Academy is on inspiring students with the qualities of creativity, innovation, and entrepreneurship to address the management of forest lands, and the management and leadership of forest industry businesses. The program will provide instruction ranging from biological applications in agriculture, biotechnology, and forestry to the wood production of manufactured goods. It is a logical

and relevant expansion of the existing career and technical course offerings in the agricultural and woodworking disciplines.

The foundation of the program is the integration of the WoodLINKS, Inc. goals and objectives into the courses offered. The WoodLINKS, Inc. curriculum integrates biological applications and nature with technology and a finished product. The goals and objectives of these courses are to provide the skills, knowledge, and attitudes that are required to be successful in the wood industry. It is intended that this program will better prepare students for direct entry into the wood industry after graduation, or for a smooth transition to postsecondary education and training programs. During the first year of the Academy the WoodLINKS goals and objectives will be reflected in the dual enrollment courses titled *Forestry, Wildlife and Soil Management* in the Natural Resource Systems pathway, and in *Biotechnology Foundations* and *Biotechnology Applications in Agriculture* in the Biological Engineering and Technology pathway. In the future we plan to add two wood manufacturing courses to the high school curriculum.

Students enrolled in the courses offered through this academy have the opportunity to take advantage of the dual enrollment program. Through the established partnerships with the Virginia Community College System and Virginia Polytechnic Institute and State University, students can receive college level credit for those courses and have a seamless transition from high school to a four-year degree program (see Appendices G and H).

Governor's Exemplary Standards Award Program for Career and Technical Education

The Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences will follow the provisions of the *Administrative Procedures Guide*

for the Establishment of Governor's Career and Technical Academies. Thus, HCPS and its partners will ensure participation in the Governor's Exemplary Standards Award Program for Career and Technical Education.

Program and Course Descriptions

Career Pathways. The programs of study offered through the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences will meet state and regional strategic growth needs through the Engineering and Technology and the Natural Resource Systems career pathways. These career pathways have been identified as strategic growth areas for Virginia with regards to the wood products industry. According to the local and state needs identified, more skilled individuals in the wood industry are needed in Halifax County and in the Commonwealth of Virginia. Identified careers include agricultural engineers, biological scientists, botanists, economists, forester and conservation scientists, soil scientists, foresters, and wood manufacturing technicians. As the community-based needs assessment data indicated, a better and smoother transition from high school graduation into postsecondary education and/or training programs is needed so that the wood industry in Halifax County can be competitive in the global economy.

The programs of study (see Appendices G and H) are designed to introduce students to the current and rapidly expanding range of wood industry opportunities while providing them with a skill set that will prepare them to participate in and help develop a more vigorous wood industry. It is important that young people understand the wide range of career opportunities open to them in the wood industry and have the opportunity to explore those careers in real-world settings.

These programs will be comprehensive K-12 programs that will provide students with opportunities to interact with nature and technological applications, as well as, the various career pathways associated with the wood science industry. In addition, these programs will have post-secondary components in which students will be able to continue their education through a 4-year degree program at Virginia Polytechnic Institute and State University and receive occupational certification. The following is a description of the programs offered through the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences.

Elementary Component. Elementary students will also use the laboratories as part of their science coursework and learning experiences. Halifax County Public Schools has partnered with the local Virginia Farm Bureau office to offer the *Agriculture in the Classroom* program. The goal of this grassroots program is to help students gain a greater awareness of the role of agriculture in the economy and society, so that they may become citizens who support wise agricultural policies (<http://www.agclassroom.org/aitc/index.htm>). In addition to the *Agriculture in the Classroom* program, HCPS has also partnered with Virginia Polytechnic Institute and State University to offer the *Wood Magic at Virginia Tech* program during the summer camp. This is a natural resource education program for youth and educators. The Forest-Land Laboratory will provide an outdoor learning classroom in which students can experience wood science and forestry concepts through hands-on activities that engage them in doing, reflecting, and applying wood science to their daily world. These experiences will be opportune times for secondary students to share their knowledge and skills with elementary-aged students.

Middle School Component. The focus of the program at the middle school level is providing students with the foundational knowledge of agricultural science. Two agri-science courses will be offered through the career and technical program for students to gain the knowledge and basic skills related to renewable resources. Through these courses, students will also use the three laboratories to conduct research and investigate the biological applications in agriculture.

Beginning in the sixth grade, students will work closely with their guidance counselors to develop an online career portfolio to use throughout their secondary and postsecondary levels. Through the *Coin Career Community Plan* (see Appendix J) students will assess their skills, interests, and aptitudes toward career clusters. These findings will be discussed and interpreted by the guidance counselors and students prior to registration for the next school year to help the students make informed decisions about elective courses to take. In conjunction with this plan, a course selection guide focusing on career studies has been created to assist in the registration and course selection process. Each year, students in grades 6-12 and their guidance counselors will maintain this online portfolio and discuss career options.

High School Component. At the high school level, the basis of the program is the WoodLINKS, Inc. curriculum framework. The goals and objectives of this curriculum framework will be integrated into the courses offered. The two programs of study offered through the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences focus on the Engineering and Technology and the Natural Resource Systems career pathways (see Appendices G and H). The Natural Resource Systems program of study will focus on the students completing the natural resource

management, forestry, and dendrology courses (see Appendix H). The Biological Engineering and Technology program of study will incorporate the WoodLINKS, Inc. wood production manufacturing courses, biological applications in agriculture, and biotechnology coursework (see Appendix I). The wood products manufacturing education courses are a logical and relevant continuation of existing woodwork and construction programs. Building on the skills taught, the courses will take the students beyond the one-off project creation concept into the realm of producing a product for the marketplace. These courses examine and analyze all of the components and processes of the industry that take the raw material from the forest to the consumer. In addition to the wood manufacturing system, a focus on biology and chemistry will be important in providing students with the knowledge and skills necessary to produce and explore the many fields of the wood industry; thus the importance of incorporating the biological applications and biotechnology courses and developing the Agriculture Biological Applications and Biotechnology Laboratory.

Postsecondary Component. Industry certification is available for all students completing the career studies certificate program and who have the skill sets appropriate for entry-level employment in the wood industry or to continue their education in wood sciences. This dual enrollment program will prepare students for advanced placement in the wood industry, and/or create a seamless pathway to a four-year bachelor program in Wood Science or Forestry at Virginia Polytechnic Institute and State University.

Camp R&R Component. During the summers, students at all grade levels will have the opportunity to participate in summer programs that focus on agriculture and wood sciences. These summer activities are age-appropriate and relate specifically to the

concepts taught at each grade level referenced above. *Camp R&R* consists of four different camp experiences, one for each grade level ranges (K-3, 4-5, 6-8, 9-12).

Operation Forest-Land. Students in grades K-3 will participate in summer learning experiences at the Forest-Land Laboratory. *Operation Forest-Land* is a ½ day, one-week summer camp that focuses on forestry concepts, such as tree identification and enjoying nature. Students enrolled in this camp will interact with foresters from the Virginia Department of Forestry and the Virginia Cooperative Extension to investigate those concepts.

Wood Magic Camp. This camp is a natural resource education program for students in grades 4 through 5. It is a ½ day, one-week summer camp that focuses on environmental science, particularly wood science and forestry. The activities engage the students in doing, reflecting, and applying wood science to their daily world. Activities and curricula are designed around Virginia's Standards of Learning. Students discover the ways wood impacts their daily lives and how wood utilization influences our natural environment.

R&R Pathways. *Camp R&R Pathways* is a ½ day, two-week summer camp for students in grades 6-8 (this includes rising 6th graders). The focus of this camp is on wood industry career exploration. Students will use the career planning component of the *Coin Career Community Plan* (see Appendix J) to research the various careers. Guest speakers from the different wood industry partners will interact with the students and give work-related demonstrations. This camp will be located at the Agriculture Biological Applications and Biotechnology Laboratory.

Innovate the R&R Way. This camp is a full day, three-week summer camp for students in grades 9-12. The location of this camp is at the WoodLINKS, Inc. Training Laboratory. The focus of this camp is on students using their creativity, entrepreneurship, teamwork, problem solving, and critical thinking skills to design, develop, and market a wood-based product that is innovative.

Completion Requirements

In an effort to provide students and parents with information about programs offered at HCPS, the Director of Academies and the Dual Enrollment Coordinator have developed a program completion guide. This guide provides information about the dual enrollment courses offered by HCPS related to specific career pathways (see Appendices G and H). The sequence of courses listed in a specific program, such as Renewable Resources, provide students with the opportunity to qualify with at least a First-Year Studies Certificate that includes at least 15 credit hours of college level courses. The guide also provides them with the sequence of courses to complete an associate degree and a four-year degree.

In order to graduate from the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences, students will need to meet the following requirements:

- Meet the requirements for the Commonwealth Scholars program;
- Complete all of the coursework listed for either the Natural Resources or Biological Engineering and Technology pathway listed in the Appendices H and I;
- Complete at least 15 semester hours of college credit through dual enrollment;
- Complete at least 1 semester of job shadowing/internship with local businesses and industries; and
- Receive at least one industry certification related to the identified program of study.

Students who complete all of the aforementioned requirements will be considered graduates of the Governor's Academy for Renewable Resources and Agricultural Sciences.

Benchmarks

As part of the completion requirements, students must earn an industry certification and pass a NOCTI occupational assessment. The courses offered through the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences will be part of the HCPS dual enrollment program. The Virginia Community College System requires students to pass a college placement test prior to enrolling in the college-level classes. Upon completion of a sequence of courses or a course of study in a selected career studies program, students may earn 15 or more transferable college credits.

Work-based Experiences

One of the main goals of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences is to provide students with work-based experiences. Through the established partnerships and the internship program, students receive opportunities to have first-hand experiences in the wood industry. The curriculum focuses on the skills, knowledge, and attitudes that are required to be successful in the wood industry. Through teamwork-based activities and projects, the students learn the importance of sharing, independence, interdependence, and leadership which are crucial to the industry.

This is an innovative approach in that it is a multi-disciplinary, technology-enriched curriculum. Many of the projects and activities within the curriculum are team-

based, problem-based learning modules. As part of the development of this program, professional development of faculty and administrators that goes beyond traditional school-based models will be provided to emphasize the importance of the innovation, creativity, entrepreneurship, teamwork, problem solving, and critical thinking skills in wood and agricultural sciences.

Halifax County Public Schools currently provides students with opportunities to work closely with local businesses and industries through a cooperative education work-based experience class. This class is presently part of HCPS dual enrollment program with Southside Virginia Community College. The students enrolled in the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences will also be able to take advantage of these experiences through extensive partnerships established with local wood and agricultural industries.

Length of Program and Daily Schedule

During the academic year, the high school is on a 4X4 semester block schedule. Beginning in the 9th grade, students have the opportunity to begin their selected programs of study. Regardless of concentration, the course of study follows a logical sequence of courses, culminating in the internship program during the senior year.

At the elementary and middle school levels, the program goals are integrated into the existing science curriculum. The students will have access to the laboratories during field trips to the sites.

Materials and Equipment Needs

Materials and supplies for the Agricultural Biological Applications and

Biotechnology Laboratory will be purchased. The materials in this laboratory will include computer simulations, interactive teaching resources, and activities that focus on the skills and concepts of the courses taught in the laboratory. The *LJ Technical Systems Biological and Biotechnology* curriculum materials and activities with an emphasis on agriculture will be purchased. The approximate cost for all of the necessary curriculum materials and activities to fully implement the program is \$81,000.00. See Appendix K for budget information.

Internal Evaluation Process

Throughout the planning and implementation of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences, all partners will have access and the capability to collect, analyze, and report data relevant to the goals and objectives of their perspective entities. The Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences Advisory Board will be responsible for an annual evaluation of the program and its relation to the ever-changing needs of the wood and agricultural industries. As part of this evaluation process, the advisory board will review the Academy's policies, procedures, and outcomes. The board will also solicit feedback through surveys from the students enrolled in the Academy, their parents, staff members, community members, and the partners associated with the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences. All of the data from the surveys and the annual review will be collected, analyzed, and reported to the Virginia Department of Education with regard to student achievement, goal achievement, and growing needs of the community.

Performance Measures

The focus of the Governor’s Career and Technical Academy for Renewable Resources and Agricultural Sciences is to provide students with opportunities to gain the skills, knowledge, and aspirations to be successful in the agricultural and wood industries. Specifically, the goals of the academy are to: 1) maximize opportunities to prepare students for targeted careers in the agricultural and wood industries; 2) raise student aspirations and attract more students to postsecondary education in the areas of agriculture and wood sciences; and 3) provide well-trained, highly-skilled workers to meet the work force needs of existing businesses and attract new businesses to the area (see Appendix G). During the first year of implementation, the following information will be gathered, analyzed and used as baseline data:

- Increase the number of students taking and passing industry certification assessments by twenty percent.
 - Grades of students enrolled in the courses.
 - Number of students completing and passing competency-based equivalencies.
 - Number of students completing career and technical programs of study.
 - Number of students taking and passing NOCTI assessments.
 - Number of students taking and passing the Microsoft Office Specialist certification assessment.
 - Number of students taking and passing the WoodLINKS, Inc. certification assessment.
- Increase the high school graduation rates by five percent yearly.
 - Number of high school students who graduate.
 - Dropout rate data.
- Increase the number of students who participate in workplace experiences by ten percent.
 - Number of workplace experiences provided and successful completion through the internship and job-shadowing program.
 - Number of students entering the agriculture and wood industry work force.
 - Number of graduates employed in high-wage, high-demand and high-skill agriculture and wood science careers.
- Increase the number of students identified as Commonwealth Scholars by ten percent each year.

- Number of students prepared for college level work to reduce the proportion of students requiring remediation in college.
- Number of students successfully completing mathematics courses at the level of Algebra II or higher in high school.
- Number of students successfully completing a program of study.
- Number of students successfully completing college dual enrollment courses in high school.
- Number of students completing the required credits to obtain an advanced diploma.
- Number of students entering higher education.

In addition, HCPS will also collect data on students' goals and aspirations and their postsecondary accomplishments, whether it be entering the work force or continuing their education at the community college level or at the university, 4-year degree program level. This data will be collected using the *Coin Career Community Plan* (see Appendix J). Through the internships, data will be collected on the preparedness of the student to enter the workforce and evaluation of the program to provide improved services to the students.

As part of the internal evaluation process of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences, data collection will occur annually. The yearly data will be analyzed and compared with the baseline data collected during the first year of implementation.

Sustainability of Academy

The foundation for this program is the strong partnerships that have been established. Halifax County Public Schools and these partners are dedicated to the planning, implementation, and evaluation of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences. The advisory board has developed a project timeline which includes the grant activities and the partner

responsible for implementing the activity (see Appendix L). The funding from the Governor's Career and Technical Academy grant opportunity will support the successful planning and implementation of the academy. All of the partners are committed to the continuation of this program. The Southern Virginia Higher Education Center has developed the WoodLINKS, Inc. site in cooperation with HCPS. Danville Community College has recently created a new program of study called the Center for Advanced Manufacturing and Wood Products Technology. Within this program there is the potential to earn a certificate, diploma, or Associate of Applied Science degree in Technical Studies. The local businesses and wood-related industries have also provided support and will continue to provide support financially and by allowing student interns in the workplace. The input from the partners is essential to the planning, implementation, and evaluation of this new program.

A variety of funds are being used to support this endeavor, including federal funds available from the Carl D. Perkins Vocational and Technical Education Act. State educational funds available from the Project Lead the Way grant, local funds, and generous donations from the partners will be used to support this program. All of these funding sources are being leveraged to expand the academy – consequently making this program more sustainable after this funding support ends.

Administrative Procedures

Partnerships

The selection of partners was very important because a cross-industry knowledge base and experience is valuable in the development of the academy. The role of the numerous partners will be to: (1) identify the needs of the Wood Science Industry of Halifax County; (2) provide guidance in the development of the curriculum and course offerings in the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences; (3) assist in the planning of the three laboratories, specifically the Forest-Land Laboratory; (4) provide opportunities for job shadowing and internships when appropriate for students enrolled in the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences; and (5) assist in the internal evaluation process of the academy.

Student Recruitment, Selection Criteria, and Admissions

Student Recruitment. Halifax County Public Schools strives to promote the Career and Technical courses offered at the high school level. Currently, the Director of Academies and the Dual Enrollment Coordinator are working with the secondary guidance counselors (grades 6-12) to encourage students to select courses based on their interests, skills, and needs related to career pathways. We have implemented an online portfolio process called the *Coin Community Career Plan* (see Appendix J) in which students are assessed on their interests, skills, and needs with regards to career pathways. Based on these assessments, the guidance counselors advise them on courses that may assist the students in attaining their career-related goals. This helps recruit students who are interested in particular areas into courses that will help them reach their goals.

In addition to the online portfolio, HCPS has implemented a registration fair in which the teachers of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences courses promote their programs and classes. They will guide the students in the development of billboards to advertise the class and program. During the course of one day prior to registration, students in grades 9-11 are given the opportunity to browse through the billboards, ask questions of the instructors and students currently enrolled in the courses, and pick up brochures. This event is also held for rising 9th grade students and their parents during the evening. We also are recruiting students through information sessions held through the after-school programs and established associations (i.e., FFA, FBLA, etc.).

Through these recruitment processes, we are seeking students who are interested in pursuing careers in agriculture and wood sciences. We feel that these three recruitment processes are very effective and we are looking forward to adding to these in the future. Some of our future plans are to advertise the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences on the two HCPS race cars which race at the South Boston Speedway.

Student Selection Criteria. Halifax County Public Schools is interested in recruiting students who are interested in pursuing an education and career in the agricultural disciplines. As part of the selection criteria for these students, we will use the data collected through the *Coin Career Community Plan* (see Appendix J) to identify students who are interested in agriculture and wood sciences. Recommendations from the guidance counselors and the instructors will also be used in this process. The guidance

counselors will assist the students in making informed decisions about their course selections throughout their secondary experiences.

In addition to these criteria, students must be able to pass the college placement tests administered by the community colleges. The courses offered through the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences are dual enrollment courses and the community colleges have strict guidelines in order for the students to receive dual enrollment credit. However, students who are not able to pass the college placement test will be able to enroll in the courses and upon completion receive high school credit for the courses. Students who complete a program of study (see Appendices G and H) will qualify for the Technical or Advanced Technical Diploma.

Student Admissions. Based on the scores from the placement tests, recommendations from guidance counselors and instructors, and data gleaned from the *Coin Career Community Plan*, students will be selected to enroll in the courses offered through this academy. In order to be admitted to the academy, the students will need to complete an application form and meet the criteria set for selection.

Code of Student Conduct and Attendance

Since the courses are dual enrollment courses, the policies and procedures for student conduct and attendance must be in accordance with the Virginia Community College System. According to the VCCS policy manual, "each individual is considered a responsible adult, and it is assumed that students shall maintain standards of conduct appropriate to membership in the college community." Emphasis should be placed on standards of student conduct rather than on limits or restrictions of students. Guidelines

and regulations governing student conduct shall be developed by representatives of the students, faculty, staff, and administration. The college should refrain from imposing a rigid code of discipline but should reserve the right to take disciplinary action compatible with its own best interests when it is clearly necessary. In addition to the VCCS policies, the students must follow the student policy set forth by the Halifax County School Board.

Because the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences' students will be active learners, class participation is critical. Any absence, excused or not, affects instruction and learning. However, when an absence is necessary, procedures have been established (see Appendix M).

Transportation

This program calls for courses to be held at different sites off the main campus of the high school. Since the instructors already possess licenses to drive the buses, it will cost approximately \$5,000.00 per bus. Two buses will be used, one traveling to the Southern Virginia Higher Education Center for the students to work in the WoodLINKS, Inc. Training Laboratory and the other traveling to the Moorefield Estate for the students to work in the Forest-Land Laboratory. The estimated cost for transportation to and from the laboratories is \$10,000.00 per year.

Staff Recruitment, Selection, and Assignment

The instructors of this program hold Virginia teaching licenses and are recognized by the Virginia Department of Education as career and technical instructors. All of the instructors are graduates of Virginia Polytechnic Institute and State University and are hired as adjunct faculty through the Virginia Community College System. One of the agricultural instructors has recently been trained in forestry science through courses

taught in the Virginia Community College System and has a Master of Science degree in agriculture. Through the financial support sought through this grant, these instructors will receive intense staff development and certification in the WoodLINKS, Inc. program.

In addition, HCPS has hired a curriculum coordinator who will be teaching the forestry science course. This individual will work closely with the Dual Enrollment Coordinator, the Director of Academies, the WoodLINKS, Inc. Project Director, and the other instructors to align the WoodLINKS, Inc. objectives to the CBEs outlined by the Virginia Department of Education for career and technical education.

Staff Development

As with any new program, staff development for the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences is an integral component of successful implementation. This spring, the curriculum coordinator will attend a one-week seminar on integrating the WoodLINKS, Inc. curriculum into wood sciences courses. Also, the instructors will attend workshops this summer focusing on the WoodLINKS, Inc. curriculum. In these sessions, the instructors will gain first-hand knowledge of what the WoodLINKS, Inc. curriculum involves in the different areas of the wood sciences. In addition to this training, all of the instructors have begun working on additional industry certifications and other credentials necessary to fully implement the programs of study. All of the instructors are hired on a 12-month contract to provide them with planning time to establish and implement the programs of study for the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences.

Throughout the first year, the instructors and curriculum coordinator will be provided opportunities for more one-on-one staff development through the Department of Wood Sciences at Virginia Polytechnic Institute and State University. The professors from Virginia Polytechnic Institute and State University have agreed to visit the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences' classes and work with our instructors and students throughout the year. This will be an ongoing staff development opportunity even after the first year of implementation.

Staff Evaluation

The instructors and staff will be evaluated following the guidelines and procedures outlined by the policy manual of Halifax County Public Schools. According to this policy, a system for facilitating the growth of teachers was developed in 1990 and was revised in 2005 (see Appendix N).

Parent, Student and Community Involvement

The programs offered through the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences will be comprehensive K-12 programs that will provide students with opportunities to interact with nature and technological applications, as well as the various career pathways associated with the wood science industry. In addition, these programs will have postsecondary components in which students will be able to continue their education through a 4-year degree program at Virginia Polytechnic Institute and State University and receive occupational credentials.

Parent, student, and community involvement are critical to the successful implementation of the Governor's Career and Technical Academy for Renewable

Resources and Agricultural Sciences. Parents, students, and community members will have multiple opportunities to be involved in the planning, implementation, and evaluation of the Academy. Prior to entering middle school, students will be introduced to the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences through the science curriculum. As part of the science program, students will investigate concepts and careers related to the wood industry. They will have opportunities to take field trips and participate in summer camps held at the laboratories. Parents and community members are encouraged to participate through the volunteer program already established by Halifax County Public Schools.

The *Coin Career Community Plan* (see Appendix J) will be introduced at the sixth-grade level and will be used throughout the student's educational career, extending beyond the high school level. This plan includes career assessments to help students identify areas they need to strengthen in order to qualify for their selected pathways. Parents will be asked to assist their children in completing the interest and career surveys and investigating the careers and opportunities within each program of study. Informational workshops about the career clusters and career pathways will be held twice a year at all of the schools in Halifax County. Also the details of the new Technical and Advanced Technical Diplomas will be provided.

Insurance Information

Halifax County Schools is insured by the Virginia Association of Counties Risk Management Program for property, liability, and auto insurance. The liability insurance is comprehensive coverage of \$5,000,000 per occurrence with no annual aggregate limit. Halifax County Schools do not provide individual health insurance to students but offer a voluntary student accident program.

Budget Narrative

Governor's Career and Technical Academy Funding

A. Direct Costs

1. Personnel \$10,240.00

Curriculum Coordinator

It is imperative that a curriculum coordinator be hired to assist in the implementation of the curriculum and direct the evaluation process of the program. The curriculum coordinator will be hired at \$20/hr for 16 hours/week for 40 weeks (including benefits) during the implementation phase of this project. This individual will have experience teaching in the wood science area and training in forestry. The coordinator will work closely with the planning committee and the agriculture instructors to develop a comprehensive curriculum.

2. Employee Benefits \$2,560.00

Curriculum Coordinator

The curriculum coordinator will be hired at \$20/hr for 16 hours/week for 40 weeks, including employee benefits. This individual will have experience in teaching in the wood science area and training in forestry. The coordinator will work closely with the planning committee and the agriculture instructors to develop a comprehensive curriculum.

3. Purchased/Contractual Services \$ 0.00

4. Internal Services \$ 0.00

\$2,500.00

5. Staff Development

WoodLINKS, Inc. Staff Development

The curriculum coordinator and three instructors will be trained throughout the grant period through online training. These funds will pay for the maintenance of the online services.

6. Summer Component Activities \$15,000.00

R&R Summer Camps

There will be four camps offered during the summer sessions. Stipends will be paid to the guest instructors. There are two one-week, one-half day camps for elementary students, a two week, one-half day camp for middle school students, and a three week full-day camp for high school students. In addition to the \$750.00 stipends for the guest instructors for the middle school camp (10 guest speakers), additional funds will be used at the high school camp for the winners of the skills competition at the end of the camp. Also this money will be used for refreshments and food and to purchase any materials and copying cost associated with the programs.

7. Travel \$14,000.00

A. Student Field Trips

During the course of the program, students will have the opportunity to go on several field trips to the different laboratories, wood industry businesses, and wood science career fairs. The estimated cost for these field trips is \$4,000.00.

B. Transportation to Laboratories

This program calls for courses to be held at different sites off the main campus of the high school. Since the instructors already possess a license to drive the buses, it will cost

approximately \$5,000.00 per bus. Two buses will be used, one traveling to the Southern Virginia Higher Education Center for the students to work in the WoodLINKS, Inc. Training Laboratory and the other traveling to the Moorefield Estate for the students to work in the Forest-Land Laboratory. The estimated cost for transportation to and from the laboratories is \$10,000.00.

8. Contractual Services **\$ 0.00**

9. Materials and Supplies **\$55,700.00**

Materials and supplies for the Agricultural Biological Applications and Biotechnology Laboratory will be purchased. The materials in this laboratory will include computer simulations, interactive teaching resources, and activities that focus on the skills and concepts of the courses taught in the laboratory. The *LJ Technical Systems Biological and Biotechnology curriculum materials and activities* with an emphasis on agriculture will be purchased. The approximate cost for all of the necessary curriculum materials, activities, and equipment to fully implement the program is \$102,000.00. The funds for the equipment and other materials needed are provided through other sources.

10. Equipment **\$ 0.00**

11. Facilities **\$ 0.00**

B. Indirect Costs **\$ 0.00**

Total funding from Governor's Career and Technical Academy Grant **\$100,000.00**

Funding From Other Sources

A. Direct Costs

1. Personnel \$165,000.00

Instructors

Halifax County Public Schools employs four agriculture instructors and one woodworking instructor at the secondary level. Two of the agricultural instructors, who hold certifications in forestry and other wood science disciplines, and the woodworking instructor will be teaching the courses. These three instructors will be hired on a 12-month contract to implement all of the components of the program, including the summer camps.

2. Employee Benefits \$41,250.00

3. Purchased/Contractual Services \$ 0.00

4. Internal Services \$ 0.00

5. Staff Development \$ 0.00

6. Summer Component Activities \$ 0.00

7. Travel \$ 0.00

8. Contractual Services \$ 0.00

9. Materials and Supplies \$46,300.00

Materials and supplies for the Agricultural Biological Applications and Biotechnology Laboratory will be purchased. The approximate cost for all of the necessary curriculum materials and activities to fully implement the program is \$102,000.00. Through the generous donation of Dominion Power, HCPS will purchase the remaining curriculum materials and supplies for full implementation of the program.

10. Equipment **\$304,650.00**

A. Agriculture Biological App. and Biotechnology Lab

HCPS through the funding from the Project Lead the Way grant and the generous donation given by Dominion Power will be used to purchase the lab tables, computers, microscopes, and other equipment needed for the lab. There will be 10 lab stations created. The estimated cost for this lab is \$50,000.00.

B. Reforestation of the Forest-Land Laboratory

Some of the money from the timber sale from the Moorefield Estate will be used to repopulate the 62 acres designated for the Forest-Land Laboratory. The estimated cost for this process is \$4, 650.00.

C. WoodLINKS, Inc. Training Laboratory

The Southern Virginia Higher Education Center is purchasing additional equipment relevant to the wood manufacturing component of the *R&R in the STEM* program. These funds were made possible through the Virginia Tobacco Commission. The estimated cost of this renovation is \$250,000.00.

11. Facilities **\$500,000.00**

Hula B. Moorefield Estate

This land was inherited by HCPS through the generous donation of Mr. Hula B. Moorefield. The donated farm consists of 128 acres, including several barns and a house. The estimated value of this property is \$500,000.00.

B. Indirect Costs **\$ 0.00**

Total **\$1,057,200.00**

APPENDICES

APPENDIX A

Virginia Department of Forestry Economic Impact Data



Employment Impact

Marcel

 IMPACT NAME: Forest-Related Industry & Construction MULTIPLIER: Type
 2007 Halifax03.iap

Copyright MIG

Industry	Direct*	Indirect*	Induced*	Total*
1 Oilseed farming	0.0	0.1	0.0	0.1
2 Grain farming	0.0	0.4	0.0	0.4
3 Vegetable and melon farming	0.0	0.2	1.2	1.3
5 Fruit farming	0.0	0.1	0.4	0.5
6 Greenhouse and nursery production	0.0	0.1	0.4	0.5
7 Tobacco farming	0.0	5.7	0.1	5.8
10 All other crop farming	0.0	0.3	0.1	0.3
11 Cattle ranching and farming	0.0	0.7	0.1	0.8
12 Poultry and egg production	0.0	0.0	0.1	0.1
13 Animal production- except cattle and	0.0	1.3	0.9	2.1
14 Logging	59.0	53.8	0.0	112.8
24 Stone mining and quarrying	0.0	0.0	0.0	0.1
30 Power generation and supply	0.0	5.6	1.3	6.9
33 New residential 1-unit structures- no	27.3	0.0	0.0	27.3
34 New multifamily housing structures-	3.5	0.0	0.0	3.5
35 New residential additions and alterat	10.2	0.0	0.0	10.2
36 New farm housing units and additions	0.5	0.0	0.0	0.5
37 Manufacturing and industrial buildin	2.6	0.0	0.0	2.6
38 Commercial and institutional buildin	27.9	0.0	0.0	27.9
41 Other new construction	6.8	0.0	0.0	6.8
42 Maintenance and repair of farm and	2.0	0.0	0.3	2.4
43 Maintenance and repair of nonresiden	7.7	4.8	1.2	13.7
44 Maintenance and repair of highways-	0.0	0.0	0.4	0.4
45 Other maintenance and repair constru	2.2	0.6	0.4	3.2
46 Dog and cat food manufacturing	0.0	0.0	0.0	0.0 #
73 Bread and bakery product- except fr	0.0	0.0	0.0	0.0 #
85 Soft drink and ice manufacturing	0.0	0.0	0.0	0.0 #
90 Cigarette manufacturing	0.0	0.0	0.1	0.1
92 Fiber- yarn- and thread mills	0.0	0.1	0.0	0.1
93 Broadwoven fabric mills	0.0	0.8	0.1	0.8
100 Curtain and linen mills	0.0	0.0	0.1	0.1
103 Other miscellaneous textile product m	0.0	0.1	0.0	0.1
112 Sawmills	3.0	2.7	0.0	5.7
114 Reconstituted wood product manufac	169.0	15.8	0.0	184.8
115 Veneer and plywood manufacturing	4.0	2.7	0.0	6.7
116 Engineered wood member and truss m	4.0	0.4	0.0	4.4
120 Wood container and pallet manufactu	30.0	1.1	0.1	31.2
139 Commercial printing	0.0	0.2	0.1	0.3
166 Toilet preparation manufacturing	0.0	0.0	0.0	0.0 #
169 Custom compounding of purchased re	0.0	0.6	0.0	0.6
172 Plastics packaging materials- film an	0.0	4.3	0.1	4.4
177 Plastics plumbing fixtures and all othe	0.0	10.6	0.6	11.2
178 Foam product manufacturing	0.0	0.3	0.1	0.4
183 Vitreous china and earthenware artic	0.0	0.0	0.0	0.0 #
188 Clay refractory and other structural c	0.0	0.0	0.0	0.0 #
192 Ready-mix concrete manufacturing	0.0	0.0	0.0	0.0 #
203 Iron and steel mills	0.0	0.1	0.0	0.1
243 Machine shops	0.0	2.3	0.1	2.4
247 Electroplating- anodizing- and colori	0.0	0.2	0.0	0.2
255 Miscellaneous fabricated metal produ	0.0	0.0	0.0	0.0 #
312 All other electronic component manu	0.0	1.7	0.1	1.8
333 Electric power and specialty transfo	0.0	0.1	0.0	0.1
350 Motor vehicle parts manufacturing	0.0	0.0	0.0	0.1
362 Wood kitchen cabinet and countertop	6.0	0.5	0.1	6.6
364 Nonupholstered wood household furn	467.0	3.6	0.7	471.3
368 Wood office furniture manufacturing	1.0	0.1	0.0	1.1
371 Showcases- partitions- shelving- and	3.0	1.9	0.0	4.9
379 Dental laboratories	0.0	0.0	0.2	0.2
390 Wholesale trade	0.0	28.2	6.9	35.1
394 Truck transportation	0.0	39.1	2.9	42.0
395 Transit and ground passenger transpo	0.0	0.9	2.2	3.2
398 Postal service	0.0	3.1	1.4	4.5

*Dollars

version 2.0 10/25

Page # 1

Repr



Employment Impact

March 16, 2007

IMPACT NAME: Forest-Related Industry & Construction MULTIPLIER: Type
2007 Halifax03.iap

Copyright MIG

Industry	Direct*	Indirect*	Induced*	Total*
399 Couriers and messengers	0.0	3.9	0.9	4.9
400 Warehousing and storage	0.0	5.6	0.6	6.2
401 Motor vehicle and parts dealers	0.0	1.9	7.0	8.9
402 Furniture and home furnishings store	0.0	0.6	1.7	2.3
403 Electronics and appliance stores	0.0	0.5	1.5	1.9
404 Building material and garden supply	0.0	1.8	6.6	8.4
405 Food and beverage stores	0.0	3.1	11.1	14.2
406 Health and personal care stores	0.0	1.2	4.0	5.2
407 Gasoline stations	0.0	1.5	4.6	6.1
408 Clothing and clothing accessories sto	0.0	1.2	4.2	5.3
409 Sporting goods- hobby- book and mus	0.0	0.2	0.7	0.9
410 General merchandise stores	0.0	3.9	13.9	17.8
411 Miscellaneous store retailers	0.0	1.4	4.7	6.0
412 Nonstore retailers	0.0	1.3	4.8	6.1
413 Newspaper publishers	0.0	1.8	0.6	2.3
416 Database- directory- and other publis	0.0	0.1	0.0	0.1
420 Radio and television broadcasting	0.0	2.4	0.8	3.1
422 Telecommunications	0.0	1.0	1.5	2.4
423 Information services	0.0	0.0	0.0	0.0
425 Nondepository credit intermediation a	0.0	1.1	0.4	1.5
426 Securities- commodity contracts- inv	0.0	0.7	0.7	1.4
427 Insurance carriers	0.0	0.3	0.7	1.0
428 Insurance agencies- brokerages- and r	0.0	0.2	0.4	0.7
430 Monetary authorities and depository c	0.0	4.6	3.4	8.0
431 Real estate	0.0	2.0	3.3	5.3
432 Automotive equipment rental and lea	0.0	1.8	1.3	3.2
433 Video tape and disc rental	0.0	0.0	0.6	0.6
435 General and consumer goods rental ex	0.0	1.4	1.0	2.5
437 Legal services	0.0	1.3	2.2	3.5
438 Accounting and bookkeeping service	0.0	2.3	0.9	3.1
439 Architectural and engineering service	0.0	1.4	0.1	1.5
441 Custom computer programming servi	0.0	0.1	0.0	0.1
443 Other computer related services- inclu	0.0	0.2	0.1	0.3
444 Management consulting services	0.0	2.3	0.8	3.1
445 Environmental and other technical co	0.0	0.1	0.0	0.1
446 Scientific research and development s	0.0	0.7	0.1	0.8
447 Advertising and related services	0.0	0.6	0.2	0.8
449 Veterinary services	0.0	0.0	1.1	1.1
451 Management of companies and enterp	0.0	5.1	0.4	5.5
452 Office administrative services	0.0	0.5	0.3	0.8
454 Employment services	0.0	2.6	1.4	4.0
455 Business support services	0.0	0.4	0.2	0.6
456 Travel arrangement and reservation s	0.0	0.0	0.1	0.1
457 Investigation and security services	0.0	0.2	0.1	0.2
458 Services to buildings and dwellings	0.0	3.6	3.5	7.2
459 Other support services	0.0	0.2	0.0	0.3
460 Waste management and remediation s	0.0	2.3	0.5	2.7
461 Elementary and secondary schools	0.0	0.0	1.7	1.7
463 Other educational services	0.0	0.0	0.4	0.4
464 Home health care services	0.0	0.0	4.3	4.3
465 Offices of physicians- dentists- and o	0.0	0.0	16.5	16.5
466 Other ambulatory health care services	0.0	0.0	3.3	3.3
467 Hospitals	0.0	0.0	15.5	15.5
468 Nursing and residential care facilities	0.0	0.0	13.0	13.0
469 Child day care services	0.0	0.0	3.9	3.9
470 Social assistance- except child day ca	0.0	0.0	14.9	14.9
472 Spectator sports	0.0	5.4	4.3	9.7
475 Museums- historical sites- zoos- and	0.0	0.0	0.3	0.3
477 Bowling centers	0.0	0.0	0.2	0.2
478 Other amusement- gambling- and recr	0.0	0.4	6.1	6.5
479 Hotels and motels- including casino h	0.0	2.9	2.9	5.7
480 Other accommodations	0.0	0.0	0.4	0.4

Dollars

mm02.0.1025



Employment Impact

March

IMPACT NAME: Forest-Related Industry & Construction MULTIPLIER: Type
 Copyright MIG 2007 Halifax03.iap

<u>Industry</u>	<u>Direct*</u>	<u>Indirect*</u>	<u>Induced*</u>	<u>Total*</u>
481 Food services and drinking places	0.0	10.8	38.0	48.8
483 Automotive repair and maintenance-	0.0	13.0	10.2	23.2
484 Electronic equipment repair and mai	0.0	2.0	0.2	2.1
485 Commercial machinery repair and ma	0.0	8.7	0.3	9.0
486 Household goods repair and mainten	0.0	1.9	0.6	2.5
487 Personal care services	0.0	0.0	3.5	3.5
488 Death care services	0.0	0.0	1.1	1.1
489 Drycleaning and laundry services	0.0	0.3	1.2	1.5
491 Religious organizations	0.0	0.0	9.4	9.4
492 Grantmaking and giving and social a	0.0	0.0	1.2	1.2
493 Civic- social- professional and simila	0.0	1.3	2.1	3.4
494 Private households	0.0	0.0	11.4	11.4
497 State and local government passenger	0.0	0.0	0.1	0.1
499 Other State and local government ente	0.0	2.6	2.7	5.3
504 State & Local Non-Education	8.0	0.0	9.7	17.7
506 Federal Non-Military	2.0	0.0	0.8	2.8
	846.9	314.0	295.2	1,456.1

*Dollars

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Page # 1

Report



Output Impact

Marc

Halifax03.iap
 Copyright MIG 2007 IMPACT NAME: Forest-Related Industry & Construction MULTIPLIER: Ty

Industry	Direct*	Indirect*	Induced*	Total*
1 Oilseed farming	0	1,673	57	1,730
2 Grain farming	0	5,658	454	6,112
3 Vegetable and melon farming	0	6,996	45,815	52,811
5 Fruit farming	0	4,411	13,926	18,337
6 Greenhouse and nursery production	0	2,135	11,551	13,686
7 Tobacco farming	0	133,809	1,254	135,063
10 All other crop farming	0	18,207	3,911	22,118
11 Cattle ranching and farming	0	34,612	3,480	38,092
12 Poultry and egg production	0	708	15,756	16,465
13 Animal production- except cattle and	0	15,346	10,369	25,715
14 Logging	9,929,871	9,049,005	2,449	18,981,326
24 Stone mining and quarrying	0	7,472	831	8,303
30 Power generation and supply	0	3,395,748	803,601	4,199,349
33 New residential 1-unit structures- no	3,809,992	0	0	3,809,992
34 New multifamily housing structures-	318,145	0	0	318,145
35 New residential additions and alterat	887,606	0	0	887,606
36 New farm housing units and additions	118,253	0	0	118,253
37 Manufacturing and industrial buildin	220,928	0	0	220,928
38 Commercial and institutional buildin	1,975,162	0	0	1,975,162
41 Other new construction	653,657	0	0	653,657
42 Maintenance and repair of farm and	288,622	6,836	50,067	345,525
43 Maintenance and repair of nonresiden	633,092	396,614	97,732	1,127,437
44 Maintenance and repair of highways-	0	0	34,285	34,285
45 Other maintenance and repair constru	127,085	33,567	22,138	182,790
46 Dog and cat food manufacturing	0	0	1,440	1,440
73 Bread and bakery product- except fr	0	319	4,075	4,394
85 Soft drink and ice manufacturing	0	78	1,070	1,149
90 Cigarette manufacturing	0	0	48,781	48,781
92 Fiber- yarn- and thread mills	0	15,094	1,440	16,534
93 Broadwoven fabric mills	0	121,983	8,867	130,850
100 Curtain and linen mills	0	496	15,940	16,436
103 Other miscellaneous textile product m	0	9,216	2,503	11,719
112 Sawmills	657,748	600,538	1,495	1,259,781
114 Reconstituted wood product manufac	51,774,116	4,831,328	8,079	56,613,524
115 Veneer and plywood manufacturing	644,193	433,374	2,176	1,079,743
116 Engineered wood member and truss m	509,152	48,922	3,310	561,385
120 Wood container and pallet manufactu	3,347,572	123,152	6,198	3,476,922
139 Commercial printing	0	13,250	6,439	19,689
166 Toilet preparation manufacturing	0	371	10,032	10,403
169 Custom compounding of purchased re	0	188,358	4,411	192,769
172 Plastics packaging materials- film an	0	1,118,249	30,187	1,148,436
177 Plastics plumbing fixtures and all othe	0	1,556,299	80,791	1,637,090
178 Foam product manufacturing	0	56,830	32,177	89,007
183 Vitreous china and earthenware artic	0	3	92	96
188 Clay refractory and other structural c	0	0	0	0
192 Ready-mix concrete manufacturing	0	356	22	378
203 Iron and steel mills	0	31,350	1,732	33,082
243 Machine shops	0	212,755	6,554	219,310
247 Electroplating- anodizing- and colori	0	18,199	453	18,652
255 Miscellaneous fabricated metal produ	0	124	25	148
312 All other electronic component manu	0	370,324	12,937	383,262
333 Electric power and specialty transfo	0	26,953	3,571	30,524
350 Motor vehicle parts manufacturing	0	11,736	4,607	16,344
362 Wood kitchen cabinet and countertop	750,289	68,123	6,965	825,376
364 Nonupholstered wood household furn	56,845,996	433,936	90,261	57,370,192
368 Wood office furniture manufacturing	169,482	14,196	74	183,752
371 Showcases- partitions- shelving- and	375,475	237,583	465	613,524
379 Dental laboratories	0	2	10,558	10,560
390 Wholesale trade	0	3,408,072	834,303	4,242,376
394 Truck transportation	0	4,236,772	308,761	4,545,533

*2003 Dollars - if results are deflated and aggregated, then deflators displayed are set to 1.0 (results have been deflated)



Output Impact

March

Halifax03.iap
 Copyright MIG 2007 IMPACT NAME: Forest-Related Industry & Construction MULTIPLIER: Ty

Industry	Direct*	Indirect*	Induced*	Total*
395 Transit and ground passenger transpo	0	37,915	91,405	129,319
398 Postal service	0	215,699	94,916	310,615
399 Couriers and messengers	0	155,964	36,924	192,888
400 Warehousing and storage	0	365,937	39,326	405,263
401 Motor vehicle and parts dealers	0	126,926	458,480	585,406
402 Furniture and home furnishings store	0	34,629	95,761	130,390
403 Electronics and appliance stores	0	16,590	52,851	69,441
404 Building material and garden supply	0	97,778	351,990	449,767
405 Food and beverage stores	0	136,136	479,128	615,263
406 Health and personal care stores	0	71,814	246,052	317,866
407 Gasoline stations	0	62,191	189,559	251,750
408 Clothing and clothing accessories sto	0	41,431	145,279	186,710
409 Sporting goods- hobby- book and mus	0	3,892	13,856	17,748
410 General merchandise stores	0	144,240	519,830	664,070
411 Miscellaneous store retailers	0	50,634	174,641	225,275
412 Nonstore retailers	0	42,868	154,685	197,552
413 Newspaper publishers	0	140,047	42,931	182,978
416 Database- directory- and other publis	0	11,973	4,775	16,748
420 Radio and television broadcasting	0	303,960	98,330	402,290
422 Telecommunications	0	275,471	417,492	692,963
423 Information services	0	2,034	1,878	3,912
425 Nondepository credit intermediation a	0	126,412	48,270	174,682
426 Securities- commodity contracts- inv	0	53,745	54,115	107,860
427 Insurance carriers	0	51,453	104,149	155,602
428 Insurance agencies- brokerages- and r	0	13,505	27,336	40,841
430 Monetary authorities and depository c	0	722,633	542,505	1,265,138
431 Real estate	0	279,271	456,222	735,494
432 Automotive equipment rental and lea	0	361,326	265,170	626,496
433 Video tape and disc rental	0	139	23,891	24,030
435 General and consumer goods rental ex	0	100,748	71,035	171,783
437 Legal services	0	106,643	175,810	282,453
438 Accounting and bookkeeping service	0	194,541	75,909	270,451
439 Architectural and engineering service	0	84,927	7,537	92,464
441 Custom computer programming servi	0	2,974	942	3,915
443 Other computer related services- inclu	0	16,414	4,458	20,872
444 Management consulting services	0	161,783	54,366	216,149
445 Environmental and other technical co	0	7,072	2,770	9,842
446 Scientific research and development s	0	46,397	6,891	53,288
447 Advertising and related services	0	43,673	11,517	55,190
449 Veterinary services	0	791	68,753	69,543
451 Management of companies and enterp	0	614,639	49,414	664,053
452 Office administrative services	0	74,202	43,505	117,707
454 Employment services	0	58,083	30,558	88,640
455 Business support services	0	22,125	10,894	33,019
456 Travel arrangement and reservation s	0	4,602	10,261	14,863
457 Investigation and security services	0	8,587	3,840	12,427
458 Services to buildings and dwellings	0	145,774	142,347	288,121
459 Other support services	0	14,255	1,963	16,218
460 Waste management and remediation s	0	290,958	59,810	350,768
461 Elementary and secondary schools	0	0	59,007	59,007
463 Other educational services	0	334	17,090	17,424
464 Home health care services	0	0	127,642	127,642
465 Offices of physicians- dentists- and o	0	0	1,733,071	1,733,071
466 Other ambulatory health care services	0	1,506	358,190	359,696
467 Hospitals	0	0	1,300,089	1,300,089
468 Nursing and residential care facilities	0	0	527,473	527,473
469 Child day care services	0	0	59,027	59,027
470 Social assistance- except child day ca	0	8	243,567	243,576
472 Spectator sports	0	94,241	74,783	169,024
475 Museums- historical sites- zoos- and	0	0	19,891	19,891

*2003 Dollars - if results are deflated and aggregated, then deflators displayed are set to 1.0 (results have been deflated)

APPENDIX B**Planning Committee Members**

Member	Affiliation
Melanie A. Stanley, Ph.D.	Halifax County Public Schools
Shawn Haws	Halifax County Public Schools
Randy Hoskins	Halifax County Public Schools
Trina Vaughan	Halifax County Public Schools
Dustin Frances	Halifax County Public Schools
Paul Winistorfer, Ph.D.	Virginia Polytechnic Institute and State University
	WoodLINKS, Inc.
David Kenealy	Southern Virginia Higher Education Center
Jason Fisher	Virginia Cooperative Extension
Brad Fuller	J.M. Huber, Inc.
Ken Morgan	Morgan Lumber Company, Inc.
Linda Wallace	Halifax County Board of Supervisors
Kenny Hodges	H&M Logging, Inc.
Shannon Lewis	Virginia Department of Forestry
Cathy Pulliam	Danville Community College
Clarke Hogan	Ontario Hardwood, Inc.

**Planning Committee Agreement
Governor’s Career and Technical Academy
for Renewable Resources and Agricultural Sciences**

An essential component of the establishment of the Governor’s Career and Technical Academy for Renewable Resources and Agricultural Sciences is the establishment of the planning committee. As a member of this committee, I will:

1. Assist in the development of academy goals and objectives
2. Identify the needs of the community and workforce
3. Assist in the design of the facilities
4. Assist the curriculum coordinator in the alignment of course objectives to the CBEs
5. Assist in the evaluation of the programs, courses, and overall operation of the academy
6. Assist in the dual enrollment process to establish each course at the high school level as a dual enrollment course*

By signing this agreement, I certify that I am a willing participant and supporter in the establishment of the Governor’s Career and Technical Academy for Renewable Resources and Agricultural Sciences.

Melanie A. Stanley, Ph.D.
Melanie Stanley, Ph.D.
Director of Academies
Halifax County Public Schools

01/29/08
Date

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Governor’s Career and Technical Academy
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By signing this agreement, I certify that I am a willing participant and supporter in the establishment of the Governor’s Career and Technical Academy for Renewable Resources and Agricultural Sciences.



Shawn Haws
Dual Enrollment Coordinator
Halifax County Public Schools

01/31/08
Date



Melanie Stanley, Ph.D.
Director of Academies
Halifax County Public Schools

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Randy Hoskins
Agricultural Instructor
Halifax County Public Schools

01/31/08
Date



Melanie Stanley, Ph.D.
Director of Academies
Halifax County Public Schools

01/31/08
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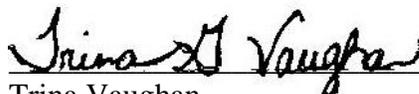
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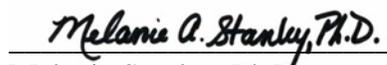
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Halifax County Public Schools

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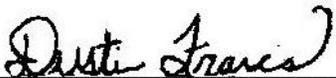
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Dustin Frances
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Halifax County Public Schools

01/31/08
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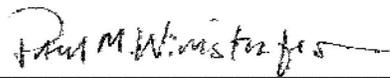
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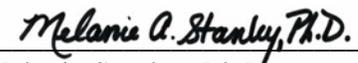
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WoodLINKS, Inc. President
Director of Wood Sciences
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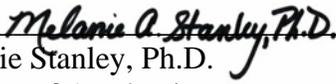
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WoodLINKS, Inc. Coordinator
Southern Virginia Higher Education Center

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Jason Fisher
Extension Agent
Virginia Cooperative Extension

01/31/08
Date

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Director of Academies
Halifax County Public Schools

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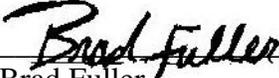
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Brad Fuller
J.M. Huber, Inc.

01/31/08
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Ken Morgan
President
Morgan Lumber Company, Inc.

02/28/08
Date



Melanie Stanley, Ph.D.
Director of Academies
Halifax County Public Schools

02/28/08
Date

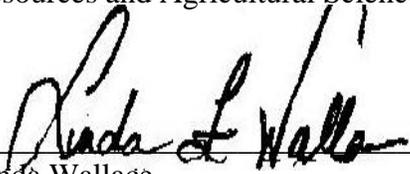
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Linda Wallace
Agriculture Development Director
Halifax County

01/29/08
Date



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Director of Academies
Halifax County Public Schools

01/31/08
Date

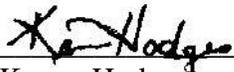
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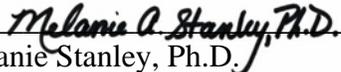
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Kenny Hodges
H&M Logging, Inc.

01/31/08
Date



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Director of Academies
Halifax County Public Schools

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Gary Shannon Lewis
Shannon Lewis
Forester
Virginia Department of Forestry

02/07/08
Date

Melanie A. Stanley, Ph.D.
Melanie Stanley, Ph.D.
Director of Academies
Halifax County Public Schools

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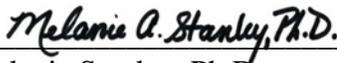
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Cathy Pulliam
Dual Enrollment Coordinator
Danville Community College

01/31/08
Date



Melanie Stanley, Ph.D.
Director of Academies
Halifax County Public Schools

01/31/08
Date

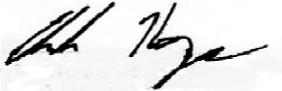
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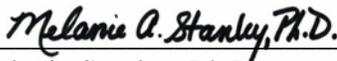
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Clarke Hogan
President
Ontario Hardwood

02/05/08
Date



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Director of Academies
Halifax County Public Schools

01/31/08
Date

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APPENDIX C**Advisory Board Members**

Member	Affiliation
Melanie A. Stanley, Ph.D.	Halifax County Public Schools
Shawn Haws	Halifax County Public Schools
Trina Vaughan	Halifax County Public Schools
Dustin Frances	Halifax County Public Schools
Paul Winistorfer, Ph.D.	Virginia Polytechnic Institute and State University
	WoodLINKS, Inc.
David Kenealy	Southern Virginia Higher Education Center
Jason Fisher	Virginia Cooperative Extension
Brad Fuller	J.M. Huber, Inc.
Ken Morgan	Morgan Lumber Company, Inc.
Linda Wallace	Halifax County
Kenny Hodges	H&M Logging, Inc.
Shannon Lewis	Virginia Department of Forestry
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4. Provide opportunities for job shadowing and internships when appropriate for students; and
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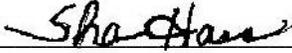
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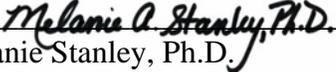
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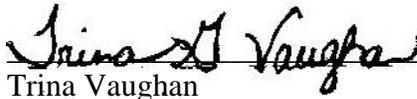
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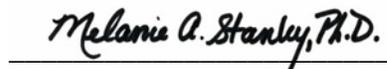
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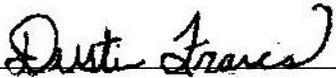
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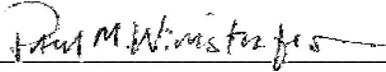
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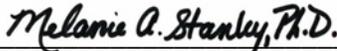
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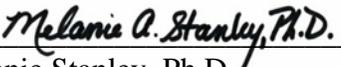
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Extension Agent
Virginia Cooperative Extension

01/31/08
Date

Mark McCann
Mark McCann
Director
Virginia Cooperative Extension

01/31/08
Date

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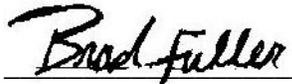
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01/30/08
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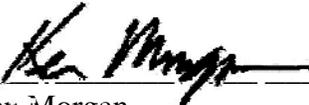
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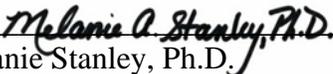
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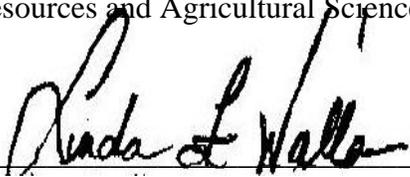
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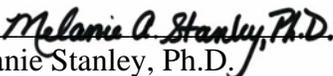
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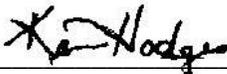
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Forester
Virginia Department of Forestry

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Clarke Hogan
President
Ontario Hardwood, Inc.

02/05/08
Date



Melanie Stanley, Ph.D.
Director of Academies
Halifax County Public Schools

01/31/08
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APPENDIX D

MEMORANDUM OF AGREEMENT

Between

Halifax County Public Schools

And

**The Governor's Career and Technical Academy
for Renewable Resources and Agricultural Sciences Partners**

January 24, 2008 – June 30, 2009

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Halifax County Public School

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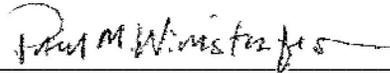
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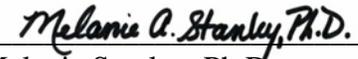
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Paul Winistorfer, Ph.D.
WoodLINKS, Inc. President
Director of Wood Sciences
Virginia Polytechnic Institute and State University

01/29/08
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Amy Lammerts
Director of Program Development
Southern Virginia Higher Education Center

01/31/08
Date

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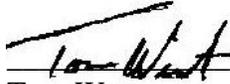
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Halifax County Board of Supervisors

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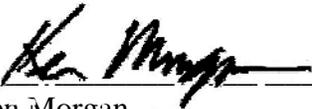
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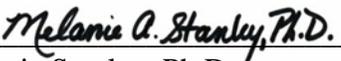
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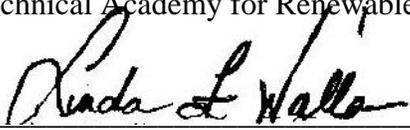
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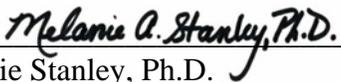
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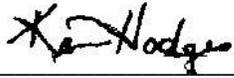
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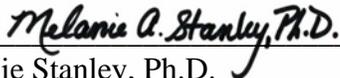
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4. Hire certified instructors for the courses; and
5. Conduct on-going evaluation.

By signing this memorandum of agreement, I certify that the organization I represent will be a willing participant and supporter in the development of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences.



Jason Fisher
Extension Agent
Virginia Cooperative Extension

01/31/08
Date



Mark McCann
Director
Virginia Cooperative Extension

01/31/08
Date



Melanie Stanley, Ph.D.
Director of Academies
Halifax County Public Schools

01/31/08
Date

MEMORANDUM OF AGREEMENT
Between
Halifax County Public Schools
And
The Governor's Career and Technical Academy
for Renewable Resources and Agricultural Sciences Partners
January 24, 2008 – June 30, 2009

The Halifax County Public Schools hereby enters into this Memorandum of Agreement with the identified Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences partners for the purpose of serving as the steering and program development committee for the establishment of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences.

The major focus of this Academy is on inspiring students with the qualities of creativity, innovation, and entrepreneurialism to address the management of forest lands, and the management and leadership of forest industry businesses. The Academy will provide instruction ranging from agriculture biological applications, biotechnology, and forestry to the wood production of manufactured goods.

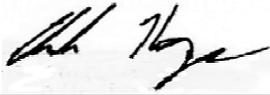
HCPS PARTNERS AGREE TO:

1. Identify the needs of the wood science industry of Halifax County;
2. Provide guidance in the development of the curriculum and courses;
3. Assist in the planning of the three laboratories, specifically the Forest-Land Laboratory;
4. Provide opportunities for job shadowing and internships when appropriate for students; and
5. Assist in the internal evaluation process of the Academy.

HALIFAX COUNTY PUBLIC SCHOOLS AGREES TO:

1. Coordinate the curriculum development of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences;
2. Hire program coordinator;
3. Offer courses related to agriculture and wood sciences;
4. Hire certified instructors for the courses; and
5. Conduct on-going evaluation.

By signing this memorandum of agreement, I certify that the organization I represent will be a willing participant and supporter in the development of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences.



Clarke Hogan
President
Ontario Hardwood, Inc.

02/05/08

Date



Melanie Stanley, Ph.D.
Director of Academies
Halifax County Public Schools

01/31/08

Date

APPENDIX E

Governor's Career and Technical Academy

STATEMENT OF ASSURANCES

The authorized signature on this page certifies to the Virginia Department of Education that the authorized official assures that:

1. The planning committee has reviewed the provisions of *Administrative Procedures Guide for the Establishment of Governor's Career and Technical Academies* outlined in the Guidance Manual, and understands that an implementation proposal will need to address these criteria and/or others approved by the Virginia Board of Education.
2. The planning committee agrees to follow the guidelines set forth in the *Administrative Procedures for the Establishment of Governor's Career and Technical Academies* document.
3. If the Governor's Career and Technical Academy will be a jointly operated program, an ongoing governing board will be established or maintained to reflect current Board of Education regulations relative to jointly operated schools and programs.
4. A public, government entity will serve as the grant fiscal agent.

Certification by Authorized or Institutional Official:

The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the partners participating in this process to establish a Governor's Career and Technical Academy, and that the applicant will comply with the statement of assurances.

Melanie A. Stanley, Ph.D.

Typed or Printed Name of Authorized Official

Director of Academies

Title

Melanie A. Stanley, Ph.D.

Signature of Authorized Official

1/30/08

Date

APPENDIX F

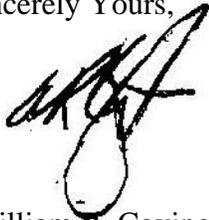
Letter of Assurance from Fiscal Agent

January 31, 2008

Dears Sirs:

As Chief Financial Officer, I certify that Halifax County Schools will serve as fiscal agent for the Governor's Career and Technical Grant awarded to the Halifax County Agriculture Science Academy program on renewable resources.

Sincerely Yours,

A handwritten signature in black ink, appearing to read 'WR Covington', with a large, stylized flourish at the end.

William R. Covington
Chief Financial Officer

APPENDIX G

Goals and Objectives

The goals and objectives of the Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences are to:

1. Maximize opportunities to prepare students for targeted careers, by breaking down barriers between traditional core academics and career and technical education; between high school and postsecondary education and training; and between education and the workplace.
 - a. Improve academic achievement of Career and Technical Education (CTE) students enrolled in the academy. Specifically, the objectives of the program are to:
 - Increase student awareness of opportunities in the forest industries;
 - Develop career blueprints/pathways for students;
 - Disseminate positive information from students, parents, community, educators, and guidance counselors about forestry, manufacturing, and renewable-based consumer products;
 - Encourage those students interested in forestry, manufacturing, and renewable-based consumer products to enroll in classes related to those careers;
 - Offer an educational platform of choices tailored to student interest and needs, with a specific focus on wood and agriculture sciences;
 - “Grow” local Southside talent by educating them through unique innovative educational partnerships and foster, develop and maintain a

business climate that will afford opportunities for students who want to remain in Southside and work in the forest industries;

- Continue to incorporate the Workplace Readiness Skills in the classes to better prepare the students in the related fields; and
- To expand student knowledge of and interest in science and technology by providing interaction with community, industry, professionals, and higher education.

b. Increase utilization of dual enrollment courses.

c. Provide workplace experiences for students through strong partnerships with businesses.

2. Raise student aspirations and attract more students to postsecondary education in preparation for technical careers, especially targeting students who might otherwise have settled for a curriculum that did not prepare them well for postsecondary education or work.
3. Provide well-trained workers to support the recruitment of new businesses and industries to the Commonwealth and to meet the work force needs of existing business and industry.

APPENDIX H

Natural Resource Systems Program of Study



Career Cluster: Agriculture, Food, & Natural Resources

Career Pathway: Natural Resource Systems

Related Industry Certifications Available: See Supplemental Page



	Grade	English	Math	Science	S.S.	Required Courses or Recommended Electives and/or CTE Courses		
Middle School	7							Computer applications
	8		Algebra 1			Introduction to Agriculture 800420	Foreign Language 1	Keyboarding applications 615220

CAREER ASSESSMENT: Administration of a career assessment instrument is appropriate at the middle school level to help students and their parents plan for high school (KUDER® or other assessment product).

	Grade	English ⁵	Math ⁵	Science ⁵	S.S. ⁵	Required Courses or Recommended Electives and/or CTE Courses			Related Careers
SECONDARY <i>Career Coaching.</i>	9	English 9	Algebra 2	Earth Science	Geography	Agricultural Mechanics and Basic Plant Science 800620	Health & PE	Foreign Language 2	•
	10	English 10	Advanced Geometry	Biology 1 & 2 CL	World History	Biological Applications in Agriculture	Health & PE CL	Foreign Language 3	
	11	English 11 CL	Pre-Calculus 1 & 2 CL	Chemistry CP	US/VA History 1 & 2 CL	Introduction to Natural Resources 3 804020		Foreign Language 4 CL	
	12	English 12 CL	Statistics CL	Advanced Ecology	US/VA Government CL	Forestry, Wildlife and Soil Management 4 804220	Computer Information Systems CL 661260	Natural Resources Management 5 8044	

Postsecondary Placement Assessments (<i>Reading, Writing, & Math</i>)										
POSTSECONDARY Community College Career Placement	Year 1 1st Semester	English 11 CL English 111	Pre-Calculus 1 CL Math 163	Biology 1 CL BIO 101	US/VA History 1 CL History 121	Foreign Language 4 CL				
	Year 1 2nd Semester	English 11 CL English 112	Pre-Calculus 2 CL Math 164	Biology 2 CL BIO 102	US/VA History 2 CL History 122	Health & PE CL Health 116				
	Year 2 1st Semester	English 12 CL English 243	Statistics Math 240	Forestry & Wildlife Ecology FOR 105	US/VA Government 1 CL PLS 211	Computer Information Systems CL ITE 115				
	Year 2 2nd Semester	English 12 CL English 244	Dendrology FOR 115	Introduction to Speech Communication SPD110	US/VA Government 1 CL PLS 212	Forest Administration 1 FOR 201				
4-year Institution	University/College:				Key	Required Course				⁴ Academic Dual Enrollment
	Degree or Major: Bachelor of Science / Forestry					² Dual Credit or Articulated course (HS to CC)				
	Number of Articulated CC Credits:					³ Articulated course: CC to 4-yr				

¹Certification Prep Course.

²Dual Credit or Articulated course (High School to Community College).

³Articulated course: Community College to 4-year.

⁴Academic Dual Enrollment.

⁵Standard Diploma Requirements: <http://www.doe.virginia.gov/2plus4in2004/dip-standard.shtml>

Advanced Studies Diploma Requirements: <http://www.doe.virginia.gov/2plus4in2004/dip-advanced.shtml>

CAREER PATHWAY SUPPLEMENTAL INFORMATION

Industry Certifications available upon completion of identified courses	Course Title	Course Title	Course Title	Course Title	Course Title
Microsoft Office Specialist	Computer Information Systems				
NOCTI Forest Products and Processing	Forest Administration I				

APPENDIX I

Biological Engineering and Technology Program of Study



Career Cluster: Science, Technology, Engineering, & Mathematics

Career Pathway: Biological Engineering & Technology

Related Industry Certifications Available: See Supplemental Page



	Grade	English	Math	Science	S.S.	Required Courses or Recommended Electives and/or CTE Courses		
Middle School	7							Computer applications
	8		Algebra 1			Introduction to Agriculture 800420	Foreign Language 1	Keyboarding applications 615220

CAREER ASSESSMENT: Administration of a career assessment instrument is appropriate at the middle school level to help students and their parents plan for high school (KUDER® or other assessment product).

	Grade	English ⁵	Math ⁵	Science ⁵	S.S. ⁵	Required Courses or Recommended Electives and/or CTE Courses			Related Careers
SECONDARY Career Coaching,	9	English 9	Algebra 2	Earth Science	Geography	Agricultural Mechanics and Basic Plant Science 800620	Health & PE	Foreign Language 2	•
	10	English 10	Advanced Geometry	Biology	World History	Biological Applications in Agriculture 808620	Health & PE CL	Foreign Language 3	
	11	English 11 CL	Pre-Calculus 1 & 2 CL	Chemistry CP	US/VA History 1 & 2 CL	Biotechnology Foundations 808520		Foreign Language 4 CL	
	12	English 12 CL	Calculus 1 & 2 CL	Chemistry 1 & 2 CL	US/VA Government CL	Biotechnology Applications in Agriculture 808720	Computer Information Systems CL 661260		

Postsecondary Placement Assessments (<i>Reading, Writing, & Math</i>)										
POSTSECONDARY Community College <i>Career Placement</i>	Year 1 1st Semester	English 11 CL English 111	Pre-Calculus 1 CL Math 163	Chemistry 1 CL Chem 111	US/VA History 1 CL History 121	Foreign Language 4 CL				
	Year 1 2nd Semester	English 11 CL English 112	Pre-Calculus 2 CL Math 164	Chemistry 2 CL Chem 112	US/VA History 2 CL History 122	Health & PE CL Health 116				
	Year 2 1st Semester	English 12 CL English 243	Calculus 1 CL Math 173	Introduction to Engineering EGR 120	US/VA Government 1 CL PLS 211	Computer Information Systems CL ITE 115				
	Year 2 2nd Semester	English 12 CL English 244	Calculus 2 CL Math 174	Engineering Graphics EGR 110	US/VA Government 1 CL PLS 212	Biology for Bio- technology BIO 173				
4-year <i>Institution</i>	University/College:				Key	Required Course				4 Academic Dual Enrollment
	Degree or Major:					²Dual Credit or Articulated course (HS to CC)				
	Number of Articulated CC Credits:					³ Articulated course: CC to 4-yr				

¹Certification Prep Course.

²Dual Credit or Articulated course (High School to Community College).

³Articulated course: Community College to 4-year.

⁴Academic Dual Enrollment.

⁵Standard Diploma Requirements: <http://www.doe.virginia.gov/2plus4in2004/dip-standard.shtml>

Advanced Studies Diploma Requirements: <http://www.doe.virginia.gov/2plus4in2004/dip-advanced.shtml>

CAREER PATHWAY SUPPLEMENTAL INFORMATION

Industry Certifications available upon completion of identified courses	Course Title	Course Title	Course Title	Course Title	Course Title
Microsoft Office Specialist	Computer Information Systems				
NOCTI Pre-Engineering and Engineering Technology	Biotechnology Foundations				

APPENDIX J

Coin Career Community Plan

Halifax County Public Schools Halifax County Middle School / Halifax County High School Coin Career Community Implementation Plan

In an effort to better assist students in making class selections throughout middle school and high school, Halifax County Public Schools has implemented *Coin Career Community Plan*.

Guidance Counselors will meet with students and assist them in the development of a portfolio that will include: career interest survey data, personal skills data, class selections, course goals, college planning and much more.

To ensure that the best possible career guidance services are offered to our students the following plan will be implemented:

6th Grade

- Instruction on accessing the Career Community
 - <http://community.coin3.com>
- Planning Center component
 - Complete Personal Information section
- Exploration Center component
 - Assessments
 - Complete Self-Assessment Survey
- Planning Center component
 - Assessment Results
 - Discuss Self-Assessment Survey results
- Outline 7th Grade Course of Study using Course Selection Guide booklet

7th Grade

- Planning Center component
 - Assessment Results
 - Review Self-Assessment Survey taken in 6th Grade
- Exploration Center component
 - Assessments
 - Complete Skills Assessment Survey
- Planning Center component
 - Assessment Results
 - Discuss Self-Assessment Survey results and begin linking the findings to HCPS Academies
- Outline 8th Grade Course of Study using Course Selection Guide booklet

8th Grade

- Planning Center component
 - Assessment Results
 - Review Skills Assessment Survey taken in 7th Grade
- Exploration Center component
 - Assessments
 - Complete Career Cluster Survey
- Planning Center component
 - Assessment Results
 - Discuss Career Cluster Survey results and introduce the Dual Enrollment Program
- Outline 9th Grade Course of Study using Course Selection Guide Booklet

9th Grade

- Planning Center component
 - Assessment Results
 - Review results from all Surveys taken in middle school
 - Goals
 - Academic
 - Education Goal – list classes student should take throughout high school based upon survey results
- Outline 10th Grade Course of Study using Course Selection Guide Booklet

10th Grade

- Planning Center Component
 - Goals
 - Academic
 - Education Task – add classes completed in 9th grade
 - Education Goal – edit classes (if necessary)
- Assessments
 - Re-administer the Self-Assessment, Skills Assessment and Career Cluster Survey (if necessary)
- Outline 11th Grade Course of Study using Course Selection Guide Booklet

11th Grade

- Planning Center Component
 - Goals
 - Academic
 - Education Task – add classes completed in 10th grade
- Activity Center
 - Administer ACT/SAT Quiz
- Exploration Center
 - College Search and Occupation Search
 - Document any important findings in the Journal component of the Planning Center

- Planning Center
 - Begin using Career and College Planning Tools
- Outline 12th Grade Course of Study using Course Selection Guide Booklet

12th Grade

- Planning Center Component
 - Goals
 - Academic
 - Education Task – add classes completed in 11th grade
 - College Planning Tools
 - Complete the components
 - Portfolio
 - Click *Show Portfolio*
- Exploration Center
 - Financial Aid Info – Explore
 - College Search - Explore

APPENDIX K

GOVERNOR'S CAREER AND TECHNICAL ACADEMY

ESTIMATED IMPLEMENTATION BUDGET

Implementation funds will be available from date of the Board of Education's approval as a Governor's Career and Technical Academy to June 30, 2009, for implementation of an Academy during the 2008-2009 academic year.

A. Direct Costs	TOTAL				
	Grant Funds (May not exceed \$100,000 total)	State Funds	Perkins Funds	Other Funds (Describe Source in Budget Narrative)	In-Kind
1. Personnel---1000	10,240.00				165,000.00
2. Employee Benefits---2000	2,560.00				41,250.00
3. Purchased/Contractual Services---3000					
4. Internal Services---4000					
5. Staff Development---5000	2,500.00				
6. Summer Component Activities---5000	15,000.00				
7. Travel---5000	14,000.00				
8. Contractual Services---5000					
9. Materials and Supplies---6000	55,700.00			46,300.00	
10. Equipment---8000				304,650.00	
11. Facilities---8000				500,000.00	
B. Indirect Costs					
Total	100,000.00			850,950.00	206,250.00

*If recovering indirect costs, the rate must not exceed the federally approved indirect cost rate of the fiscal agent.

APPENDIX L

Program Timeline and Responsibilities

Program Activities	Responsible Partners	Implementation Date
Establish Academy	HCPS	Fall 2007
Establish Advisory Board	HCPS	Fall 2007
Identify Forest-Land Lab Site	HCPS & Steering Committee	November 2007
Identify 1 st WoodLINKS site in VA	SVHEC, Virginia Tech, WoodLINKS, Inc., Morgan Lumber Company, HCPS	November 2007
Purchase WoodLINKS, Inc. License	SVHEC, Morgan Lumber, HEC Foundation, HCPS	November 2007
Identify Ag. Biological Applications & Biotechnology Lab site	HCPS & Steering Committee	November 2007
Hire Academy Curriculum Coordinator	HCPS & Steering Committee	December 2007
Reforestation of Forest-Land Lab	HCPS, Forestry Department, OSI Manufacturing	Spring 2008
Curriculum Development through planning sessions	HCPS & partners	Early spring 2008
Curriculum development	HCPS faculty & coordinator	Spring 2008
Staff Development	HCPS faculty & coordinator	Mid-spring 2008
Renovation of Ag. Bio. App. & Biotechnology Lab at the STEM Center	HCPS	Spring 2008
Curriculum materials & supplies for the Ag. Bio. App. & Biotechnology Lab	HCPS & partners	Spring 2008 and continuing based on needs
Renovation of WoodLINKS Site	SVHEC	Spring/Summer 2008
Curriculum Development & Staff Development Evaluation	HCPS & partners	Summer 2008
Logistics of Lab Operations	HCPS, SVHEC	Full implementation
Academy implementation	HCPS & partners	Fall 2008
Camp R&R	HCPS & partners	Summer 2008
Evaluation & Data Collection	HCPS & partners	Throughout the implementation process

The program will be sustained through the strong partnerships formed.

APPENDIX M

Attendance Procedures

- A written excuse is required for all absences, and must be given to the instructor on the day the student returns to school.
- Since these are college-level courses, when total absences reach 19 percent of a class, the director will request that the college dean withdraw the student from the college records for that class, and that a “W” grade for that class appear on the student’s college transcript. The student must complete all assigned work for the class to receive high school credit.
- Make-up work for excused absences will be set by the instructor of the course.

APPENDIX N

Staff Evaluation Policy

The Halifax County Public Schools Staff Evaluation Policy was designed to:

- Describe procedures for assessing the effectiveness of all educators and helping them focus on self-growth, instructional effectiveness, and improvement of overall job performance.
- Establish uniform divisionwide job expectations for teachers.
- Describe performance criteria that support the implementation of Virginia Standards of Learning and Standards of Accreditation.
- Encourage educators to focus on performance in the key areas of student achievement and safety.
- Provide a context for improving employee performance.
- Connect to new employee mentoring, professional development, and teacher-educator pre-service training program.
- Establish a method of compliance with the Education Accountability and Quality Enhancement Act of 1999 (BH2710, SC1145) passed by the Virginia General Assembly (HCPS, 2005).

Board of Education Agenda Item

Item: J.

Date: April 24, 2008

Topic: First Review of Virginia's Definition of School Readiness

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

Telephone Number: (804) 225-2034

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

Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: Governor Kaine has asked the Board of Education to adopt the proposed definition of school readiness as part of his preschool initiative.

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

Previous Review/Action:

No previous board review/action

Previous review/action

date _____

action _____

Background Information: On January 16, 2006, in one of his first official acts, Governor Kaine created the Start Strong Council to develop expanded access to quality pre-kindergarten for Virginia's four-year-olds. The Governor's charge to the Council was to develop recommendations for cultivating public-private partnership to provide for preschool service delivery in both public schools and private community settings; and to recommend strategies for governance to be shared across state and local lines through local councils made up of key child-serving agencies and organizations in each region or locality. In July 2007, the Council completed its study of preschool opportunities for Virginia and presented six key recommendations to Governor Kaine.

The first recommendation from the Start Strong Council was:

Virginia should adopt a common definition of school readiness that is accepted and supported by all early childhood programs in both the public and private sector in order to facilitate the development of a common approach to evaluate PreK program performance as well as the school readiness of Virginia's children.

An additional component of the recommendation was the establishment of a School Readiness Task Force.

In fall 2007, the Secretary of Education convened a School Readiness Task Force consisting of individuals with a vested interest in preschool education. Included in the task force were representatives from the Virginia Board of Education, the Virginia Department of Education, the Virginia Department of Social

Services, Virginia School Division, the Start Strong Council, private providers of early childhood programs, and higher education. During the next several months, the task force members worked as a group, in subgroups, and electronically to review the research literature on school readiness and to examine definitions of school readiness that have been adopted in other states. Ultimately, the task force developed the definition found in Attachment A. This definition was also endorsed by the Governor's Working Group on Early Childhood Initiatives at its meeting on March 13, 2008. On March 31, 2008, Governor Kaine requested that the Virginia Board of Education take action to formally adopt the attached definition of school readiness (Attachment B). Agreement on a common definition of school readiness is a step that few other states have been able to achieve.

Summary of Major Elements:

Virginia's definition of school readiness describes the concept of children's readiness for school at kindergarten entry in the context of ready families, schools, and communities. It describes the capabilities of children, their families, schools, and communities that will best promote student success in kindergarten and beyond. Each component – children, families, schools and communities – plays an essential role in the development of school readiness. No one component can stand on its own. In addition to the four components of the definition, research-based benchmarks are provided to assist with defining, assessing, and tracking school readiness.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and adopt the proposed definition of school readiness.

Impact on Resources:

The Department of Education is able to absorb the impact of this activity at this time.

Timetable for Further Review/Action:

Upon approval by the Board of Education, the Governor's Working Group on Early Childhood Initiatives will continue to seek the endorsement of the definition from other stakeholder groups.

Virginia's Definition of School Readiness

"School readiness" describes the capabilities of **children, their families, schools, and communities** that will best promote student success in kindergarten and beyond. Each component – children, families, schools and communities – plays an essential role in the development of school readiness. No one component can stand on its own.

- **Ready Children.** A ready child is prepared socially, personally, physically, and intellectually within the developmental domains addressed in Virginia's six *Foundation Blocks for Early Learning*: literacy, mathematics, science, history and social science, physical and motor development, and personal and social development. Children develop holistically; growth and development in one area depends upon development in other areas.
- **Ready Families.** A ready family has adults who understand they are the most important people in the child's life and take responsibility for the child's school readiness through direct, frequent, and positive involvement and interest in the child. Adults recognize their role as the child's first and most important teacher, providing steady and supportive relationships, ensuring safe and consistent environments, promoting good health, and fostering curiosity, excitement about learning, determination, and self-control.
- **Ready Schools.** A ready school accepts all children and provides a seamless transition to a high-quality learning environment by engaging the whole community. A ready school welcomes all children with opportunities to enhance and build confidence in their skills, knowledge, and abilities. Children in ready schools are led by skilled teachers, who recognize, reinforce, and extend children's strengths and who are sensitive to cultural values and individual differences.
- **Ready Communities.** A ready community plays a crucial part in supporting families in their role as primary stewards of children's readiness. Ready communities, including businesses, faith-based organizations, early childhood service providers, community groups and local governments, work together to support children's school and long term success by providing families affordable access to information, services, high-quality child care, and early learning opportunities.

Indicators of School Readiness

In order to define, assess, and track school readiness, we must set objectives, research-based benchmarks for each component of school readiness and develop clear strategies for measuring progress towards these benchmarks.

- **Ready children...**
 - communicate effectively with adults and children by:
 - labeling objects and feelings;
 - providing simple descriptions for events;
 - effectively conveying information, desires, and needs; and
 - using simple language and grammar to solve problems and to negotiate social interactions with adults and peers.
 - display emerging literacy skills by:
 - showing interest in and interacting with books as they are read by adults;
 - answering questions;
 - learning to use new words and tell stories;
 - recognizing and producing speech sounds, such as rhymes, beginning sounds, and letter sounds;
 - identifying the letters of the alphabet;
 - learning about print concepts from books, signs, and household objects; and
 - engaging in drawing and pretend writing and writing their name, letters, and other printed symbols.

- show an interest and skill in mathematics by:
 - counting and using numbers to describe and compare;
 - recognizing and sorting simple shapes and describing their position;
 - identifying simple patterns;
 - making comparisons based on length, weight, time, temperature, and size; and
 - using objects in play, experimenting with materials, building blocks and puzzles.
- build early science skills by:
 - exploring and showing curiosity;
 - asking and answering questions about nature, why things happen and how things work;
 - identifying patterns and changes in daily life; and
 - making observations based on the five senses.
- learn about **history and social studies** by:
 - interacting with their family, peers, religious, and social communities;
 - recognizing ways in which people are alike and different; and
 - recognizing the relationships between people, places and time.
- enhance **physical and motor development** by:
 - learning to control their bodies;
 - strengthening their muscles;
 - practicing different movements;
 - participating in regular physical activity; and
 - practicing healthy living and appropriate daily care routines.
- exhibit **personal and social skills** and a sense of self-worth by:
 - feeling secure and valued in their relationships;
 - expressing their emotions and taking pride in their accomplishments;
 - recognizing the consequences of their actions;
 - showing self-control; and
 - cooperating with others, using nonphysical ways to resolve conflicts.
- **Ready families...**
 - interact with their children, helping them to develop listening and communication skills and to express their feelings, needs, and wants. Adults:
 - read to and speak with children regularly and respectfully;
 - appreciate the child's view of the world;
 - encourage exploration of the world in which they live;
 - are trustworthy and dependable; and
 - engage with children with joy, warmth, and comfort.
 - encourage and act as the bridge to positive social relationships. Adults:
 - help children learn to cooperate with others;
 - help children follow simple directions and complete basic tasks;
 - foster friendships with other children;
 - teach children routines and how to respond to rules and structure;
 - help children learn how to handle disappointments; and
 - expose children to and help them describe different people, places, and things.
 - ensure their children are healthy by:
 - completing all appropriate eye, ear, dental and other medical screenings as well as immunizations.

- **Ready schools...**

- smooth the transition between home and school by:
 - communicating kindergarten standards and other school information to families through activities such as home visits, telephone calls, questionnaires, and kindergarten visitation days; and
 - forming effective relationships with parents and early childhood programs to share children's pre-kindergarten experiences and to assess their development.
- support instruction and staff development by:
 - employing highly qualified teachers;
 - maintaining appropriate class sizes;
 - encouraging professional development; and
 - using best practices in the classroom.
- support teachers as they assess the individual needs of children, design instruction based on these needs, and regularly monitor students' progress.
- partner with communities by participating in activities such as:
 - recreational and enrichment programs;
 - family literacy activities;
 - before and afterschool care;
 - open houses; and
 - communication with other early childhood education programs in the community.
- provide resources and services to address the diverse and individual needs of students including:
 - educational services;
 - health and mental health services; and
 - social services.
- emphasize the importance of early childhood education by:
 - regularly reviewing the quality, appropriateness, and alignment of the curriculum across all grades and phases of development; and
 - regularly focusing on and supporting the quality of teachers' interactions with children at all grade levels.

- **Ready communities...**

- promote collaboration to reach the most vulnerable children and families through diverse channels of communication by:
 - supporting effective, innovative strategies; and
 - building a sustainable, comprehensive system that maximizes resources.
- ensure all children have access to high-quality early care and education programs.
- provide accessible and affordable family services related to physical health, mental health, and lifelong learning. These services include:
 - literacy, English language learning, parenting skills, and adult education;
 - home visiting programs;
 - basic health care and nutrition services, including prenatal care;
 - mental health counseling;
 - early identification and treatment for children with disabilities and other special needs;
 - drug and alcohol counseling;
 - family court services; and
 - child abuse prevention.

- promote public assets such as parks, libraries, recreational facilities, civic and cultural venues and other opportunities to provide a better quality of life for families, encourage early learning opportunities, and foster community participation.
- regularly assess the status of children, families, schools, and community resources with regard to their role in school readiness and use these assessments in program planning and resource allocation.



COMMONWEALTH of VIRGINIA

Office of the Governor

March 31, 2008

Timothy M. Kaine
Governor

Dr. Mark Emblidge, President
State Board of Education
413 Stuart Circle
Suite 303
Richmond, VA 23220

Dear Dr. Emblidge:

Recently, my Working Group on Early Childhood Initiatives endorsed a definition of school readiness for the Commonwealth. As you know, this definition was researched, written, and recommended to the Governor's Working Group by a diverse task force committed to describing the concept of readiness for school at kindergarten entry. The definition outlines our hopes for each child within the context of ready families, schools, and communities.

Agreement upon this formal definition is a significant step, one that few states have been able to achieve. With common understanding of the concept of readiness, we move closer toward our goal of providing a strong foundation to help more children arrive at kindergarten healthy and ready for success.

I recommend that the Board of Education take action in formally adopting this definition of school readiness.

Thank you for your consideration.

Sincerely,


Timothy M. Kaine

TMK:lm1

c: The Honorable Thomas R. Morris, Secretary of Education

or investigation, in a form that (a) does not reveal the identity of any person making a complaint or supplying information to the Board on a confidential basis and (b) does not compromise the security of any test mandated by the Board. Any local school board or division superintendent receiving such records or other information shall, upon taking personnel action against a relevant employee, place copies of such records or information relating to the specific employee in such person's personnel file.

In response to these legislative requirements, Virginia Department of Education (VDOE) staff has prepared a protocol specifying under what conditions VDOE would conduct, on behalf of the Virginia Board of Education, an investigation of a testing irregularity occurring within a school division.

Summary of Major Elements:

A protocol specifying the conditions under which VDOE staff would conduct, on behalf of the Virginia Board of Education, an investigation of a testing irregularity occurring within a school division will be presented.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board waive first review and approve the protocol specifying the conditions under which VDOE staff would conduct, on behalf of the Board, investigations of testing irregularities occurring within school divisions.

Impact on Resources:

Costs for VDOE staff to conduct irregularity investigations are currently covered by existing funds. Should the need for state-directed investigations increase significantly, additional funds would be required.

Timetable for Further Review/Action:

A procedures document for state-directed investigations of testing irregularities will be disseminated to school divisions.

**Virginia Board of Education
Virginia Assessment Program
Protocol for State-Directed Investigations of Testing Irregularities
April 24, 2007**

PURPOSE

The purpose of this document is to describe those circumstances under which the Virginia Department of Education (VDOE) may, on behalf of the Virginia Board of Education, conduct an investigation of an alleged breach in test security, unauthorized alteration of test materials, or improper administration of tests by local school division employees. This document describes the process of the state-directed investigation, how investigative findings are communicated, and how corrective actions and/or sanctions are implemented and monitored. The document is divided into eight sections:

- Statutory And Regulatory Authority
- Definition Of A Testing Irregularity
- Reporting A Testing Irregularity
- Determining Whether An Investigation By The Virginia Department Of Education Is Warranted
- Process Of The Investigation
- Reporting The Findings
- Implementing And Monitoring The Corrective Actions/Sanctions

STATUTORY/REGULATORY AUTHORITY

Authority for the Investigation of Testing Irregularities

The Code of Virginia at § 22.1-253.13:3, Standard 3 D pertains to the review or investigation of any alleged breach in test security, unauthorized alteration of test materials or improper administration of tests by local school board employees responsible for the distribution or administration of the tests. It states, in part:

The Board of Education may pursue all available civil remedies pursuant to § 22.1-19.1 or administrative action pursuant to § 22.1-292.1 for breaches in test security and unauthorized alteration of test materials or test results.

The Board may initiate or cause to be initiated a review or investigation of any alleged breach in security, unauthorized alteration, or improper administration of tests by local school board employees responsible for the distribution or administration of the tests.

Records and any other information furnished to or prepared by the Board during the conduct of a review or investigation may be withheld pursuant to subdivision 12 of § 2.2-3705.3. However, this section shall not prohibit the disclosure of records to (i) a local school board or division superintendent for the purpose of permitting such board or superintendent to consider or to take personnel action with regard to an employee or (ii) any requester, after the conclusion of a review or investigation, in a form that (a) does not reveal the identity of any person making a complaint or supplying information to the Board on a confidential basis and (b) does not compromise the security of any test mandated by the Board. Any local school board or division superintendent receiving such records or other information shall, upon taking personnel action against a relevant employee, place copies of such records or information relating to the specific employee in such person's personnel file.

Potential Actions for Violations of Test Security Procedures

The Code of Virginia at § 22.1-19.1 states the actions for the violation of test security procedures. It states, in part, the following:

A. The Office of the Attorney General, on behalf of the Board of Education, may bring a cause of action in the circuit court having jurisdiction where the person resides or where the act occurred for injunctive relief, civil penalty, or both, against any person who knowingly and willfully commits any of the following acts related to secure mandatory tests required by the Board to be administered to students:

1. Permitting unauthorized access to secure test questions prior to testing;
2. Copying or reproducing all or any portion of any secure test booklet;
3. Divulging the contents of any portion of a secure test;
4. Altering test materials or examinees' responses in any way;
5. Creating or making available answer keys to secure tests;
6. Making a false certification on the test security form established by the Department of Education; or

7. Participating in, directing, aiding or abetting, or assisting in any of the acts prohibited in this section.

For the purpose of this subsection, "secure" means an item, question, or test that has not been made publicly available by the Department of Education.

B. Nothing in this section may be construed to prohibit or restrict the reasonable and necessary actions of the Board of Education, Superintendent of Public Instruction or the Department of Education or their agents or employees engaged in test development or selection, test form construction, standard setting, test scoring, reporting test scores, or any other related activities which, in the judgment of the Superintendent of Public Instruction or Board of Education, are necessary and appropriate.

C. Any person who violates any provisions of this section may be assessed a civil penalty not to exceed \$1,000 for each violation. Furthermore, any person whose administrative or teaching license has been suspended or revoked pursuant to § 22.1-292.1 may be assessed a civil penalty for the same violation under this section and the reasonable costs of any review or investigation of a violation of test security.

All civil penalties paid to the Commonwealth pursuant to this section shall be deposited into the Literary Fund.

The Code of Virginia at §22.1-292.1 gives permission for the Board of Education to suspend or revoke the administrative or teaching license of any individual who knowingly and willfully compromises secure mandatory tests. It states the following:

A. The Board of Education may suspend or revoke the administrative or teaching license it has issued to any person who commits any of the following acts knowingly and willfully with the intent to compromise secure mandatory tests administered to students as required by this title or by the Board of Education:

1. Giving unauthorized access to secure test questions;
2. Copying or reproducing all or any portion of any secure test booklet;
3. Divulging the contents of any portion of a secure test;

Testing Irregularity Investigation Protocol

4. Coaching or assisting examinees during testing or altering test materials or examinees' responses in any way;
5. Making available any answer keys;
6. Failing to follow test security procedures established by the Department of Education;
7. Providing a false certification on any test security form required by the Department of Education;
8. Retaining a copy of secure test questions; and
9. Participating in, directing, aiding, assisting in, or encouraging any of the acts prohibited by this section.

For the purposes of this section, "secure test" means an item, question, or test that has not been made publicly available by the Department of Education.

Nothing in this section shall be construed to prohibit educational personnel from providing input to administrators or other authorized personnel, including school board members and members of the General Assembly, except when done in a manner that violates test integrity or security regarding the accuracy, clarity, or propriety of test items or test administration procedures.

B. Nothing in this section shall be construed to prohibit or restrict the reasonable and necessary actions of the Board of Education, the Superintendent of Public Instruction, or the Department of Education in test development or selection, test form construction, standard setting, test scoring and reporting, or any other related activities which, in the judgment of the Superintendent of Public Instruction or the Board of Education, are necessary and appropriate.

C. Any suspension or revocation imposed for the acts enumerated in this section shall be rendered pursuant to Board regulations promulgated pursuant to the Administrative Process Act (§ 2.2-4000 et seq.) and § 22.1-298.1, governing the licensure of teachers.

Authority to Withhold or Deny Accreditation Ratings

Section 8 VAC 20-131-340 of the Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA) gives the Virginia Board of Education the authority to withhold or deny a school's accreditation rating if a school is found to be in violation of test security procedures. It states the following:

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.

Authority to Withhold Test Investigation Information

Section 2.2-3705.3 of the Virginia Freedom of Information Act states:

The following records are excluded from the provisions of this chapter but may be disclosed by the custodian in his discretion, except where such disclosure is prohibited by law:

12. Records furnished to or prepared by the Board of Education pursuant to subsection D of § 22.1-253.13:3 in connection with the review or investigation of any alleged breach in security, unauthorized alteration, or improper administration of tests by local school board employees responsible for the distribution or administration of the tests. However, this section shall not prohibit the disclosure of records to (i) a local school board or division superintendent for the purpose of permitting such board or superintendent to consider or to take personnel action with regard to an employee or (ii) any requester, after the conclusion of a review or investigation, in a form that (a) does not reveal the

identity of any person making a complaint or supplying information to the Board on a confidential basis and (b) does not compromise the security of any test mandated by the Board.

DEFINITION OF A TESTING IRREGULARITY

A testing irregularity is defined as any occurrence that may inappropriately influence a student's performance on a test or the reporting of a student's performance, or any occurrence that constitutes a breach in test security or improper administration of mandatory student testing.

REPORTING A TESTING IRREGULARITY

Test Examiners are directed to report any testing irregularity to the designated School Test Coordinator (STC) immediately, and STCs are directed to report testing irregularities to the Division Director of Testing (DDOT) within 24 hours of their occurrence. While some irregularities may be resolved locally by the DDOT, most irregularities are forwarded by the DDOT within 24 hours to the VDOE for review and guidance.

DDOTs are required to report certain irregularities to the VDOE. All situations that involve the retesting of students, compromised testing procedures or policies, or student test record exclusions must be reported to the VDOE. In some cases testing irregularities are reported to the VDOE by concerned individuals, some of whom wish to remain anonymous, through means other than through the normal reporting structure.

DETERMINING WHETHER AN INVESTIGATION BY THE VIRGINIA DEPARTMENT OF EDUCATION IS WARRANTED

Most testing irregularities are investigated by the DDOT under the guidance of the Virginia Department of Education's Office of Test Administration, Scoring and Reporting. If the reported irregularity is egregious or suggests that staff from the school division's central office are involved, then an investigation by the Virginia Department of Education on behalf of the Virginia Board of Education may be warranted.

A determination of whether to conduct a state-directed investigation is made collaboratively by the Superintendent of Public Instruction, the Chief Deputy Superintendent and the Assistant Superintendent for Student Assessment and School Improvement.

PROCESS OF THE INVESTIGATION

Once it is determined that the scope of the violation warrants an investigation, the local school division is informed and the VDOE convenes a Review Team to

conduct the investigation. The Review Team conducts the investigation in an expeditious manner but takes the necessary time to collect thorough and detailed information. Throughout the scope of the investigation, the Review Team Coordinator updates the Superintendent of Public Instruction, the Chief Deputy Superintendent and the Assistant Superintendent for Student Assessment and School Improvement on the progress of the investigation.

REPORTING THE FINDINGS

Once the investigation is complete, the Review Team Coordinator summarizes the findings and provides a written report to the Superintendent of Public Instruction, the Chief Deputy Superintendent and the Assistant Superintendent for Student Assessment and School Improvement.

The written report documents the investigation, the laws or regulations that guided the investigation, a summary of the methodology of the review process, and the findings and conclusions of the investigation. As necessary, the written report may include a corrective action plan and a timeline for implementation. The corrective action plan addresses the weaknesses of the testing program in the school or division and provides a mandatory framework of actions needed for improvement.

The written report is shared with the local school division. If applicable, the Superintendent of Public Instruction informs the Division of Teacher Education and Licensure and the Office of the Attorney General so that appropriate actions may be taken in accordance with the Code of Virginia and Board regulations.

IMPLEMENTING AND MONITORING THE CORRECTIVE ACTIONS/SANCTIONS

If the findings and conclusions of the investigation indicate that a corrective action plan is necessary, it will be part of the final written report. The corrective action plan is specific to the identified weaknesses and outlines actions to be completed by the school or division.

As per Section 8 VAC 20-131-340 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, accreditation ratings may be withheld for any school that violates § 22.1-19.1 of the Code of Virginia. Depending upon the situation, accreditation ratings may be determined after corrective actions are implemented.

Adequate Yearly Progress ratings for a school or division may also be withheld or denied until specified corrective actions are implemented. Schools or divisions

Testing Irregularity Investigation Protocol

will be placed in a To Be Determined (TBD) status until the VDOE is certain that all reporting data is accurately reflected in the AYP reports.

Board of Education Agenda Item

Item: _____ L. _____

Date: April 24, 2008

Topic: First Review of Recommended Cut Scores for the Virginia Grade Level Alternative (VGLA) in Science

Presenter: Mrs. Shelley Loving-Ryder, Assistant Superintendent, Division of Student Assessment and School Improvement

Telephone Number: (804) 225-2102

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

Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: Peer Review Guidance Provided under No Child Left Behind (NCLB)

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

Previous Review/Action:

No previous board review/action

Previous review/action

date _____

action _____

Background Information:

The Virginia Grade Level Alternative (VGLA) was developed initially to assess the achievement of students with disabilities who are unable to demonstrate their attainment of the Standards of Learning through multiple-choice tests. A compilation of student work, called a Collection of Evidence, that represents the student's achievement of the Standards of Learning addressed in the test blueprint is prepared for students participating in VGLA.

The VGLA was first administered in 2004-2005. For 2004-2005 and 2005-2006, the scores required to earn achievement ratings of pass/proficient and pass/advanced on the VGLA were based on the cut scores adopted by the Virginia Board of Education for the associated Standards of Learning tests. However, the peer review guidance provided to Virginia by the United States Department of Education in 2006 stated that this procedure was not an acceptable method of determining the cut scores for the tests used for NCLB and that a separate standard setting process for the reading and mathematics components of VGLA should be conducted. Based on recommendations of committees of Virginia educators, in November 2006, the Virginia Board of Education adopted cut scores representing the achievement levels of fail/basic, pass/proficient, and pass/advanced performance for students in grades 3 through 8 who were submitting Collections of Evidence for the VGLA in the areas of reading and mathematics.

For 2006-2007 the scores required to earn the achievement ratings of pass/proficient and pass/advanced on the VGLA for science continued to be based on the cut scores adopted by the Virginia Board of Education for the associated Standards of Learning tests. Under the requirements of NCLB, by 2007-2008, all states must administer science tests at least once in the elementary school, once at middle school, and once at high school. Because Virginia's science assessments must now comply with NCLB requirements and based on previous guidance supplied by USED for the mathematics and reading VGLA, Virginia Department of Education staff decided that a separate standard setting for the VGLA in science was warranted. On April 1-2, 2008, a committee of educators was convened to recommend cut scores for the achievement levels of pass/proficient and pass/advanced for the science VGLA for grades 3, 5, and 8.

Summary of Major Elements:

A range of recommended cut scores for the achievement levels of pass/proficient and pass/advanced for science for students in grades 3, 5, and 8 will be presented to the Board.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board waive first review and adopt cut scores for the achievement levels of pass/proficient and pass/advanced for the VGLA in science for students in grades 3, 5, and 8.

Impact on Resources:

N/A

Timetable for Further Review/Action:

The Board should periodically review the cut scores for the VGLA.

Summary of Analysis Results for VGLA Grade 3 Science

		Proficiency Level					
		Proficient			Advanced		
		Round			Round		
		1	2	3	1	2	3
Cut Score							
75	1						
77		1					
78	1						
80		1	1				
82	1		1				
85	1	1	1				
86	1						
88		1	2				
89	1	1	1				
91		2	2				
95		2	1				
96	1						
98	1						
107	1						
128					1		
130				1	1	2	
132					1	1	
133				1			
135					1	2	
136				1	1	2	
137				1	1		
138				3	1	1	
139					1		
140				1			
141					1	1	
145				1			
N	9	9	9	9	9	9	
Average	88.4	87.9	87.7	137.2	135.1	134.8	
Median	86.0	89.0	88.0	138.0	136.0	135.0	
Std. Deviation	10.26	6.23	4.69	4.21	4.31	3.63	
S.E. Mean	3.42	2.08	1.56	1.40	1.44	1.21	
S.E. Median	4.29	2.60	1.96	1.76	1.80	1.52	

Summary of Analysis Results for VGLA Grade 5 Science

		Proficiency Level					
		Proficient			Advanced		
		Round			Round		
		1	2	3	1	2	3
Cut Score							
41	1						
59	1						
61		1					
64		1					
65	1						
67	1						
70	1	2	1				
71	1						
74		2					
75		1					
76		2					
78	2						
80			3				
83			2				
85	2						
88			1				
90			1				
92		1					
95			1				
99				1			
100			1				
108					1		
110				2			
111				1			
115						1	
118				1	1		
120				1	2	1	
121					1		
122					1		
123					1		
125				2		1	
126				1			
127					3		
128						1	
130						4	
131				1			
135						1	
136						1	
N	10	10	10	10	10	10	
Mean	69.9	73.2	84.9	117.5	121.3	127.9	
Median	70.5	74.0	83.0	119.0	121.5	130.0	
Std. Deviation	13.23	8.35	8.61	9.83	5.70	6.42	
S.E. Mean	4.18	2.64	2.72	3.11	1.80	2.03	
S.E. Median	5.24	3.31	3.41	3.89	2.26	2.54	

Summary of Analysis Results for VGLA Grade 8 Science

		Proficiency Level					
		Proficient			Advanced		
		Round			Round		
		1	2	3	1	2	3
Cut Score							
61	1						
69	1						
78		1					
80		1					
82		1					
84	1						
85			2				
90	1	1	3				
91		1					
92	1	1	1				
93	1						
95			1				
96		1					
99		1	1				
102		1	1				
103		1	1				
104	1						
108	1						
109	1						
110	1						
121				1			
139					1		
142							1
143				2			
144					1		
149				1			
150				1	2	5	
152							1
153					2	1	
154					1		
156				1	2	1	
157				1			
159				1			
161					1	1	
165				1			
175				1			
N		10	10	10	10	10	10
Mean		92.0	91.3	93.1	151.8	151.6	151.4
Median		92.5	91.5	91.0	153.0	153.0	150.0
Std. Deviation		16.90	8.98	6.47	14.62	6.31	4.88
S.E. Mean		5.35	2.84	2.05	4.62	2.00	1.54
S.E. Median		6.70	3.56	2.56	5.79	2.50	1.93

Board of Education Agenda Item

Item: _____ M. _____

Date: April 24, 2008

Topic: First Review of No Child Left Behind Differentiated Accountability Pilot Proposal

Presenter: Ms. Shelley Loving-Ryder, Assistant Superintendent for Student Achievement and School Improvement

Telephone Number: (804) 225-2102

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

Origin:

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

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

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

Previous Review/Action:

_____ No previous board review/action

_____ Previous review/action
 date _____
 action _____

Background Information:

On March 18, 2008, the United States Department of Education (USED) announced a pilot project that allows states to propose their own methods for: 1) categorizing schools identified for Title I school improvement sanctions; and 2) determining the interventions required for each category. The purpose of the pilot is to allow states the flexibility to distinguish different consequences for Title I schools in improvement that are close to meeting the Adequate Yearly Progress (AYP) targets and those that are farther away from meeting the targets.

Virginia meets the following four eligibility criteria required by USED to submit a proposal.

- The state's standards and assessment system must be fully approved as administered in the 2007-2008 school year;
- The state must have no significant monitoring findings related to provisions of No Child Left Behind (NCLB) or Individuals with Disabilities Education Act (IDEA);
- The state must have an approved highly qualified teacher plan; and
- The state must provide timely and transparent AYP information to the public.

USED will give priority to proposals from states that have relatively high percentages of Title I schools (at least 20 percent) identified for improvement, combine innovation with a rigorous approach to reform, and propose the most significant and comprehensive interventions to the lowest performing schools earlier in the timeline.

Summary of Major Elements:

The NCLB statute treats all schools that fail to make Adequate Yearly Progress (AYP) equally, regardless of whether such failure is based on one subgroup failing to make AYP in one subject, or all subgroups failing to make AYP in both reading and mathematics. Since NCLB focuses on ensuring that one hundred (100) percent of Virginia's students are proficient in reading/language arts and mathematics by 2013-2014, the proposed differentiated accountability model targets available resources to those students who are not proficient. The proposed model is consistent with previous waiver requests by the Virginia Board of Education to target public school choice (PSC) and supplemental education services (SES) to the subgroup and individual students not meeting AYP targets.

The model will prioritize PSC and SES to low-academic and low-income students who 1) belong to the subgroup(s) for which the school did not make AYP and 2) fail the test in the subject(s) in which the school did not make AYP. The prioritization plan will apply only to those Title I schools in Years 1 and 2 of school improvement and will be implemented as described in the attachment.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board waive first review and accept the proposal for the NCLB differentiated accountability pilot.

Impact on Resources:

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

Timetable for Further Review/Action:

Following Board approval of the proposed plan for differentiated accountability, the Department of Education will complete the required application package for the President of the Board to submit to the United States Department of Education for consideration.

No Child Left Behind Differentiated Accountability Pilot Proposal

April 2008

AYP: Targeting Choice and Supplemental Services
--

Request: The proposed differentiated accountability model will prioritize public school choice (PSC) and supplemental educational services (SES) to low-academic and low-income students who 1) belong to the subgroup(s) for which the school did not make Adequate Yearly Progress (AYP) and 2) fail the test(s) in the subject(s) in which the school did not make AYP. The prioritization plan that will apply only to those Title I schools in years 1 and 2 of improvement will be implemented as follows:

Year 1:

Public School Choice

Priority 1: PCS will be offered to parents of low-academic and low-income students in the same subject and subgroup for which the school did not make AYP.

Priority 2: PCS will be offered to parents of all other low-academic and low-income students regardless of subject or subgroup.

Priority 3: PCS will be offered to parents of all students.

Year 2:

Public School Choice

Same priorities as described above.

Supplemental Educational Services

Priority 1: SES will be offered to parents of low-income and low-academic students in the same subject and subgroup for which the school did not make AYP.

Priority 2: SES will be offered to parents of all other low-income and low-academic students regardless of subject or subgroup.

Priority 3: SES will be offered to parents of all students.

Year 3 and Beyond:

Sanctions as indicated under current NCLB statute will remain without change.

Rationale: The NCLB statute treats all schools that fail to make Adequate Yearly Progress (AYP) equally, regardless of whether such failure is based on one subgroup failing to make AYP in one subject, or all subgroups failing to make AYP in both reading and mathematics. Currently, all students in a Title I school in school improvement status are eligible for school choice with priority given to academic need. In addition, all low-income students in a school that is in Year 2 school improvement status or beyond are eligible to receive supplemental services, regardless of their performance on the Standards of Learning (SOL) assessments in reading/language arts and mathematics.

Using federal funds to provide school choice to all students impacts the level of assistance available to serve students in the school that are not meeting the proficiency targets on the SOL assessments. Additionally, school divisions have reported that the majority of students who choose the choice option are not from low-income families nor are they students who are struggling academically. Similarly, using federal funds to provide tutoring services to all low-income students in a school reduces funds available to serve subgroups and individual students that are not meeting the proficiency targets on the SOL assessments in reading/language arts and mathematics. Since NCLB focuses on ensuring that one hundred (100) percent of Virginia's students are proficient in reading/language arts and mathematics by 2013-2014, the proposed differentiated accountability model targets available resources to those students who are not proficient.

Board of Education Agenda Item

Item: _____ N. _____

Date: _____ April 24, 2008 _____

Topic: First Review of the *Virginia Standards for the Professional Practice of Teachers*

Presenter: Mrs. Patty S. Pitts, Assistant Superintendent for Teacher Education and Licensure

Telephone Number: (804) 371-2522

E-Mail Address: Patty.Pitts@doe.virginia.gov

Origin:

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

X Board review required by

_____ State or federal law or regulation

_____ Board of Education regulation

X Other: Approval requested as a Board-approved resource document.

_____ Action requested at this meeting X Action requested at future meeting: May 21, 2008

Previous Review/Action:

X No previous board review/action

_____ Previous review/action

date _____

action _____

Background Information:

The *Virginia Standards for the Professional Practice of Teachers* were developed as a result of a recommendation from the Committee to Enhance the K-12 Teaching Profession in Virginia. The development of the teaching standards by a task force of educators, representing all regions within the state, was an initiative supported by the Governor's Teacher Quality Enhancement Grant. In November 2007, the Advisory Board on Teacher Education and Licensure endorsed the draft standards as a resource for teachers and school divisions.

The standards are intended as a resource for the implementation of the Board of Education's performance standards criteria. The performance evaluation standards are defined in *The Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents*. The standards are designed to provide a conceptual model of good teaching. They represent the knowledge and skills that are common to all teachers from pre-kindergarten through grade 12. Teachers need to know what will be expected of them and how they will be evaluated. The standards will assist teachers to reflect on student learning and teaching and to develop professional development plans to improve teaching practice. The standards are not intended to describe the performance of beginning teachers, but rather, they are intended to guide the development of all teachers throughout their careers as they continually seek to improve their practice.

Summary of Major Elements

The *Virginia Standards for the Professional Practice of Teachers* are presented in two sections: Standards for the Professional Practice of All Teachers and the Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas. The Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas include standards and key elements for teachers of English; history and social science; mathematics; science; career and technical education; English as a Second Language; fine arts; foreign language; health, physical, and driver education; and special education. The standards are organized around the following six interrelated categories of teaching practices.

- Knowledge of Students;
- Knowledge of Content;
- Planning, Delivery, and Assessment of Instruction;
- Safe, Effective Learning Environment;
- Communication and Collaboration; and
- Professionalism.

To provide further guidance to teachers as they define and develop their practice around the standards, the task force created two supplemental documents. Supplemental Document A uses an inquiry approach to foster ongoing reflection and insights into teaching through questions that encourage teachers to examine key aspects of teaching within each standard. Supplemental Document B provides examples of the knowledge, skills, actions, and attitudes exhibited by teachers who are meeting each standard.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept for first review the *Virginia Standards for the Professional Practice of Teachers*.

Impact on Resources: There is a minimum impact on resources.

Timetable for Further Review/Action:

The *Virginia Standards for the Professional Practice of Teachers* will be presented to the Board of Education for final review in May.

VIRGINIA STANDARDS FOR THE PROFESSIONAL PRACTICE OF TEACHERS

Presented to the
Virginia Board of Education
April 24, 2008

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Virginia Standards for the Professional Practice of Teachers

Introduction

The Virginia Standards for the Professional Practice of Teachers have been developed as a result of a recommendation from the Committee to Enhance the K-12 Teaching Profession in Virginia established by the Virginia Board of Education and the State Council of Higher Education for Virginia. These standards are intended as a resource for school divisions in the implementation of the Board of Education's performance standards and evaluation criteria for teachers.

The standards are designed to provide a conceptual model of good teaching. They represent the knowledge and skills that are common to all teachers from pre-kindergarten through grade 12. Teachers need to know what will be expected of them and how they will be evaluated. The standards will assist teachers to reflect on student learning, teaching, and to develop professional development plans to improve teaching practice.

The standards are not intended to describe the performance of beginning teachers, but rather, they are intended to guide the development of all teachers throughout their careers as they continually seek to improve their practice.

The Virginia Standards for the Professional Practice of Teachers are presented in two sections: Standards for the Professional Practice of All Teachers and Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas. The Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas include standards for teachers of English; history and social science; mathematics; science; career and technical education; English as a Second Language; fine arts; foreign language; health, physical, and driver education; and special education. The standards are organized around six interrelated categories of teaching practice. The six categories of standards or teaching practices are:

- Knowledge of Students
- Knowledge of Content
- Planning, Delivery, and Assessment of Instruction
- Safe, Effective Learning Environment
- Communication and Collaboration
- Professionalism

Within each standard are key elements that describe the knowledge that teachers possess and actions that they take to advance student learning. Together these six standards and key elements represent the scope and complexity of teaching.

The Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas follow the same format as the Virginia Standards for the Professional Practice of All Teachers and build on the *Virginia Licensure Regulations for School Personnel* and the *Virginia Standards of Learning*. Standards developed by the National Board for Professional Teaching Standards in the various content areas also guided the work of the content-specific task force members.

To further guide teachers as they define and develop their practice around the six standards, the task force created two supplemental documents. Supplemental Document A uses an inquiry approach to foster ongoing reflection and insights into teaching through questions that encourage teachers to examine key aspects of teaching within each standard. Supplemental Document B provides examples of the knowledge, skills, actions, and attitudes exhibited by teachers who are meeting each standard. These questions address only a sample of important aspects of teaching and are not intended to be used as a checklist. Rather, they are intended to guide the development of all teachers throughout their careers as they continually seek to improve their practice.

Standards for the Professional Practice of All Teachers

Standard One: Knowledge of Students

The teacher understands how students learn and develop and provides learning opportunities that support their intellectual, social, and personal development.

Standard Two: Knowledge of Content

The teacher understands the central concepts, structures, and processes of the discipline(s) he/she teaches and creates learning experiences that make these aspects of subject matter meaningful to students.

Standard Three: Planning, Delivery, and Assessment of Instruction

The teacher plans, delivers, and assesses instruction effectively.

Key Element 1: The teacher designs coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Key Element 2: The teacher plans instruction to achieve objectives that reflect the *Virginia Standards of Learning* and division curriculum guidelines.

Key Element 3: The teacher differentiates instruction to accommodate the learning needs of all students.

Key Element 4: The teacher uses materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.

Key Element 5: The teacher selects, evaluates, and adapts multiple methods and instructional strategies to engage students and enhance student learning.

Key Element 6: The teacher uses appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.

Key Element 7: The teacher communicates specific performance expectations and uses a variety of assessment strategies to plan instruction and to monitor and document student progress.

Standard Four: Safe, Effective Learning Environment

The teacher establishes and maintains a safe and disciplined environment conducive to learning.

Key Element 1: The teacher creates a safe and positive environment for students.

Key Element 2: The teacher manages classroom procedures to maximize academic learning time to ensure continuous student engagement in learning.

Key Element 3: The teacher develops and maintains rapport with students.

Key Element 4: The teacher creates a supportive learning environment for all students that encourages social interaction, active engagement in learning, and self-motivation.

Standard Five: Communication and Collaboration

The teacher establishes partnerships and collaborates with families, administrators, colleagues, and community members to promote and support student success.

Key Element 1: The teacher works in partnership with families to promote student learning at home and in the school.

Key Element 2: The teacher collaborates with administrators, colleagues, families, and community members to promote and support student success.

Standard Six: Professionalism

The teacher models professionalism.

Key Element 1: The teacher models professional and ethical standards as well as personal integrity in all interactions.

Key Element 2: The teacher continually reflects on, evaluates, and seeks to improve his/her practice.

Key Element 3: The teacher takes responsibility for and participates in a meaningful and continuous process of professional development.

Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of *English*

Standard One: Knowledge of Students

Teachers of English use information regarding students' prior knowledge and development to guide instruction and to develop and enhance English skills.

Standard Two: Knowledge of Content

Teachers of English demonstrate an understanding of the knowledge, skills, and processes of English.

Key Element 1: Teachers of English use standards, resources, and techniques to maximize student learning in the areas of speaking, listening, reading, writing, and research.

Key Element 2: Teachers of English use a variety of texts, ideas, perspectives and approaches in the study of literature to expand students' knowledge of themselves and their world.

Key Element 3: Teachers of English apply the conventions of standard English in reading, writing, and oral communication.

Key Element 4: Teachers of English understand the writing process and use a variety of modalities to help students apply knowledge of grammar, usage, and mechanics to the process.

Key Element 5: Teachers of English are knowledgeable of a variety of effective reading strategies and help students develop, recognize, and expand the use of these strategies, as well as adjust them to suit the purpose, task, and text.

Standard Three: Planning, Delivery, and Assessment of Instruction

Teachers of English demonstrate knowledge in the planning, delivery, and assessment of English instruction.

Key Element 1: Teachers of English select and create materials based on instructional purpose, literary merit, impact of the medium, parameters of the curriculum and students' developmental needs.

Key Element 2: Teachers of English use a variety of teaching strategies and differentiated instruction to guide students in developing literacy, critical thinking, problem-solving, and writing skills.

Key Element 3: Teachers of English encourage students' self-directed learning and the creative application of oral language, writing, and reading interpretation.

Key Element 4: Teachers of English encourage inquiry and require students to provide credible evidence from a variety of sources.

Key Element 5: Teachers of English incorporate real world texts, technology, and written and oral responses to enhance students' understanding of the importance of language skills beyond the classroom.

Key Element 6: Teachers of English facilitate students' active learning through projects, collaborative work, multi-media, and oral interpretation.

Key Element 7: Teachers of English engage students in a variety of formative and summative assessments to include oral, written, and self-assessments.

Standard Four: Safe, Effective Learning Environment

Teachers of English create and maintain a classroom environment that supports and encourages students to develop and practice communication skills. They create an intellectual environment that enables students to develop competence in reading, writing, listening, and speaking skills. They encourage opportunities for students to select texts or issues of personal interest and promote appropriate communication of each student's viewpoints.

Standard Five: Communication and Collaboration

Teachers of English collaborate with peers and other educational professionals to extend student learning experiences by inviting poets, authors, storytellers, and other literary professionals into the classroom. These learning experiences may include student writing as well as providing opportunities for speeches, presentations, and dramatic interpretation.

Standard Six: Professionalism

Teachers of English reflect on what they teach and how they teach. They keep abreast of current research-based practices in English and continually seek to improve their knowledge and practice.

Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of *History and Social Science*

Standard One: Knowledge of Students

Teachers of history and social science use information regarding student development, prior knowledge, background, interests, and experiences with history and social science to design thoughtful curricula and to provide effective instruction.

Standard Two: Knowledge of Content

Teachers of history and social science demonstrate an understanding of the knowledge, skills, processes, and democratic values of history and social science.

Key Element 1: Teachers of history/social science understand the concepts, big ideas, essential questions, and essential knowledge from the disciplines of history, geography, economics, and civics included in the *Virginia Standards of Learning for History and Social Science*.

Key Element 2: Teachers of history/social science integrate knowledge from history, geography, economics, and civics in their courses, and from other academic disciplines as appropriate.

Key Element 3: Teachers of history/social science use content from history, geography, economics, and civics to develop the skills of (1) acquiring, organizing, and interpreting information from primary and secondary sources; (2) historical inquiry; (3) reading and interpreting maps, graphs, charts, and political cartoons; (4) making and defending decisions on public policies; and (5) actively participating in groups.

Key Element 4: Teachers of history/social science understand and appreciate the core values of life, liberty, truth, equality of opportunity, and justice that form the foundation of American democracy and how conflicts exist among these values.

Key Element 5: Teachers of history/social science understand and appreciate the cultural diversity of American society and of the world and how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference.

Key Element 6: Teachers of history/social science are knowledgeable of significant historical periods, the role of conflict and cooperation, and patterns of continuity and change in United States and World History.

Key Element 7: Teachers of history/social science are knowledgeable of places and regions of the world, the physical processes that shape the earth, patterns of movement and interconnectedness, and the forces of cooperation and conflict among peoples around the world.

Key Element 8: Teachers of history/social science are knowledgeable of the purpose and organization of government and know how to promote the active participation of citizens in a democracy.

Key Element 9: Teachers of history/social science understand how the market economy and other types of global economies organize for the production, distribution and consumption of goods and services.

Standard Three: Planning, Delivery, and Assessment of Instruction

Teachers of history and social science demonstrate the knowledge and ability to plan, deliver and assess instruction that enable students to investigate and discuss essential ideas and questions in ways that promote higher order thinking and connections to the real world.

Key Element 1: Teachers of history/social science use the content and investigative processes of history, geography, economics, and civics to promote the thoughtful investigation of essential questions and understandings in the *Virginia Standards of Learning for History and Social Science*.

Key Element 2: Teachers of history/social science organize content from history, geography, economics, and civics into meaningful, coherent, and engaging units of instruction using a variety of instructional strategies, including those that require higher levels of thinking.

Key Element 3: Teachers of history/social science select and organize content from history, geography, economics, and civics that examines value-based topics and addresses controversial historical and contemporary issues.

Key Element 4: Teachers of history/social science connect content and activities to personal or real world experiences.

Key Element 5: Teachers of history/social science model thoughtfulness by asking challenging questions, asking students to explain and provide evidence for conclusions, encouraging students to raise questions and evaluate proposed solutions, and promoting discourse on topics that stimulate higher order thinking.

Key Element 6: Teachers of history/social science encourage and model the skills of historical inquiry, interpreting information from primary sources, maps, charts, graphs, and political cartoons, and making decisions on public issues.

Key Element 7: Teachers of history/social science engage students in a variety of written and oral assessment tasks, including essays, research projects, and various forms of discussion.

Standard Four: Safe, Effective Learning Environment

Teachers of history and social science create a learning environment in which thinking, discourse, and respect for diverse viewpoints are the norms.

Key Element 1: Teachers of history/social science create a learning environment in which historical thinking, civic competence, questioning, problem-solving, and decision-making are pursued and encouraged.

Key Element 2: Teachers of history/social science create a learning environment where diverse viewpoints on controversial historical and contemporary issues are explored and respected.

Key Element 3: Teachers of history/social science create opportunities for students to collaborate, discuss, and seek consensus in small and large groups, while accepting disagreements and conflicting points of view with tolerance, understanding, and sensitivity.

Standard Five: Communication and Collaboration

Teachers of history and social science use community resources and collaborate with other professionals to expand their knowledge and provide opportunities for their students.

Key Element 1: Teachers of history/social science utilize community resources through field trips, guest speakers, museum artifacts, newspaper and other media, and computer technology.

Key Element 2: Teachers of history/social science encourage students to participate in community-based service and civic learning projects.

Key Element 3: Teachers of history/social science collaborate with their colleagues, discipline experts, and other educational professionals to expand their knowledge of instructional materials and practices, improve their school's history/social science program, and advance teacher and student knowledge of history, geography, economics, and civics.

Standard Six: Professionalism

Teachers of history and social science regularly reflect on and seek to improve their practice.

Key Element 1: Teachers of history/social science regularly reflect on what they teach and how they teach.

Key Element 2: Teachers of history/social science continually seek to improve their practice through academic course work, fieldwork, membership in professional organizations, and by attending workshops and conferences.

Key Element 3: Teachers of history/social science take advantage of real-world community opportunities in disciplines they teach (e.g., archaeological digs, museum programs, civic projects).

Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of *Mathematics*

Standard One: Knowledge of Students

Teachers of mathematics must be able to interpret and use research on how children learn mathematics as well as use information regarding students' prior knowledge and experiences in mathematics to guide their instruction. Teachers must understand the effect of students' age, abilities, interests, and experience on learning mathematics to provide all students an opportunity to enhance their mathematical thinking and extend their opportunities in mathematics.

Standard Two: Knowledge of Content

Teachers of mathematics should have common experiences in problem solving, communication of mathematical ideas, mathematical reasoning, connections within the discipline and to its uses in the world around us, and mathematical representations.

Key Element 1: Teachers of mathematics responsible for instruction at all levels (K-12) understand the key concepts of number and operations, number sense, number systems, algebraic structures, algebra, geometry, measurement, probability and statistics, the role of functions and variables, probabilistic and proportional reasoning.

Key Element 2: Teachers of mathematics demonstrate and foster:

- the disposition to do mathematics
- the confidence to learn mathematics independently
- the development and application of mathematical language and symbolism
- a view of mathematics as a study of patterns and relationships.

Key Element 3: Teachers of mathematics have a thorough understanding of the mathematics they are teaching as well as a vision of where that mathematics is leading.

Standard Three: Planning, Delivery, and Assessment of Instruction

Teachers of mathematics use a variety of strategies to continuously monitor students' capacity and inclination to analyze situations, frame and solve problems, and make sense of mathematical concepts and procedures. Teachers of mathematics believe that all students can learn to think mathematically. They understand that teaching is a complex process and not reducible to recipes or prescriptions.

Key Element 1: Teachers of mathematics pose tasks that provide the stimulus for students to think about mathematical concepts and procedures, their connections with other mathematical ideas, and their applications to real-world contexts. These tasks encourage students to reason about mathematical ideas, and to formulate, grapple with, and solve problems.

Key Element 2: Teachers of mathematics select, adapt, and use instructional materials and research-based pedagogy that engage students in active learning, and promote reflective thought and understanding.

Key Element 3: Teachers of mathematics orchestrate discourse that is founded on mathematical ways of knowing and communicating. This interaction, between teacher and students and students with students, fosters the development of critical mathematical processes - problem solving, reasoning and proof, communication, connections, and representation - and influences students' dispositions toward doing mathematics.

Key Element 4: Teachers of mathematics understand and are able to demonstrate appropriate use of manipulatives, calculators, graphing utilities and computer software to enhance and support student understanding to provide learning opportunities and environments in which students use manipulatives, calculators, graphing utilities, and computer software to make sense of the mathematics.

Key Element 5: Teachers of mathematics foster writing in the classroom that requires students to communicate using mathematics and to reflect on their own mathematical understanding.

Standard Four: Safe, Effective Learning Environment

Teachers of mathematics are responsible for creating an intellectually and emotionally safe environment in which mathematical thinking is the norm. They understand that what students learn is fundamentally connected to how they learn it. They create an environment that supports and encourages mathematical reasoning and encourages students to make conjectures, experiment with alternative approaches to solving problems, and construct and respond to the mathematics opinions of others.

Standard Five: Communication and Collaboration

Teachers of mathematics collaborate with peers and other educational professionals to strengthen their school's mathematics program and advance mathematical knowledge of teachers, students, families, and school communities.

Standard Six: Professionalism

Teachers of mathematics regularly reflect on what they teach and how they teach. They keep abreast of research in mathematics and mathematical pedagogy, continually seeking to improve their knowledge and practice.

Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of *Science*

Standard One: Knowledge of Students

Teachers of science use information regarding students' prior knowledge and development in science to guide their instruction in order to provide all students an opportunity to enhance their scientific investigation, reasoning, and logic skills and to extend their opportunities in science.

Standard Two: Knowledge of Content

Teachers of science demonstrate an understanding of the knowledge, skills, and the processes of science.

Key Element 1: Teachers of science understand major scientific concepts, principles, theories, and laws of their disciplines included in the *Virginia Science Standards of Learning*.

Key Element 2: Teachers of science understand interrelationships among the disciplines of science.

Key Element 3: Teachers of science use mathematics in the acquisition, analysis, and reporting of data in solving problems.

Key Element 4: Teachers of science convey the unifying concepts of science including systems, order and organization; evidence, models, and explanation; change, constancy, and measurement; evolution and equilibrium; forms and function.

Key Element 5: Teachers of science understand the philosophical tenets, assumptions, goals, and values that distinguish science from pseudo-science.

Key Element 6: Teachers of science use their knowledge of current research to effectively design, conduct, report, and evaluate investigations in science.

Standard Three: Planning, Delivery, and Assessment of Instruction

Teachers of science incorporate the nature of science and scientific inquiry into instruction by using the knowledge and significance of science and scientific advances to connect to other disciplines and to daily life.

Key Element 1: Teachers of science engage students in studies of the nature of science including, when possible, the critical analysis of false or doubtful assertions made in the name of science.

Key Element 2: Teachers of science organize and engage students by using different student group learning strategies.

Key Element 3: Teachers of science engage students effectively in developmentally appropriate inquiries that lead them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.

Key Element 4: Teachers of science encourage and model the skills of scientific inquiry as well as the curiosity, openness to new ideas, and skepticism that defines science.

Key Element 5: Teachers of science relate the contributions and significance of science to social and cultural developments.

Key Element 6: Teachers of science relate the historical development of scientific concepts and scientific reasoning to current understanding.

Key Element 7: Teachers of science use multiple strategies to probe for students' scientific preconceptions and use that information to guide their instruction.

Standard Four: Safe, Effective Learning Environment

Teachers of science employ the knowledge, skills, and processes for teaching laboratory science in a safe environment including the design and management of learning environments that provide students with the time, space and resources needed for learning science.

Key Element 1: Teachers of science require knowledge and respect for safety in the use of organisms, materials, chemicals, and equipment.

Key Element 2: Teachers of science review and implement general guidelines for safety as well as regulations related to collection and use of living organisms.

Key Element 3: Teachers of science use science materials and teaching strategies that encourage students with diverse abilities, interests, and backgrounds to actively and safely participate in the learning of science.

Key Element 4: Teachers of science develop communities of science learners that reflect the intellectual rigor of scientific inquiry and the attitudes and social values conducive to science learning.

Key Element 5: Teachers of science create and maintain a psychologically and socially safe supportive learning environment conducive to challenging scientific evidence.

Standard Five: Communication and Collaboration

Teachers of science demonstrate the importance of relating science to the community and of involving stakeholders and using community resources to promote the learning of science.

Standard Six: Professionalism

Teachers of science engage actively and continuously in updating their knowledge of current developments and new technologies.

Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of *Career and Technical Education*

Standard One: Knowledge of Students

Teachers of career and technical education use information regarding student development, prior knowledge, background, interests, and experiences to provide the opportunity for all students to enhance their critical thinking skills and their intellectual, social, personal, and professional development.

Key Element 1: Teachers of career and technical education counsel students about their program of studies, postsecondary plans, career options, labor market trends, and personal and career development.

Key Element 2: Teachers of career and technical education educate their students about opportunities for employment in non-traditional fields.

Key Element 3: Teachers of career and technical education support and advance the development of life skills that enable students to experience quality growth and maturity and achieve personal goals.

Key Element 4: Teachers of career and technical education foster student involvement in the appropriate Career and Technical Student Organization.

Standard Two: Knowledge of Content

Teachers of career and technical education understand the central concepts, structures, and processes of the discipline(s) they teach and create learning experiences that make these aspects of subject matter meaningful to students.

Key Element 1: Teachers of career and technical education demonstrate a sound approach to career and technical education, which demands the infusion of the core disciplines in the school curriculum. Teachers not only have to understand these disciplines, they must also know how to select from among the concepts and skills related to their disciplines.

Key Element 2: Teachers of career and technical education are knowledgeable about the subject matter in their field, including new developments, findings, technology, and industry certifications. They explore their subject areas thoroughly to establish and maintain a firm understanding of the content in their field.

Key Element 3: Teachers of career and technical education incorporate workplace readiness skills, all aspects of industry, and internet safety into the curriculum.

Key Element 4: Teachers of career and technical education integrate the appropriate activities and learning opportunities of the career and technical student organization into the curriculum to foster application of learning, to develop leadership skills, and to promote professional development.

Key Element 5: Teachers of career and technical education include all essential competencies in each course in the appropriate discipline(s).

Standard Three: Planning, Delivery, and Assessment of Instruction

Teachers of career and technical education demonstrate the knowledge and ability to plan, deliver, and assess instruction based on the essential competencies of the discipline and support the Virginia Standards of Learning.

Key Element 1: Teachers of career and technical education design coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Key Element 2: Teachers of career and technical education differentiate instruction to accommodate the learning needs of all students.

Key Element 3: Teachers of career and technical education use materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.

Key Element 4: Teachers of career and technical education select, evaluate, and adapt multiple methods and instructional strategies to engage students and enhance student learning.

Key Element 5: Teachers of career and technical education use appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.

Key Element 6: Teachers of career and technical education communicate specific performance expectations and use a variety of assessment strategies to plan and deliver instruction, to monitor and document student progress, and to use the data to plan and modify instruction and assessment as necessary.

Key Element 7: Teachers of career and technical education relate content and activities to personal or real-world experiences and interests.

Key Element 8: Teachers of career and technical education facilitate students' active learning through projects, collaborative work, multimedia, oral interpretation and presentation, work-based learning experiences, and assessment where appropriate.

Standard Four: Safe, Effective Learning Environment

Teachers of career and technical education establish and maintain a safe and disciplined environment conducive to learning.

Key Element 1: Teachers of career and technical education create a safe and positive environment for students both in the classroom and where applicable on work-based learning sites.

Key Element 2: Teachers of career and technical education document the classroom and career experiences relevant to safety training and workplace preparation skills.

Key Element 3: Teachers of career and technical education manage classroom procedures to ensure continuous student engagement through maximized learning time.

Key Element 4: Teachers of career and technical education create a supportive learning environment that encourages social interaction, active engagement in learning, and self-motivation for all students.

Standard Five: Communication and Collaboration

Teachers of career and technical education establish partnerships and collaborate with families, administrators, colleagues, and community members to promote and support student success.

Key Element 1: Teachers of career and technical education work in partnership with families to promote student learning at home and in school.

Key Element 2: Teachers of career and technical education collaborate with administrators, colleagues, families, and community members to promote and support student success.

Key Element 3: Teachers of career and technical education reinforce a collaborative effort with business and industry through the use of advisory committees where necessary.

Key Element 4: Teachers of career and technical education reinforce, through recruitment efforts, the benefits of career and technical education in collaboration with appropriate school personnel (i.e. administrators, guidance counselors, etc).

Key Element 5: Teachers of career and technical education collaborate with core academic teachers to develop and utilize integrated lesson plans with real world examples and applications.

Key Element 6: Teachers of career and technical education collaborate with teachers of special education to meet the learning needs of all students.

Standard Six: Professionalism

Teachers of career and technical education model professionalism.

Key Element 1: Teachers of career and technical education model professional and ethical standards as well as exhibit personal integrity in all interactions.

Key Element 2: Teachers of career and technical education continually reflect on, evaluate, and seek to improve their profession and update their knowledge and skills based on new business and industry trends and technology and educational pedagogy.

Key Element 3: Teachers of career and technical education take responsibility for and participate in meaningful and continuous processes of professional development including membership and participation in appropriate professional and community organizations.

Key Element 4: Teachers of career and technical education affiliate with and maintain appropriate student organizations as a means of promoting student professionalism.

Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of *English as a Second Language*

Standard One: Knowledge of Students

Teachers of English as a Second Language use information regarding students' cultures, English and home language proficiency levels, developmental levels, educational backgrounds, prior knowledge, and experiences to guide instruction and develop English skills.

Standard Two: Knowledge of Content

Teachers of English as a Second Language demonstrate that they understand the knowledge, skills, and processes of learning English as a new language.

Key Element 1: Teachers of English as a Second Language demonstrate knowledge of multiple second language acquisition teaching strategies and techniques to expand students' knowledge.

Key Element 2: Teachers of English as a Second Language demonstrate knowledge of English linguistics including morphology, phonology, semantics, and syntax and can apply those principles to instruction.

Key Element 3: Teachers of English as a Second Language have post-secondary (or equivalent) experience in learning a second language.

Key Element 4: Teachers of English as Second Language demonstrate proficiency in listening, reading, speaking and writing in English.

Key Element 5: Teachers of English as a Second Language understand the role of culture and home language in English language development and academic achievement.

Key Element 6: Teachers of English as a Second Language have knowledge of U.S. culture and how to help students make appropriate cultural transitions.

Key Element 7: Teachers of English as a Second Language demonstrate that they understand Virginia’s accountability system as it applies to limited English proficient students.

Standard Three: Planning, Delivery, and Assessment of Instruction

Teachers of English as a Second Language plan, deliver, and assess instruction effectively to assist limited English proficient students in English language acquisition.

Key Element 1: Teachers of English as a Second Language teach the conventions of the English language required for social situations and also teach skills, vocabulary, and concepts that support students’ learning in academic areas.

Key Element 2: Teachers of English as a Second Language effectively use a variety of materials, texts, ideas, perspectives, and approaches to deliver instruction.

Key Element 3: Teachers of English as a Second Language use scientifically based strategies that reflect best current practices in teaching that promote higher order thinking skills.

Key Element 4: Teachers of English as a Second Language teach the standards by identifying, choosing, and adapting a wide range of materials, resources, and technologies in ESL/ content instruction.

Key Element 5: Teacher of English as a Second Language prepare students for participation in Virginia’s Standards of Learning including ELP standards and assessments as they apply to limited English proficient students.

Key Element 6: Teachers of English as a Second Language engage students in a variety of ongoing formative and summative assessments to include performance-based assessments appropriate to their English proficiency level.

Key Element 7: Teachers of English as a Second Language use state standards and local curriculum to deliver a coherent curriculum to limited English proficient students through effective long-range, standards-based planning.

Standard Four: Safe, Effective Learning Environment

Teachers of English as a Second Language foster a classroom environment that encourages students to develop and practice communication skills.

Key Element 1: Teachers of English as a Second Language value diversity and diverse perspectives by integrating students’ cultures into the classroom.

Key Element 2: Teachers of English as a Second Language encourage students to know, value, and respect themselves and others in the classroom, school, and larger community.

Standard Five: Communication and Collaboration

Teachers of English as a Second Language collaborate with families, administrators, colleagues and community members to value and support limited English proficient students.

Key Element 1: Teachers of English as a Second Language involve families in the educational process and facilitate parental involvement by accessing resources to make interactions comprehensible to the families.

Key Element 2: Teachers of English as a Second Language promote cross-cultural communication and partnerships among students, families, communities, and schools.

Key Element 3: Teachers of English as a Second Language serve as resources and models for school staff for providing instruction to limited English proficient students.

Standard Six: Professionalism

Teachers of English as a Second Language reflect on what they teach and how they teach. They continually seek to improve their knowledge and practice.

Key Element 1: Teachers of English as a Second Language stay current on research, trends, policies, and legal mandates affecting English as a Second Language students and programs through reading and professional development opportunities.

Key Element 2: Teachers of English as a Second Language model a disposition of cultural sensitivity.

Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of the *Fine Arts*

Standard One: Knowledge of Students

Teachers of the fine arts design curricula based on their understanding of students' development, knowledge, interests, experiences, and abilities.

Key Element 1: Teachers of the fine arts understand cognitive, psychomotor, artistic, and emotional stages of student development.

Key Element 2: Teachers of the fine arts demonstrate knowledge of diverse student learning styles and their implication for education in the arts.

Standard Two: Knowledge of Content

Teachers of the fine arts demonstrate understanding of central concepts, structures, and processes of their art discipline.

Key Element 1: Teachers of the fine arts demonstrate knowledge of the *Virginia Standards of Learning* in their discipline.

Key Element 2: Teachers of the fine arts demonstrate knowledge of cultural and historical context as they apply to their discipline.

Key Element 3: Teachers of the fine arts demonstrate knowledge and understanding of a variety of aesthetic frameworks and/or philosophies as they apply to their discipline.

Key Element 4: Teachers of the fine arts demonstrate knowledge of instructional methods necessary to develop performance skills.

Standard Three: Planning, Delivery, and Assessment of Instruction

Teachers of the fine arts demonstrate knowledge and ability to plan, deliver, and assess learning in the arts.

Key Element 1: Teachers of the fine arts use a variety of instructional materials, ideas, perspectives, and strategies to expand students' understanding of the arts and the relevance of the arts to themselves in a culturally diverse and ever-changing world.

Key Element 2: Teachers of the fine arts use a variety of instructional strategies, resources, and technology to promote development of critical thinking, creative problem solving, and competency in performance skills.

Key Element 3: Teachers of the fine arts offer students opportunities to present their work in a variety of venues and formats.

Key Element 4: Teachers of the fine arts provide opportunities that engage students in a structured analysis of works created and/or performed by themselves and others.

Key Element 5: Teachers of the fine arts provide opportunities for students to conceptualize, improvise, and create.

Key Element 6: Teachers of the fine arts engage students in a variety of summative, formative, and performance-based assessments.

Key Element 7: Teachers of the fine arts provide opportunities for students to demonstrate knowledge of relationships between fine arts and other disciplines.

Key Element 8: Teachers of the fine arts provide opportunities for students' awareness of careers in the arts and related job skills.

Standard Four: Safe, Effective Learning Environment

Teachers of the fine arts establish and maintain a safe and disciplined environment conducive to learning and performing in the arts.

Key Element 1: Teachers of the fine arts create a safe learning environment for the exploration and discussion of diverse artistic issues.

Key Element 2: Teachers of the fine arts demonstrate, promote, and plan for safe use of materials and equipment.

Key Element 3: Teachers of the fine arts are proactive in seeking information and advocating on behalf of a safe learning and performing environment.

Key Element 4: Teachers of the fine arts demonstrate and promote copyright and royalty requirements when exhibiting, producing, or otherwise using the works of others.

Key Element 5: Teachers of the fine arts use materials, methods, information, and technology in an ethical manner.

Standard Five: Communication and Collaboration

Teachers of the fine arts establish partnerships and collaborate with families, administrators, colleagues, and community resources to support programs and promote student success in the arts.

Standard Six: Professionalism

Teachers of the fine arts reflect on what they teach and how they teach, continually seeking to improve their expertise through performance, research, study, and service.

Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of *Foreign Languages*

Standard One: Knowledge of Students

Teachers of foreign languages consider students' prior knowledge and experiences to guide their instruction and to provide all students an opportunity to achieve proficiency in languages other than English.

Standard Two: Knowledge of Content

Teachers of foreign languages demonstrate knowledge, skills, and linguistic structures of the target language and create learning experiences that make these aspects of the subject matter meaningful to students.

Key Element 1: Teachers of foreign languages demonstrate proficiency in listening, reading, speaking, and writing in the target language and understand the concepts and content included in the *Virginia Foreign Language Standards of Learning*.

Key Element 2: Teachers of foreign languages demonstrate a broad understanding of the K-12 foreign language curriculum continuum.

Key Element 3: Teachers of foreign languages understand and appreciate cultural diversity and how experiences may be interpreted differently.

Key Element 4: Teachers of foreign languages understand interrelationships among other academic disciplines.

Key Element 5: Teachers of foreign languages integrate knowledge from other academic disciplines.

Key Element 6: Teachers of foreign languages use a variety of resources and approaches to maximize all aspects of language learning.

Key Element 7: Teachers of foreign languages help students apply knowledge of grammar, vocabulary, pronunciation, and mechanics for communication within the cultural context of the target language.

Key Element 8: Teachers of foreign languages use technology to provide students increased access to information around the world.

Standard Three: Planning, Delivery, and Assessment of Instruction

Teachers of foreign languages demonstrate the ability to plan, deliver, and assess instruction designed to enable students to communicate effectively.

Key Element 1: Teachers of foreign languages plan instruction to achieve objectives that reflect the *Virginia Foreign Language Standards of Learning* and division curriculum guidelines.

Key Element 2: Teachers of foreign languages incorporate a variety of instructional strategies and techniques that address student learning styles and abilities.

Key Element 3: Teachers of foreign languages provide opportunities for students to understand and appreciate cultures other than their own.

Key Element 4: Teachers of foreign languages use the target language as the primary language of instruction and provide extensive opportunities for its use by students.

Key Element 5: Teachers of foreign languages provide a rich and stimulating learning environment that incorporates authentic resources, including interaction with or exposure to native speakers.

Key Element 6: Teachers of foreign languages select, evaluate, and adapt multiple methods and strategies to actively engage students and enhance communication skills.

Key Element 7: Teachers of foreign languages use a variety of strategies to guide students in developing critical thinking skills.

Key Element 8: Teachers of foreign languages consistently monitor and assess student progress in a manner that reflects all aspects of language learning.

Standard Four: Safe, Effective Learning Environment

Teachers of foreign languages establish and maintain a safe, respectful, supportive, and disciplined learning environment.

Key Element 1: Teachers of foreign languages create a learning environment in which diverse cultural viewpoints are explored and respected.

Key Element 2: Teachers of foreign languages create a rapport with students that encourages social interaction, risk-taking, and active engagement in learning.

Standard Five: Communication and Collaboration

Teachers of foreign languages work collaboratively with colleagues and the global community to expand their knowledge, provide opportunities for their students, and promote foreign language learning.

Standard Six: Professionalism

Teachers of foreign languages stay informed of current practices in language instruction and regularly seek to improve their knowledge and methodology. They interact in an ethical and professional manner with administrators, colleagues, parents, students, and the community.

Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of *Health Education, Physical Education, and Driver Education*

Standard One: Knowledge of Students

Teachers of health education, physical education, and driver education use information regarding students' growth and development, prior knowledge, background, interests, and experiences to guide instruction and to provide opportunity for all students to enhance their physical, cognitive, social, and emotional skills.

Standard Two: Knowledge of Content

Teachers of health education, physical education, and driver education demonstrate an understanding of concepts, skills, and processes of health education, physical education, and driver education.

Key Element 1: Teachers of health education and physical education convey the fact that physical activity and a health-enhancing level of fitness are important to the health and well-being of individuals.

Key Element 2: Teachers of health education, physical education, and driver education have knowledge of how to adjust content for different approaches to learning and to design instructional strategies using learners' strengths as the basis for growth in the physical, cognitive, social, and emotional domains.

Key Element 3: Teachers of health education, physical education, and driver education use interdisciplinary learning experiences that allow students to integrate content knowledge, skills, and methods of inquiry from health education, physical education, driver education, and other subject areas.

Key Element 4: Teachers of physical education and driver education apply motor learning concepts and principles to help students learn the skills necessary to perform a variety of physical activities.

Key Element 5: Teachers of health education, physical education, and driver education provide the knowledge, processes, and skills needed to help students avoid health-risk behaviors.

Key Element 6: Teachers of health education, physical education, and driver education promote a safe and healthy community by focusing on health concepts and skills needed to facilitate the formation of healthy behaviors and practices.

Key Element 7: Teachers of health education, physical education, and driver education identify methods of accessing, evaluating and using health information, products, and services to enhance the health of self and others.

Key Element 8: Teachers of driver education use standards, resources, and instructional techniques to maximize student learning in the areas of traffic laws, licensing procedures, usual search skills, space management, vehicle balance, risk-reducing strategies, and responsible driving behaviors when alone and with peers.

Standard Three: Planning, Delivery, and Assessment of Instruction

Teachers of health education, physical education, and driver education demonstrate knowledge and expertise in using a variety of strategies to plan, deliver, monitor, and assess instruction effectively.

Key Element 1: Teachers of health education, physical education, and driver education plan instruction to achieve objectives that reflect the *Virginia Standards of Learning* and division curriculum guidelines.

Key Element 2: Teachers of health education, physical education, and driver education use different approaches to learning and create appropriate instruction for diverse learners.

Key Element 3: Teachers of health education, physical education, and driver education plan and implement a variety of developmentally appropriate instructional strategies to promote healthy decisions that improve or sustain personal, family, and community health.

Key Element 4: Teachers of health education, physical education, and driver education use formal and informal assessment strategies to foster physical, cognitive, social, and emotional development of learners (e.g., criterion-referenced and norm-referenced testing, formative and summative evaluations, motor performance and physical fitness profiles, portfolio, and authentic assessments).

Key Element 5: Teachers of health education, physical education, and driver education use short- and long-term planning to reach curricular goals.

Key Element 6: Teachers of health education, physical education, and driver education use and interpret student data to guide instruction.

Key Element 7: Teachers of health education, physical education, and driver education maintain records of student performance and communicate progress based on appropriate indicators.

Key Element 8: Teachers of health education, physical education, and driver education use ongoing assessment to identify student needs.

Key Element 9: Teachers of health education, physical education, and driver education design and implement learning experiences that are safe, appropriate, realistic, and relevant based on principles of effective instruction (e.g., that activate students' knowledge, anticipate pre-conceptions, encourage exploration and problem solving, and build on skills and experiences).

Standard Four: Safe, Effective Learning Environment

Teachers of health education, physical education, and driver education establish and maintain a safe and disciplined environment conducive to learning.

Key Element 1: Teachers of health education, physical education, and driver education use different approaches to learning and create appropriate instruction for diverse learners (e.g., IEP, medical notes).

Key Element 2: Teachers of health education, physical education, and driver education use principles of effective management and a variety of strategies to promote equitable and meaningful learning.

Key Element 3: Teachers of health education, physical education, and driver education organize, allocate, and manage resources (e.g., time, space, equipment, activities, and supervision) to provide safe, active, and equitable learning experiences.

Key Element 4: Teachers of health education, physical education, and driver education use managerial and instructional practices to create effective learning experiences and environments.

Key Element 5: Teachers of health education, physical education, and driver education use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages active engagement in learning, self-motivation, and positive interaction.

Key Element 6: Teachers of health education, physical education, and driver education provide opportunities for student input that increase the student's commitment to learning.

Standard Five: Communication and Collaboration

Teachers of health education, physical education, and driver education foster relationships and effective communication with students, colleagues, families, and community members to expand their knowledge, provide opportunities for their students, and promote safe and healthy communities.

Key Element 1: Teachers of health education, physical education, and driver education use a variety of methods to communicate with colleagues, families, and community (electronic communications, bulletin boards, music, task cards, posters, video, faculty meetings, open houses, newsletters, and conferences).

Key Element 2: Teachers of health education, physical education, and driver education respect student privacy and the confidentiality of information.

Key Element 3: Teachers of health education, physical education, and driver education demonstrate sensitivity to ethnic, cultural, economic, ability, gender, and environmental differences.

Key Element 4: Teachers of health education, physical education, and driver education establish positive relationships with family members to support student growth and well-being.

Key Element 5: Teachers of health education, physical education, and driver education participate in collegial activities to make the school community a productive and healthy learning environment.

Standard Six: Professionalism

Teachers of health education, physical education, and driver education regularly seek to improve their knowledge and practice, and stay informed of current research-based practices and new technologies. They interact in an ethical and professional manner with administrators, parents, students, and the community.

Standards for the Professional Practice of Teachers in Specific Disciplines and Specialized Areas: Teachers of *Special Education*

Standard One: Knowledge of Students

Teachers of special education understand how students learn and develop, and provide learning opportunities that support their intellectual, social, and personal development.

Key Element 1: Teachers of special education review data, assessments, and diagnostic information to develop and modify appropriate Individualized Education Programs (IEP) for students.

Key Element 2: Teachers of special education encourage social and emotional growth by acknowledging the effect of peers and peer groups on the students' social and emotional development and their diverse needs (e.g., low ego strength, social perception, how it affects the individual student).

Key Element 3: Teachers of special education communicate the knowledge they obtain about students with a disability to other appropriate staff members, community, and families within the guidelines of confidentiality.

Key Element 4: Teachers of special education identify and assess the assistive technology needs of each student and develop and modify appropriate Individualized Education Programs for the student.

Key Element 5: Teachers of special education understand typical and atypical human growth and development.

Key Element 6: Teachers of special education understand the educational implication of characteristics of various exceptionalities and support students in the development of self-determination skills by teaching them to understand their disability and the modifications or accommodations they may need to be successful in the various settings.

Key Element 7: Teachers of special education know the characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.

Key Element 8: Teachers of special education are knowledgeable regarding family systems and the role of families in supporting development.

Key Element 9: Teachers of special education understand the similarities and differences among individuals with exceptional learning needs.

Key Element 10: Teachers of special education are knowledgeable regarding the effects of various medications on individuals with exceptional learning needs.

Standard Two: Knowledge of Content

Teachers of special education understand the central concepts, structures, and processes of the discipline(s) taught and create learning experiences that make these aspects of subject matter meaningful to students.

Key Element 1: Teachers of special education are knowledgeable regarding laws, regulations and policies governing special education.

Key Element 2: Teachers of special education are knowledgeable regarding the general or aligned curriculum framework, *Virginia Standards of Learning*, and assessment at all levels.

Key Element 3: Teachers of special education understand interrelationships across disciplines.

Key Element 4: Teachers of special education are knowledgeable regarding research-based, promising practices in learning strategies, basic literacy, numeracy, content enhancements, social/behavioral skills, transition, advocacy, curriculum-based assessment, and response to intervention.

Key Element 5: Teachers of special education are knowledgeable regarding access and integration of related services.

Key Element 6: Teachers of special education are knowledgeable regarding historical points of view and contribution of culturally diverse groups and the potential impact of differences in values, languages, and customs that can exist between home and school.

Standard Three: Planning, Delivery, and Assessment of Instruction

Teachers of special education demonstrate knowledge and expertise in using a variety of strategies to plan, deliver, monitor, and assess instruction effectively.

Key Element 1: Teachers of special education take into consideration cultural, linguistic, and gender differences when designing coherent instruction and materials based upon knowledge of instructional purpose, the Individualized Education Program, and developmental needs.

Key Element 2: Teachers of special education collaborate with colleagues, the individual, and the family in setting instructional and transition goals and monitoring progress.

Key Element 3: Teachers of special education are knowledgeable in the use of data as a reflective and instructional decision-making tool when evaluating instruction and monitoring progress of individuals with exceptional learning needs.

Key Element 4: Teachers of special education differentiate, modify, and adapt instruction to accommodate the learning needs of all students in various educational settings.

Key Element 5: Teachers of special education use appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.

Key Element 6: Teachers of special education use a variety of materials, technology, and assistive technology and resources that promote the development of independent thinking, self-determination, problem solving, and performance skills to relate classroom-based instruction to real world experiences.

Key Element 7: Teachers of special education communicate specific performance expectations and use a variety of assessment strategies to plan instruction and to monitor and document student progress toward successful achievement of the *Virginia Standards of Learning*.

Key Element 8: Teachers of special education use functional assessments to plan instruction and to monitor and document student progress toward successful achievement of their goals.

Key Element 9: Teachers of special education use instructional time effectively.

Key Element 10: Teachers of special education are knowledgeable of legal provisions and ethical principles regarding assessment of individuals.

Key Element 11: Teachers of special education are knowledgeable regarding the terminology, use, and limitations of assessment instruments, including cultural bias, and effectively communicate the results to all stakeholders.

Key Element 12: Teachers of special education develop or modify individualized assessment strategies.

Key Element 13: Teachers of special education use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally or linguistically diverse backgrounds.

Standard Four: Safe, Effective Learning Environment

Teachers of special education establish and maintain a safe and disciplined environment conducive to learning.

Key Element 1: Teachers of special education create a learning environment with clear expectations in which students learn self-discipline and self-determination.

Key Element 2: Teachers of special education use positive behavioral support strategies that encourage students with diverse abilities, interests, and backgrounds to participate actively and safely in learning the general curriculum.

Key Element 3: Teachers of special education establish and maintain rapport with students based on mutual respect, understanding of individual student differences, and open communication.

Key Element 4: Teachers of special education organize, design, and sustain a psychologically and socially safe supportive environment conducive to learning challenging academic content.

Key Element 5: Teachers of special education demonstrate effective management of teaching and learning.

Key Element 7: Teachers of special education are knowledgeable of ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage.

Key Element 8: Teachers of special education identify realistic expectations for personal and social behavior in various settings.

Key Element 9: Teachers of special education identify supports needed for integration into various program placements for students.

Key Element 10: Teachers of special education use the appropriate behavior management strategies consistent with the needs of the individual with exceptional learning needs.

Standard Five: Communication and Collaboration

Teachers of special education encourage effective collaboration and communication with team members to plan transition at all levels that encourages participation with communities, schools, administrators, general educators, parents, and other service providers.

Key Element 1: Teachers of special education maintain confidential communication about individuals with exceptional learning needs.

Key Element 2: Teachers of special education communicate effectively and in a timely manner with families of individuals with exceptional learning needs from diverse backgrounds when discussing instructional and functional goals and student progress.

Key Element 3: Teachers of special education collaborate with team members to plan transition at all levels that encourages full school and community participation.

Key Element 4: Teachers of special education communicate the effects of cultural and linguistic differences on student growth and development.

Key Element 5: Teachers of special education are knowledgeable regarding ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.

Key Element 6: Teachers of special education use strategies to support and enhance communication skills of individuals with exceptional learning needs.

Key Element 7: Teachers of special education use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language and for students who are nonverbal.

Key Element 8: Teachers of special education are knowledgeable of concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.

Key Element 9: Teachers of special education collaborate with families and others in assessment of individuals with exceptional learning needs.

Key Element 10: Teachers of special education foster respectful and beneficial relationships between families and professionals and assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.

Standard Six: Professionalism

Teachers of special education reflect on what they teach, how they teach, and who they teach. They keep abreast of current research-based practices in special education and continually seek to improve and enhance their knowledge and practice.

Key Element 1: Teachers of special education model professional and ethical standards as well as personal integrity in all interactions.

Key Element 2: Teachers of special education continually reflect, evaluate, and seek to improve their practice.

Key Element 3: Teachers of special education take responsibility for and participate in meaningful and continuous professional development.

Key Element 4: Teachers of special education act ethically in advocating for appropriate services.

Key Element 5: Teachers of special education conduct professional activities in compliance with applicable laws and policies.

Key Element 6: Teachers of special education demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.

Key Element 7: Teachers of special education demonstrate sensitivity for individual differences.

Key Element 8: Teachers of special education obtain assistance as needed.

Key Element 9: Teachers of special education use verbal, nonverbal, and written language effectively.

Key Element 10: Teachers of special education engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues.

The Virginia Standards for the Professional Practice of Teachers: Supplemental Document A - *Inquiry Format*

Standard One: Knowledge of Students

The teacher understands how students learn and develop and provides learning opportunities that support their intellectual, social, and personal development.

As teachers reflect on this standard, they may ask themselves the following questions:

- A. As I establish appropriate learning goals for my students, how can I consistently convey my belief in their ability to be successful learners?
- B. How does my knowledge of the physical, social, emotional, and cognitive development of my students influence my plans for instruction?
- C. What efforts have I made to accommodate my students' differences in development and their diverse abilities and talents?
- D. How do I acknowledge the language, values, and cultural traditions of my students' families and communities in ways that build understanding and respect for others?
- E. What evidence do I see that my students are actively engaged in learning and are making progress in taking responsibility for their own learning?
- F. What do I do to help my students reflect the attitudes and behaviors of good citizenship at school and in the community?

Standard Two: Knowledge of Content

The teacher understands the central concepts, structures, and processes of the discipline(s) he/she teaches and creates learning experiences that make these aspects of subject matter meaningful to students.

As teachers reflect on this standard, they may ask themselves the following questions:

- A. How am I using national, state, and local standards within my content area(s)?

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- B. What new resources and techniques in my content area(s) am I using?
 - C. How do I stay abreast of current research, diverse perspectives, and new strategies within my discipline(s)?
 - D. How do I create learning experiences that allow students to integrate the knowledge, skills, and methods of inquiry used in the discipline and link them to prior learning?

Standard Three: Planning, Delivery, and Assessment of Instruction

The teacher plans, delivers, and assesses instruction effectively

Key Element 1: The teacher designs coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. Have I aligned my instruction with the curriculum scope and sequence?
- B. How have I encouraged my students to develop skills and understand concepts in addition to mastering facts?
- C. When selecting resources and literature, how do I decide if they are relevant, appropriate, and sufficiently current to meet the needs of all of my students?
- D. What connects this lesson to my students' prior learning?
- E. How do my lessons reflect the goals and needs of the school and community?
- F. How do I link my students' learning to their community beyond the school?
- G. How do I make my lessons relevant to my students' lives and experiences?
- H. How do I adjust my instruction based on my current assessment of students' mastery and understanding?

Key Element 2: The teacher plans instruction to achieve objectives that reflect the *Virginia Standards of Learning* and division curriculum guidelines.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. How do I ensure that my instruction aligns with division guidelines and the *Virginia Standards of Learning*?
- B. How do the learning activities that I select or design connect to my stated instructional goals and objectives?
- C. How do I ensure that my lessons are clear, logical, and sequential?

Key Element 3: The teacher differentiates instruction to accommodate the learning needs of all students.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. How have the developmental level and needs of my students influenced my plans for instruction?
- B. What sort of teaching strategies do I use to accommodate the diverse learning needs of my students?
- C. What opportunities have I provided for students to explore concepts in varying degrees of depth, breadth, and complexity?
- D. How do I build on my students' strengths while developing all areas of competence?
- E. What adaptations have I made to provide individuals with additional support while addressing the pacing of instruction for my students as a whole?
- F. How do I use data about the performance of my students to make instructional decisions?
- G. How have I collaborated with resource teachers to provide materials, resources, and activities to match the abilities of my students with special learning needs?

Key Element 4: The teacher uses materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. What criteria do I use to select appropriate and challenging materials and media that are closely aligned with my instructional goals?
- B. How do the materials and activities I select promote independent thinking and develop problem-solving skills among my students?
- C. How do I foster academic curiosity and critical thinking in my students?
- D. How have I used media and technology resources to vary learning experiences?

Key Element 5: The teacher selects, evaluates, and adapts multiple methods and instructional strategies to engage students and enhance student learning.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. How do I effectively structure questions to solicit comments, questions, examples, and feedback from students throughout my lessons?
- B. How can I determine that I have engaged students' attention? What strategies do I use to recapture or refocus students' attention?
- C. What kind of activities do I use to provide guided and independent practice?
- D. What do I do to encourage my students to ask questions and actively participate in class?
- E. What kind of opportunities do I provide for students to interact with ideas, materials, teachers, and one another?
- F. What do I do to encourage students to reflect on and assume responsibility for learning?

Key Element 6: The teacher uses appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.

As teachers reflect on this key element they may ask themselves the following questions:

- A. How does my use of standard language, including correct vocabulary and grammar, positively impact my students' learning?
- B. How can I determine that I am communicating clear and concise learning goals, explanations, and directions to my students?
- C. What techniques do I use to model effective communication as I convey ideas and information?
- D. What do I do to foster student expression in speaking, writing, and other media?

Key Element 7: The teacher communicates specific performance expectations and uses a variety of assessment strategies to plan instruction and to monitor and document student progress.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. How do I ensure that my expectations for learning are communicated clearly to students and parents?
- B. What do I do to monitor student understanding on an ongoing basis? How do I use the results of student assessments to evaluate and adjust my teaching?
- C. How do I determine if I am using a variety of assessments that align with the concepts and skills I have taught?
- D. What value does my feedback have in helping students improve and progress?
- E. How do I ensure that my students, parents, and colleagues understand how I assess and report student progress?
- F. What strategies do I use to prepare my students for the *Virginia Standards of Learning* tests and standardized testing?

Standard Four: Safe, Effective Learning Environment

The teacher establishes and maintains a safe and disciplined environment conducive to learning.

Key Element 1: The teacher creates a safe and positive environment for students.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. How do I ensure that my expectations for student behavior are communicated clearly to students, parents, and the community?
- B. How do I ensure fairness and consistency in implementing disciplinary procedures?
- C. What do I do to promote self-discipline and conflict resolution skills among my students?
- D. How do I recognize and celebrate the achievements of my students?

Key Element 2: The teacher manages classroom procedures to maximize academic learning time to ensure continuous student engagement in learning.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. How does my organization of my classroom support learning and safety and minimize disruptions?
- B. How do classroom rules and procedures maximize efficient use of my students' and my own time and effort?

Key Element 3: The teacher develops and maintains rapport with students.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. What steps do I take to ensure that my interactions with students are respectful?
- B. How do I convey my personal enthusiasm for learning?
- C. How do I model caring, fairness, a sense of humor, courtesy, respect, and active listening for my students?

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- D. How do I demonstrate concern for students' emotional and physical well-being?
 - E. How do I incorporate information about students' interests and opinions in my interactions with students?

Key Element 4: The teacher creates a supportive learning environment for all students that encourages social interaction, active engagement in learning, and self-motivation.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. How do I encourage students to respect themselves and others?
- B. How do I clearly communicate my expectations for appropriate interactions among students?
- C. What do I do to encourage students to take pride in their work?
- D. How do I enhance my students' feelings of self-worth?
- E. How do I know that my treatment of students is fair and equitable?
- F. How do I promote multicultural awareness, gender sensitivity, and the appreciation for diversity among my students?

Standard Five: Communication and Collaboration

The teacher establishes partnerships and collaborates with families, administrators, colleagues, and community members to promote and support student success.

Key Element 1: The teacher works in partnership with families to promote student learning at home and in the school.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. What forms of communication do I use to initiate and maintain effective communication with parents or guardians?
- B. What do I do to encourage parents to participate in their child's learning in and out of the classroom?

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- C. How do I share major instructional goals and report student progress and problems in a timely manner?
 - D. What strategies have I offered parents to enable them to assist in their children's education?

Key Element 2: The teacher collaborates with administrators, colleagues, families, and community members to promote and support student success.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. How do I encourage and support parental and community involvement in school activities?
- B. How has my collaboration with administrators and colleagues led to better coordination and integration of learning goals and standards across classrooms and grade levels?
- C. What do I do to support community partnerships that enhance learning?
- D. How can I foster understanding and cooperation between school and community?
- E. How do I work with administrators and colleagues in all subject areas to reinforce literacy skills and processes across the curriculum?

Standard Six: Professionalism

The teacher models professionalism.

Key Element 1: The teacher models professional and ethical standards as well as personal integrity in all interactions.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. How do I relate to administrators, colleagues, parents, and others in a manner that is clearly ethical and professional?
- B. How do I attempt to resolve concerns and problems in a principled and constructive manner?
- C. How do I represent the school/program in a responsible and productive manner within the community?

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- D. How will my personal appearance and demeanor reflect on me and my profession?
 - E. How do I work with others in the best interest of students, schools, and community?

Key Element 2: The teacher continually reflects on, evaluates, and seeks to improve his/her practice.

As teachers reflect on this key element, they may ask themselves the following questions:

- A. What self-assessment and problem-solving strategies do I use to reflect on my practice?
- B. How do I learn about new research on teaching and resources that are available for my professional learning?
- C. What am I doing to develop and refine my teaching practices to meet the needs of my students?
- D. How do I demonstrate that I am a self-directed learner who values critical thinking?
- E. How do I incorporate reflection, self-assessment, and learning as part of my ongoing process or professional growth?
- F. How can classroom observation, student information, and research help me assess and revise my practice?
- G. How often do I engage in reflection, problem solving, and sharing new ideas and experiences with professional colleagues within the school and other professional arenas?

Key Element 3: The teacher takes responsibility for and participates in a meaningful and continuous process of professional development.

As teachers reflect on this standard, they may ask themselves the following questions:

- A. How will my participation in professional development activities benefit student learning?
- B. How can I identify my strengths and weaknesses in order to set appropriate goals for my professional growth?
- C. How do I learn about new developments and techniques, including technology, in my content area(s)?

The Virginia Standards for the Professional Practice of Teachers: Supplemental Document B - *Exemplar Format*

Standard One: Knowledge of Students

The teacher understands how students learn and develop and provides learning opportunities that support their intellectual, social, and personal development.

Exemplars:

The teacher

- A. believes all children can be successful learners and is persistent in helping them reach appropriate learning goals.
- B. incorporates knowledge and understanding of students' physical, social, emotional, and cognitive development when making instructional decisions.
- C. respects individual differences in development and encourages students' diverse abilities and talents.
- D. understands how family and community values, language, and culture influence learning and creates a learning environment in which individual differences are respected and encouraged.
- E. promotes active involvement as students demonstrate, communicate, evaluate, and accept increasing responsibility for their own learning.
- F. encourages students to develop the attitudes and behaviors of responsible citizenship at school and in the community.

Standard Two: Knowledge of Content

The teacher understands the central concepts, structures, and processes of the discipline(s) he/she teaches and creates learning experiences that make these aspects of subject matter meaningful to students.

Exemplars:

The teacher

- A. understands and uses national, state, and local standards within content area(s).
- B. uses current, appropriate technology to access and deliver information within content area(s).
- C. keeps abreast of current research, diverse perspectives, and new strategies within his/her discipline(s).
- D. creates learning experiences that allow students to integrate the knowledge, skills, and methods of inquiry used in the discipline and link them to prior learning.

Standard Three: Planning, Delivery, and Assessment of Instruction

The teacher plans, delivers, and assesses instruction effectively.

Key Element 1: The teacher designs coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Exemplars:

The teacher

- A. aligns instruction with curriculum scope and sequence.
- B. selects instructional goals that reflect high expectations and encourages mastery of facts, development of skills, and understanding of underlying concepts.
- C. selects and uses appropriate literature, current and relevant resources, and materials that match the learning styles of individual students.
- D. connects instruction to prior student learning.

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- E. reflects the goals and needs of the school and community in planning.
 - F. links student learning to the community.
 - G. makes topics relevant to students' lives and experiences.
 - H. adjusts instruction based on current assessment of students' mastery and understanding.

Key Element 2: The teacher plans instruction to achieve objectives that reflect the *Virginia Standards of Learning* and division curriculum guidelines.

Exemplars:

The teacher

- A. aligns instruction with division guidelines and the *Virginia Standards of Learning*.
- B. selects or designs learning activities that are clearly connected to instructional goals and objectives.
- C. plans lessons that are clear, logical, and sequential.

Key Element 3: The teacher differentiates instruction to accommodate the learning needs of all students.

Exemplars:

The teacher

- A. plans instruction based on the developmental level and needs of all students.
- B. uses a variety of teaching strategies to meet the diverse learning needs of students.
- C. provides students the opportunity to explore concepts in varying degrees of depth, breadth, and complexity.
- D. builds on students' strengths while developing all areas of competence.
- E. paces instruction to accommodate learning needs of the group while addressing individual needs with additional support.

-
- F. uses data about the performance of individual students from ongoing assessments to make instructional decisions.
 - G. collaborates with resource teachers to provide materials, resources, and activities to match the abilities of students with special learning needs.

Key Element 4: The teacher uses materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.

Exemplars:

The teacher

- A. selects materials and media that are appropriate, challenging, and closely aligned with instructional goals.
- B. incorporates activities that promote independent thinking and develop problem-solving skills among students.
- C. fosters academic curiosity and critical thinking in students.
- D. varies learning experiences by utilizing media and technology resources.

Key Element 5: The teacher selects, evaluates, and adapts multiple methods and instructional strategies to engage students and enhance student learning.

Exemplars:

The teacher

- A. uses questions effectively to solicit comments, questions, examples, and feedback from students throughout lessons.
- B. engages students' attention and recaptures or refocuses as necessary.
- C. provides guided and independent practice.
- D. responds positively to student questions and active participation.
- E. provides opportunities for students to interact with ideas, materials, teachers, and one another.

-
- F. encourages students to reflect on and assume responsibility for learning.

Key Element 6: The teacher uses appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.

Exemplars:

The teacher

- A. uses standard language, including correct vocabulary and grammar, and acceptable forms of oral and written expression.
- B. provides clear and concise learning goals, explanations, and directions.
- C. models effective communication when conveying ideas and information.
- D. fosters student expression in speaking, writing, and other media.

Key Element 7: The teacher communicates specific performance expectations and uses a variety of assessment strategies to plan instruction and to monitor and document student progress.

Exemplars:

The teacher

- A. communicates clear expectations for learning to students and parents.
- B. monitors student understanding on an ongoing basis and adjusts teaching when necessary.
- C. uses a variety of assessments that align with concepts and skills taught.
- D. provides prompt and meaningful feedback to students.
- E. assesses and reports student progress in a manner that is understandable to students, parents, and colleagues.
- F. incorporates strategies to prepare students for Standards of Learning and other standardized testing.

Standard Four: Safe, Effective Learning Environment

The teacher establishes and maintains a safe and disciplined environment conducive to learning.

Key Element 1: The teacher creates a safe and positive environment for students.

Exemplars:

The teacher

- A. communicates clear expectations about behavior to students, parents, and community.
- B. implements disciplinary procedures with fairness and consistency.
- C. encourages students to develop self-discipline and conflict resolution skills.
- D. recognizes and celebrates the achievements of students.

Key Element 2: The teacher manages classroom procedures to maximize academic learning time to ensure continuous student engagement in learning.

Exemplars:

The teacher

- A. organizes the physical setting to minimize disruptions and promote learning and safety.
- B. establishes classroom rules and procedures that maximize efficient use of student and teacher time and effort.

Key Element 3: The teacher develops and maintains rapport with students.

Exemplars:

The teacher

- A. treats students with respect.
- B. communicates personal enthusiasm for learning.
- C. models caring, fairness, a sense of humor, courtesy, respect, and active listening.

-
- D. demonstrates concern for students' emotional and physical well-being.
 - E. incorporates information about students' interests and opinions.

Key Element 4: The teacher creates a supportive learning environment for all students that encourages social interaction, active engagement in learning, and self-motivation.

Exemplars:

The teacher

- A. encourages students to respect themselves and others.
- B. communicates clear expectations for appropriate interactions among students.
- C. encourages students to take pride in their work.
- D. enhances students' feelings of self-worth.
- E. treats students fairly and equitably.
- F. promotes multicultural awareness, gender sensitivity, and appreciation for diversity.

Standard Five: Communication and Collaboration

The teacher establishes partnerships and collaborates with families, administrators, colleagues, and community members to promote and support student success.

Key Element 1: The teacher works in partnership with families to promote student learning at home and in the school.

Exemplars:

The teacher

- A. initiates and maintains effective communications with parents or guardians using a variety of communication tools.
- B. encourages parent participation in learning in and out of the classroom.

-
- C. shares major instructional goals and reports student progress and problems in a timely manner.
 - D. offers strategies for parents to assist in their children's education.

Key Element 2: The teacher collaborates with administrators, colleagues, families, and community members to promote and support student success.

Exemplars:

The teacher

- A. encourages and supports parental and community involvement in school activities.
- B. collaborates with administrators and colleagues to coordinate and integrate learning goals and standards across classrooms and grade levels.
- C. supports community partnerships that enhance learning.
- D. fosters understanding and cooperation between school and community.
- E. works with administrators and colleagues in all subject areas to reinforce literacy skills and processes across the curriculum.

Standard Six: Professionalism

The teacher models professionalism.

Key Element 1: The teacher models professional and ethical standards as well as personal integrity in all interactions.

Exemplars:

The teacher

- A. relates to administrators, colleagues, parents, and others in an ethical and professional manner.
- B. addresses concerns and problems in a principled and constructive manner.

-
- C. represents the school/program in a responsible and productive manner.
 - D. maintains a professional demeanor and appearance.
 - E. works in the best interest of students, school, and community.

Key Element 2: The teacher continually reflects on, evaluates, and seeks to improve his/her practice.

Exemplars:

The teacher

- A. uses a variety of self-assessment and problem-solving strategies for reflecting on his/her practice.
- B. remains current on major areas of research on teaching and on resources available for professional learning.
- C. pursues, develops, and continually refines practices that address the individual needs of students.
- D. values critical thinking and self-directed learning.
- E. commits to reflection, self-assessment, and learning as an ongoing process.
- F. uses classroom observation, student information, and research as sources for assessing and revising practice.
- G. engages in reflection, problem solving, and sharing new ideas and experiences with professional colleagues within the school and other professional arenas.

Key Element 3: The teacher takes responsibility for and participates in a meaningful and continuous process of professional development.

Exemplars:

The teacher

- A. participates in professional growth activities to enhance student learning.
- B. identifies strengths and weaknesses in professional skills and practices and sets goals for improvement.
- C. remains current regarding new developments and techniques, including technology, in his/her endorsed content area.

Acknowledgements

The Virginia Department of Education gratefully acknowledges and wishes to thank the task force member educators, representing all regions within the state, and department personnel, in the development of the Virginia Standards for the Professional Practice of Teachers. Task force members participated in an extended process to develop the standards, including an initial drafting process, eliciting recommendations from the field, and editing the final drafts. Recommendations and suggestions from the field were considered in compiling the standards.

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Board of Education Agenda Item

Item: _____ O. _____

Date: April 24, 2008

Topic: Statewide Performance Report for Career and Technical Education and the Virginia Community College System, as a Sub-recipient of Perkins Funds from the Department of Education

Presenter: Ms. Elizabeth M. Russell, Director of Career and Technical Education, Department of Education
Mrs. Elizabeth Creamer, Director, Postsecondary Perkins-Tech Prep, Virginia Community College System

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Origin:

Topic presented for information only (no board action required)

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

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

Previous Review/Action:

No previous board review/action

Previous review/action
date _____
action _____

Background Information:

The Board of Education approved the Virginia System of Performance Standards and Measures as part of the 2000-2004 State Plan for Career and Technical Education (CTE). Beginning with the 2007-2008 report we will be under the 2008-2013 State Plan for Career and Technical Education. The federal Perkins act requires that the results on the negotiated state-adjusted levels of performance for both secondary and postsecondary CTE be communicated to the Board and other audiences. Each school division and the Virginia Community College System receive an annual report of performance. The secondary performance standards were met or exceeded by the Virginia Department of Education. The Virginia Community College System did not meet their performance standards for Academic Skills Attainment, Technical Skills Attainment, Graduation, and Nontraditional Gender Representation in Graduates.

Summary of Major Elements

The Virginia system addresses performance on:

- academic achievement;
- occupational competence;

- nontraditional career preparation;
- successful transition to careers and/or further education;
- employer/employee satisfaction with high school preparation; and
- access and success for special populations as defined by Perkins.

The CTE Annual Performance Report provides results for the first four items. All other results will be provided to each locality in a comprehensive individual Data Analysis Report.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the report be accepted as presented, maintained as a part of the Board of Education's meeting records, and communicated to audiences as required by the Perkins legislation.

Impact on Resources:

There is minimum impact on resources. The agency's existing resources can absorb costs at this time.

Timetable for Further Review/Action:

None

VIRGINIA DEPARTMENT OF EDUCATION

OFFICE OF CAREER AND TECHNICAL EDUCATION SERVICES

**CAREER AND TECHNICAL EDUCATION
STATEWIDE ANNUAL PERFORMANCE REPORT**

2006-2007

A. ACADEMIC ACHIEVEMENT

Performance Standard: Eligible students (9-12 grades) who are enrolled in a career and technical course(s) and also in an academic course(s) for which a Standards of Learning end-of-course test(s) is/are required, will attain a passing score on the Standards of Learning end-of-course tests, contribute to the school's annual accreditation requirements based on the Accreditation Benchmarks¹, and contribute to annually improving the statewide baseline academic attainment average as determined for federal reporting.

Percent of Secondary Students Enrolled in Career and Technical Education Courses in Virginia who Passed the 2006-2007 Standards of Learning End-of-Course Tests

Subject Area	Percent of Test Takers
English	89.22% (74,328 of 83,312)
Mathematics	78.10% (71,365 of 91,382)
History	86.05% (88,005 of 102,269)
Science	80.75% (74,699 of 92,503)

Note: The Academic Achievement data in this report represent a sub-population of the total population of test takers and is based on the performance of students enrolled in Career and Technical Education courses in the state. These academic attainment data are completed solely for federal performance and reporting purposes. These data shall in no way be used in conjunction with or interpreted for a school's accreditation status.

¹ The Board set the minimum acceptable pass rates required for a school to achieve the rating of Fully Accredited for:

Year	English	Math	History/Social Sciences	Science
2006-07	70%	70%	70%	70%

B. OCCUPATIONAL COMPETENCE

Performance Standard: Ninety-five percent (95.00%) of the career and technical education completers will attain 80 percent of the competencies on the locally validated competency lists.

Career and Technical Education Program Completers

Completers who Attained 80% of the Competencies	Completers ²	Percent that Attained 80% of the Competencies
31,068	32,145	96.64%

Note: A Career and Technical Education Program Completer is a student who has met the requirements for a career and technical concentration or specialization and all requirements for high school graduation or an approved alternative education program.

² Includes all completers from the comprehensive high schools and the Career and Technical Education local and regional centers.

NON-TRADITIONAL CAREER PREPARATION

Performance Standard: The total enrollment rate in the state-identified courses for non-traditional career preparation of the gender that comprise less than 25 percent will be 13.47 percent.

C. Non-Traditional Career Preparation Enrollment

Non-Traditional Enrollment	Enrollment of Non-Traditional Courses	Percent of Non-Traditional Enrollment
116,064	337,105	34.45%

Performance Standard: The total completion rate of the state-identified content areas for non-traditional career preparation of the gender that comprise less than 25 percent will be 12.22 percent.

D. Non-Traditional Career Preparation Completion

Non-Traditional Completers	Completers of Non-Traditional Programs	Percent of Non-Traditional Completers
6,143	25,749	23.85%

E. SECONDARY SCHOOL COMPLETION

Performance Standard: The completion rate for students in career and technical content areas, including the secondary component of Tech Prep programs, is 95 percent.

Secondary School Completion Rate

c^3	$c + d^3$	Completion Rate ³
32,145	32,403	99.20%

³ The Completion Rate was calculated using the number of completers (c) reported on the 2006-2007 Completer Demographics Report (CDR) and the number of dropouts (d) who completed a career and technical education program sequence or concentration as reported on the 2006-2007 Division Dropout Report. The formula is $c \div (c+d)$.

F. DIPLOMA/CREDENTIAL

Performance Standard: The rate in which students will earn either the Career and Technical Education Board of Education Diploma Seal or the Advanced Mathematics and Technology Board of Education Diploma Seal is to be determined.⁴

Seal Attainment Rate

Completers who earned at least one Seal	Completers	Percent that Earned a Board Seal
20,456	32,145	63.63%

G.**TRANSITION**

Performance Standard: Students who are career and technical completers/graduates will successfully transition at a combined rate of 94.95 percent from secondary school to employment, apprenticeship, military or other service, further education, or full-time equivalency of part-time combinations of transition indicators.

2006 Completer Transition Rate

Completers who transitioned	Completers who indicated transition status	Transition Rate
22,950	24,086	95.28%

2006-2007 STATEWIDE PERFORMANCE SUMMARY

Standard	Met	Not Met
A. Academic Achievement	X	
B. Occupational Competence	X	
C. Non-Traditional Career Enrollment	X	
D. Non-Traditional Career Completion	X	
E. Secondary School Completion	X	
F. Diploma/Credential	—	—
G. Completer Transition Rate	X	

2006-2007 STATEWIDE PERFORMANCE SUMMARY BY DIVISION *

✓ Performance meets or exceeds the 2006-2007 Performance Standards. X Did not meet Performance Standard for 2006-2007 - N/A ♦ Refer to individual school data
A: Academic Achievement D: Non-Traditional Career Completion G: Transition Rate B: Occupational Competence E: Secondary School Completion C: Non-Traditional Career Enrollment F: Diploma/Credential

Division	Standards**						
	A	B	C	D	E	F	G
Accomack County Public Schools	♦	✓	✓	✓	✓	♦	X
Albemarle County Public Schools	♦	✓	✓	✓	✓	♦	✓
Alexandria City Public Schools	♦	✓	✓	✓	✓	♦	✓
Alleghany County Public Schools	♦	✓	✓	✓	✓	♦	X
Amelia County Public Schools	♦	✓	✓	✓	✓	♦	X
Amelia-Nottoway Technical Center	-	✓	X	X	-	-	✓
Amherst County Public Schools	♦	✓	✓	X	✓	♦	X
Appomattox County Public Schools	♦	✓	✓	✓	✓	♦	X
Arlington County Public Schools	♦	✓	✓	✓	X	♦	✓
Augusta County Public Schools	♦	✓	✓	✓	✓	♦	✓
Bath County Public Schools	♦	✓	✓	✓	✓	♦	✓
Bedford County Public Schools	♦	X	✓	✓	✓	♦	X
Bland County Public Schools	♦	✓	✓	✓	✓	♦	✓
Botetourt County Public Schools	♦	✓	✓	✓	✓	♦	✓
Bristol City Public Schools	♦	✓	✓	✓	✓	♦	X
Brunswick County Public Schools	♦	✓	✓	✓	✓	♦	X
Buchanan County Public Schools	♦	✓	✓	✓	✓	♦	X
Buckingham County Public Schools	♦	✓	✓	✓	X	♦	X
Buena Vista City Public Schools	♦	✓	✓	✓	✓	♦	✓
Campbell County Public Schools	♦	✓	✓	✓	✓	♦	✓
Caroline County Public Schools ¹	♦	✓	✓	✓	X	♦	✓
Carroll County Public Schools	♦	✓	✓	✓	✓	♦	X
Charles City County Public Schools	♦	✓	✓	✓	✓	♦	✓
Charlotte County Public Schools	♦	✓	✓	✓	✓	♦	✓
Charlottesville Albemarle Technical Ctr	-	✓	✓	X	-	-	✓
Charlottesville City Public Schools	♦	✓	✓	✓	✓	♦	✓
Chesapeake City Public Schools	♦	X	✓	✓	✓	♦	✓
Chesterfield County Public Schools	♦	X	✓	✓	✓	♦	✓
Clarke County Public Schools	♦	✓	✓	✓	✓	♦	✓
Colonial Beach Public Schools	♦	✓	✓	✓	✓	♦	✓
Colonial Heights City Public Schools	♦	X	✓	✓	✓	♦	X
Covington City Public Schools	♦	✓	✓	✓	✓	♦	✓
Craig County Public Schools	♦	X	✓	✓	✓	♦	X
Culpeper County Public Schools	♦	✓	✓	✓	✓	♦	✓
Cumberland County Public Schools	♦	✓	✓	✓	✓	♦	X
Danville City Public Schools	♦	✓	✓	✓	✓	♦	✓
Dickenson County Public Schools	♦	X	✓	✓	✓	♦	X
Dinwiddie County Public Schools	♦	✓	✓	✓	✓	♦	X
Essex County Public Schools	♦	✓	✓	✓	✓	♦	X
Fairfax County Public Schools	♦	✓	✓	✓	✓	♦	✓
Falls Church City Public Schools	♦	✓	✓	✓	✓	♦	✓
Fauquier County Public Schools	♦	✓	✓	✓	✓	♦	X

Division	Standards**						
	A	B	C	D	E	F	G
Floyd County Public Schools	♦	✓	✓	✓	✓	♦	✓
Fluvanna County Public Schools	♦	✓	✓	✓	✓	♦	X
Franklin City Public Schools	♦	✓	✓	✓	✓	♦	X
Franklin County Public Schools	♦	✓	✓	✓	✓	♦	✓
Frederick County Public Schools	♦	✓	✓	✓	✓	♦	✓
Fredericksburg City Public Schools	♦	✓	✓	✓	✓	♦	X
Galax City Public Schools	♦	✓	✓	✓	✓	♦	✓
Giles County Public Schools	♦	✓	✓	✓	✓	♦	✓
Gloucester County Public Schools	♦	✓	✓	X	✓	♦	X
Goochland County Public Schools	♦	✓	✓	✓	✓	♦	✓
Grayson County Public Schools	♦	✓	✓	✓	✓	♦	X
Greene County Public Schools	♦	✓	✓	✓	✓	♦	✓
Greensville County Public Schools	♦	✓	✓	✓	✓	♦	✓
Halifax County Public Schools	♦	✓	✓	✓	✓	♦	X
Hampton City Public Schools	♦	✓	✓	✓	✓	♦	✓
Hanover County Public Schools	♦	✓	✓	X	✓	♦	✓
Harrisonburg City Public Schools	♦	✓	✓	✓	✓	♦	✓
Henrico County Public Schools	♦	✓	✓	✓	✓	♦	✓
Henry County Public Schools	♦	✓	✓	✓	✓	♦	✓
Highland County Public Schools	♦	✓	✓	✓	✓	♦	✓
Hopewell City Public Schools	♦	✓	✓	✓	✓	♦	X
Isle of Wight County Public Schools	♦	✓	✓	✓	✓	♦	✓
Jackson River Technical Center	-	✓	X	X	-	-	✓
King and Queen County Public Schools	♦	✓	✓	✓	✓	♦	✓
King George County Public Schools	♦	✓	✓	✓	✓	♦	✓
King William County Public Schools	♦	✓	✓	✓	✓	♦	✓
Lancaster County Public Schools	♦	X	✓	✓	✓	♦	✓
Lee County Public Schools	♦	✓	✓	✓	X	♦	X
Loudoun County Public Schools	♦	✓	✓	X	✓	♦	✓
Louisa County Public Schools	♦	✓	✓	✓	✓	♦	X
Lunenburg County Public Schools	♦	✓	✓	✓	✓	♦	✓
Lynchburg City Public Schools	♦	✓	✓	X	✓	♦	X
Madison County Public Schools	♦	✓	✓	✓	✓	♦	✓
Manassas City Public Schools	♦	✓	✓	✓	✓	♦	✓
Manassas Park City Public Schools	♦	✓	✓	✓	✓	♦	✓
Martinsville City Public Schools	♦	✓	✓	✓	✓	♦	✓
Massanutten Technical Center	-	✓	✓	X	-	-	X
Mathews County Public Schools	♦	✓	✓	✓	✓	♦	✓
Mecklenburg County Public Schools	♦	✓	✓	✓	✓	♦	✓
Middlesex County Public Schools	♦	✓	✓	✓	✓	♦	X
Montgomery County Public Schools	♦	✓	✓	✓	✓	♦	X
Nelson County Public Schools	♦	✓	✓	✓	✓	♦	✓

Division	Standards**						
	A	B	C	D	E	F	G
New Horizons Technical Center	-	✓	✓	✓	-	-	X
New Kent County Public Schools	◆	✓	✓	✓	✓	◆	X
Newport News City Public Schools	◆	✓	✓	✓	✓	◆	X
Norfolk City Public Schools	◆	✓	✓	✓	✓	◆	X
Northampton County Public Schools	◆	✓	✓	✓	✓	◆	X
Northern Neck Technical Center	-	✓	✓	X	-	-	X
Northumberland County Public Schools	◆	✓	✓	✓	X	◆	X
Norton City Public Schools	◆	✓	✓	✓	✓	◆	X
Nottoway County Public Schools	◆	X	✓	✓	✓	◆	X
Orange County Public Schools	◆	✓	✓	✓	✓	◆	X
Page County Public Schools	◆	✓	✓	✓	✓	◆	X
Patrick County Public Schools	◆	✓	✓	✓	✓	◆	X
Petersburg City Public Schools	◆	✓	✓	✓	✓	◆	X
Pittsylvania County Public Schools	◆	✓	✓	✓	✓	◆	X
Poquoson City Public Schools	◆	✓	✓	X	✓	◆	✓
Portsmouth City Public Schools	◆	X	✓	✓	✓	◆	X
Powhatan County Public Schools	◆	✓	✓	✓	✓	◆	X
Prince Edward County Public Schools	◆	✓	✓	✓	✓	◆	X
Prince George County Public Schools	◆	✓	✓	✓	✓	◆	X
Prince William County Public Schools	◆	✓	✓	X	✓	◆	✓
Pulaski County Public Schools	◆	✓	✓	✓	✓	◆	X
Radford City Public Schools	◆	✓	✓	✓	✓	◆	X
Rappahannock County Public Schools	◆	✓	✓	✓	✓	◆	X
Richmond City Public Schools	◆	✓	✓	✓	X	◆	X
Richmond County Public Schools	◆	✓	✓	X	✓	◆	✓
Roanoke City Public Schools	◆	✓	✓	✓	✓	◆	X
Roanoke County Public Schools	◆	X	✓	✓	✓	◆	X
Rockbridge County Public Schools	◆	✓	✓	X	X	◆	✓

Division	Standards**						
	A	B	C	D	E	F	G
Rockingham County Public Schools	◆	✓	✓	✓	X	◆	✓
Rowanty Technical Center	-	X	X	X	-	-	X
Russell County Public Schools	◆	✓	✓	✓	✓	◆	X
Salem City Public Schools	◆	✓	✓	✓	✓	◆	✓
Scott County Public Schools	◆	✓	✓	✓	✓	◆	X
Shenandoah County Public Schools	◆	✓	✓	✓	✓	◆	X
Smyth County Public Schools	◆	X	✓	✓	✓	◆	X
Southampton County Public Schools	◆	✓	✓	✓	✓	◆	✓
Spotsylvania County Public Schools	◆	✓	✓	✓	✓	◆	✓
Stafford County Public Schools	◆	X	✓	✓	✓	◆	✓
Staunton City Public Schools	◆	✓	✓	X	✓	◆	✓
Suffolk City Public Schools	◆	✓	✓	✓	✓	◆	X
Surry County Public Schools	◆	✓	✓	✓	✓	◆	✓
Sussex County Public Schools	◆	✓	✓	✓	✓	◆	X
Tazewell County Public Schools	◆	X	✓	✓	✓	◆	X
The Pruden Center for Ind and Technology	-	✓	X	X	-	-	X
Valley Vocational Technical Center	-	✓	✓	X	-	-	X
Virginia Beach City Public Schools	◆	X	✓	✓	✓	◆	✓
Warren County Public Schools	◆	✓	✓	X	✓	◆	✓
Washington County Public Schools	◆	X	✓	✓	✓	◆	X
Waynesboro City Public Schools	◆	✓	✓	✓	✓	◆	X
West Point Public Schools	◆	✓	✓	✓	✓	◆	✓
Westmoreland County Public Schools	◆	✓	✓	✓	✓	◆	X
Williamsburg-James City Public Schools	◆	✓	✓	✓	✓	◆	✓
Winchester City Public Schools	◆	✓	✓	✓	✓	◆	✓
Wise County Public Schools	◆	✓	✓	✓	✓	◆	X
Wythe County Public Schools	◆	✓	✓	✓	✓	◆	X
York County Public Schools	◆	✓	✓	✓	✓	◆	✓

* – Based on data reported to United States Department of Education, December 31, 2007.

**Standards are as follows:

- A. Academic Achievement
- B. Occupational Competence
- C. Non-Traditional Career Preparation Enrollment
- D. Non-Traditional Career Preparation Completion
- E. Secondary School Completion
- F. Diploma/Credential
- G. Completer Transition Rate

VIRGINIA DEPARTMENT OF EDUCATION

OFFICE OF CAREER AND TECHNICAL EDUCATION SERVICES

**CAREER AND TECHNICAL EDUCATION
STATEWIDE ANNUAL PERFORMANCE REPORT
FOR STUDENTS PARTICIPATING IN**

SECONDARY TECH PREP PROGRAMS

2006-2007

ACADEMIC ACHIEVEMENT

Performance Standard: Eligible students (9-12 grades) who are enrolled in a career and technical course(s) and also in an academic course(s) for which a Standards of Learning end-of-course test(s) is/are required, will attain a passing score on the Standards of Learning end-of-course tests, contribute to the school's annual accreditation requirements based on the Accreditation Benchmarks¹, and contribute to annually improving the statewide baseline academic attainment average as determined for federal reporting.

Percent of Secondary Students Enrolled in Career and Technical Education Courses in Virginia who Passed the 2006-2007 Standards of Learning End-of-Course Tests

Subject Area	
English	89.99% (24,802 of 27,559)
Mathematics	78.54% (22,212 of 28,278)
History	87.87% (27,513 of 31,310)
Science	80.91% (22,272 of 27,525)

Note: The Academic Achievement data in this report represents a sub-population of the total population of test takers and is based on the performance of students enrolled in Career and Technical Education courses in the state. This academic attainment data is composed solely for federal performance and reporting purposes. These data shall in no way be used in conjunction with or interpreted for a school's accreditation status.

1 The Board set the minimum acceptable pass rates required for a school to achieve the rating of Fully Accredited for:

Year	English	Math	History/Social Sciences	Science
2006-07	70%	70%	70%	70%

OCCUPATIONAL COMPETENCE

Performance Standard: Ninety-four and three tenths percent (95.00%) of the career and technical education completers will attain 80 percent of the competencies on the locally validated competency lists.

Career and Technical Education Program Completers

Completers who Attained 80% of the Competencies	Completers ²	Percent that Attained 80% of the Competencies
11,832	12,191	97.05%

Note: A Career and Technical Education Program Completer is a student who has met the requirements for a career and technical concentration or specialization and all requirements for high school graduation or an approved alternative education program.

NON-TRADITIONAL CAREER PREPARATION

Performance Standard: The total completion rate of the state-identified content areas for non-traditional career preparation of the gender that comprise less than 25 percent will be 12.89%

Non-Traditional Career Preparation Completion

Non-Traditional Completers	Completers of Non-Traditional Programs	Percent of Non-Traditional Completers
2,579	9,476	27.21%

DIPLOMA/CREDENTIAL

Performance Standard: The rate in which students will earn either the Career and Technical Education Board of Education Diploma Seal or the Advanced Mathematics and Technology Board of Education Diploma Seal.

Seal Attainment Rate

Completers who earned at least one Seal	Completers	Percent that Earned a Board Seal
8,366	12,191	68.62%

TRANSITION

Performance Standard: Students who are career and technical completers/graduates will successfully transition at a combined rate of 95.00% from secondary school to employment, apprenticeship, military or other service, further education, or full-time equivalency of part-time combinations of transition indicators.

2006 Completer Transition Rate

Completers who transitioned	Completers who indicated transition status	Transition Rate
9,898	10,302	96.08%

2006-2007 TECH PREP STATEWIDE PERFORMANCE SUMMARY

Standard	Met	Not Met
Academic Achievement	✓	
Occupational Competence	✓	
Non-Traditional Career Completion	✓	
Completer Transition Rate	✓	

Perkins Core Performance Measures
Results and Targets
2006-2007



Report Prepared by Wendy Kang
Data Compiled by Garry Taylor

Workforce Development Services
March 2008

**VIRGINIA COMMUNITY COLLEGE SYSTEM
PERFORMANCE ON PERKINS CORE PERFORMANCE STANDARDS AND MEASURES
FOR 2006-2007**

OVERVIEW

Each year, the Virginia Community College System (VCCS) is required to report performance on seven federally established Perkins measures and is expected to meet established targets. These measures focus on skills attainment, graduation, placement (employment or further study), retention in enrollment, and nontraditional gender representation. The Perkins program annually provides over \$3.4 million to community colleges in Virginia to develop and/or enhance certificate or degree bearing occupational and technical programs.

For the 2006-2007 year, the VCCS exceeded three of the seven Perkins performance targets. The table below provides data on the VCCS actual performance on the seven performance measures compared to the VCCS target. It is important to note that while VCCS did not meet several targets, in three out of the four targets that were missed, VCCS increased or maintained performance over the prior year. For example, in the nontraditional gender representation in graduates measure VCCS increased 2.6 percentage points from 21.89 in 2005-06 to 24.51. However, this was not adequate to meet the target of 27.35. In addition, for two of the four measures that did not make the expected target, VCCS missed the measure by approximately one or less percentage points.

VCCS PERFORMANCE ON PERKINS PERFORMANCE MEASURES FOR 2005-06 to 2006-07 ACADEMIC YEAR					
Performance Measure	2005-06 Actual	2006-07 Actual	2006-07 VCCS Target	Difference Actual vs. Target	Increase from 05-06 to 06-07
Academic Skills Attainment (1P1)	77.99	77.19	78.37	-1.18	-0.8
Technical Skills Attainment (1P2)	86.84	87.00	87.82	-0.82	0.16
Graduation (2P1)	16.89	14.78	17.42	-2.64	-2.11
Employment/Further Study (3P1)	75.07	74.28	71.01	3.27	-0.79
Retention in Employment (3P2)	94.08	93.72	91.45	2.27	-0.36
Nontraditional Gender Representation in Enrollment (4P1)	20.32	20.11	19.28	0.83	-0.21
Nontraditional Gender Representation in Graduates (4P2)	21.89	24.51	27.35	-2.84	2.62

With the reauthorization of Perkins in 2006, USDOE proposed new definitions and revised measures. VCCS is in the process of compiling the baseline data for the measures. The new measures are provided in the five-year Perkins plan due in April 2008.

The following pages provide a background on the Perkins program and performance measures, VCCS performance on Perkins measures over time, college performance on the measures for this year, and the future of Perkins performance measures.

BACKGROUND ON PERKINS PROGRAM

Perkins is a federally funded program targeted towards occupational and technical skill programs at the secondary and postsecondary levels. The history of the program dates back to 1963 with the passing of the Vocational Education Act, which was renamed in later authorizations by the program's largest proponent, Carl D. Perkins. The most recent authorization occurred in 2007 (referred to as Perkins IV).

The Virginia Department of Education is the grant recipient of the Perkins funds for the state. VCCS receives 15 percent of the grant to administer the postsecondary component of the program. The majority of these funds (over \$3.4 million in FY 2007) are distributed to the 23 community colleges across Virginia.

The intent of the Perkins program is to:

- ❖ Further develop the academic, occupational and technical skills of vocational students through high standards;
- ❖ Link secondary and postsecondary occupational programs;
- ❖ Disseminate national research about occupational and technical education; and
- ❖ Provide professional development and technical assistance to occupational and technical educators.

As part of the reauthorization, four core indicators were established to assist legislatures in measuring the performance of the Perkins programs. From these indicators, seven measures were developed. These indicators and measures are listed in the table below.

PERKINS CORE INDICATORS AND RELATED PERFORMANCE MEASURES	
Core Indicator	Measure(s)
Student Attainment	1. Academic skill attainment 2. Vocational skill attainment
Completion	3. Graduation
Placement	4. Employment or further study 5. Retention in employment
Gender Equity	6. Gender representation in enrollments 7. Gender representation in graduates

Perkins allowed states to define the method of calculating these measures, and in fall of 2000, definitions for Virginia were finalized with the US Department of Education (US DOE). The method for calculating these measures is provided in the table below.

METHOD OF CALCULATING PERKINS PERFORMANCE MEASURES FOR VCCS	
Measure	Method for Calculating Measure
1P1 Academic Skills	The percentage of technical majors in certificate, diploma, and degree programs successfully completing an academic skills course. Specifically, for a fall term all registrations for occupational-technical students in math, english, biology, chemistry, geology, physics, and natural science at the 100 level or higher are subset and unduplicated. This forms the denominator. An unduplicated count of students with grades of "C" or above is the numerator. Beginning with the 2002-03 data cycle, all student registrations with the grade of 'W' were added to the numerator.

METHOD OF CALCULATING PERKINS PERFORMANCE MEASURES FOR VCCS	
Measure	Method for Calculating Measure
1P2 Technical Skills	The percentage of technical majors in certificate, diploma, and degree programs successfully completing a technical skills course is the basic measure. Specifically, for a fall term, all registrations for occupational-technical students in occupational-technical courses (HEGIS codes greater than 5000) are subset and unduplicated. This forms the denominator. An unduplicated count of students with grades of "C" or above is the numerator. Beginning with the 2002-03 data cycle, all student registrations with the grade of 'W' were added to the numerator.
2P2 Graduation Rate	A subset of the federal student right-to-know measure is used which is the number of first-time, full-time, occupational-technical freshmen completing a program within 150% of the program length (numerator) as a percentage of the occupational-technical cohort beginning the same fall semester (denominator).
3P1 Placement, Employment and Further Study	Virginia employment information is obtained for technical graduates within 6-12 months following graduation. Specifically, graduates of an academic year are tracked using UI files to determine their employment status in Virginia in the 4 th quarter of that calendar year. For the same graduates, State Council staff determine the number enrolled at a 4-year institution during the corresponding fall semester. The measure is the unduplicated count of those working or studying as a percentage of the total graduates.
3P2 Retention, Employment	Retention is defined as the percentage of those graduates found to be working, as defined in the placement measure, 3P1, who continue working for a period of at least one quarter. For example, graduates identified as working in 4 th qtr. 1999 would be matched against UI employment information for 1 st qtr. 2000.
4P1 Gender Representation, Enrollment	The enrollment measure is the combined minority gender enrollments for each program as a percentage of the total enrollment for all "under-represented" (nontraditional) programs. Nontraditional programs are those related to occupations with gender under-representation (less than 25% minority employment, U.S. Census Household Survey). The minority gender for 4P1 and 4P2 is defined according to national gender splits for the occupations, not the gender with the lowest enrollments or graduates in VCCS programs.
4P2 Gender Representation, Graduates	Similarly for the same nontraditional programs, the representation measure for graduates is defined as the combined number of minority gender graduates from each of these programs as a percentage of the total graduates for all nontraditional programs.

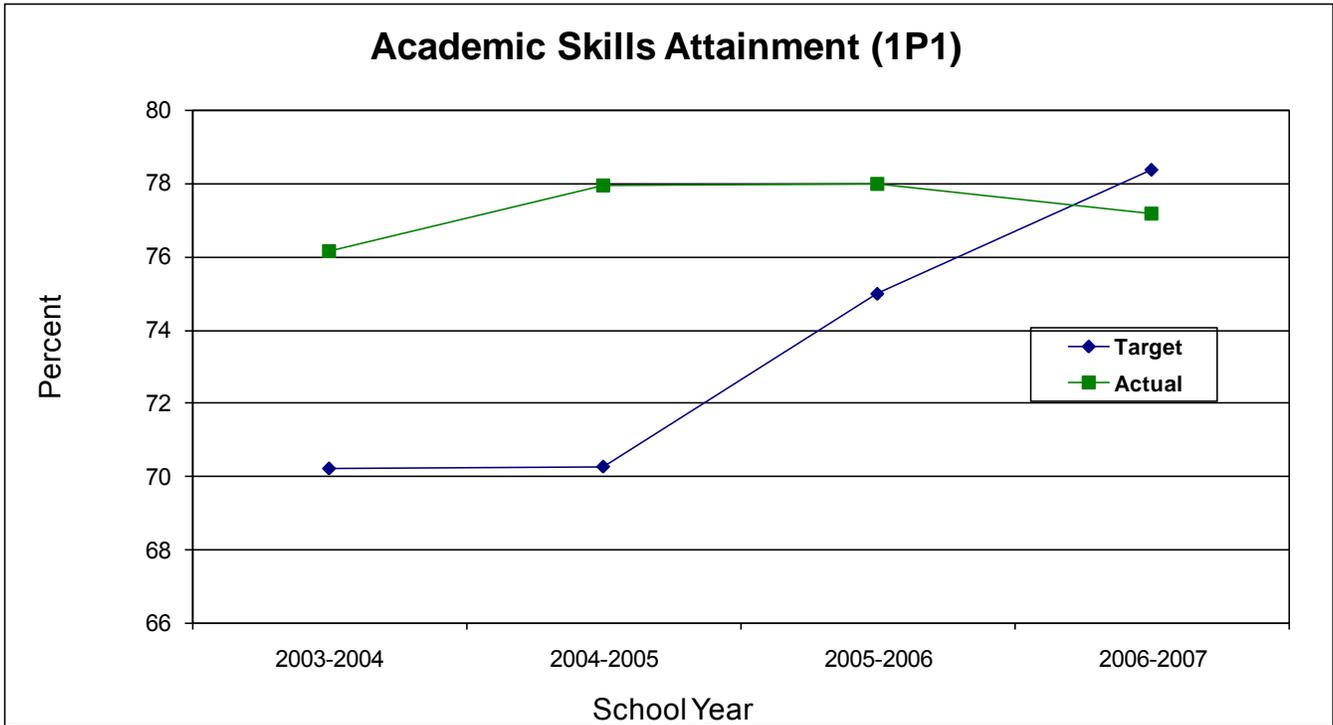
The measures are based on Fall 2006 enrollments and grades for 1P1, 1P2, and 4P1, 2005-2006 graduates (3P1, 3P2, 4P2), and a fall 2003 (mid-term) entering cohort (2P1).

VCCS PERFORMANCE ON PERKINS MEASURES

Each state negotiates target levels of performance with the US DOE. For the most part, the targets are set based on a three-year average formula. These targets are incorporated into each state's annual Perkins plan. The following section provides a depiction of VCCS performance on each of the measures over the last six years.

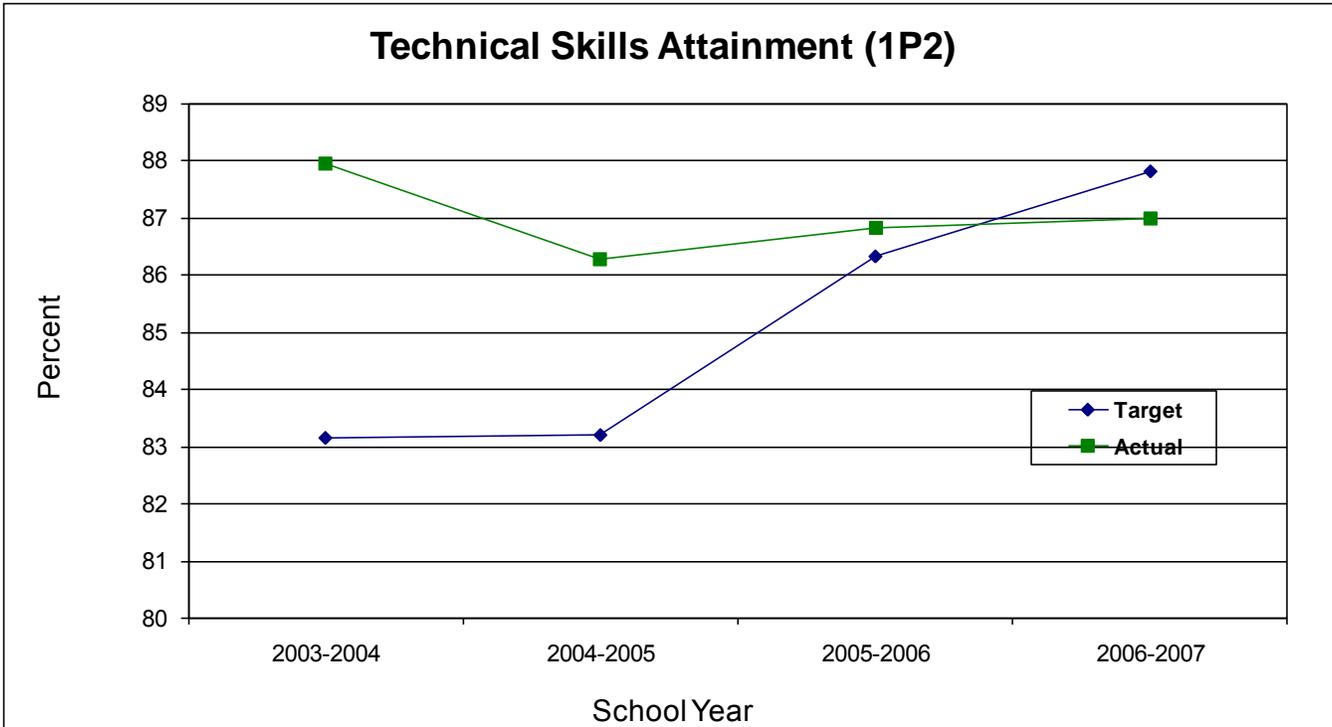
1P1 Academic Skills Attainment

In 2006-07, VCCS missed the academic skills attainment measure by approximately one percentage point. In the past, VCCS has exceeded the academic skills attainment measure. Colleges have continually concentrated funding and efforts to improve skills attainment through initiatives, such as enhancement of curriculum, on-line instructional services, and the provision of tutoring.



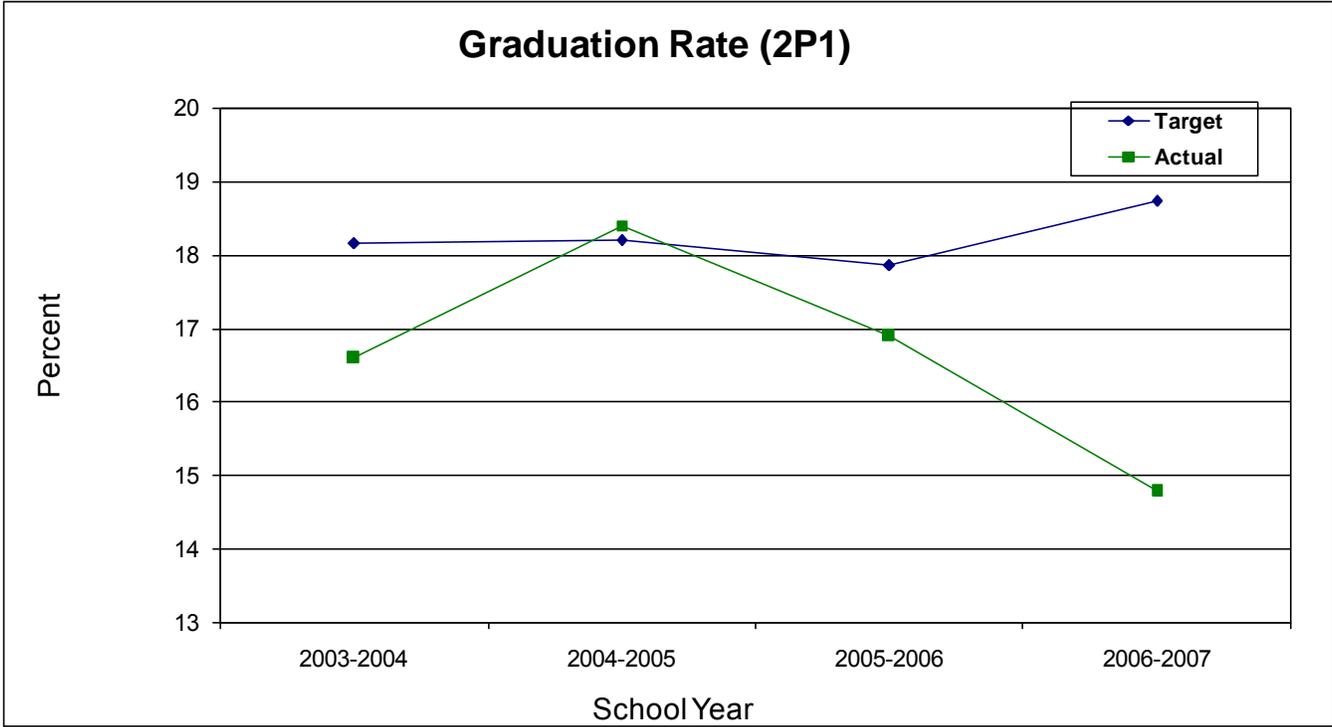
1P2 Technical Skills Attainment

VCCS missed this target in 2006-07 by less than one percentage point. Colleges continually concentrate funding and efforts to improve skills attainment through initiatives, such as enhancement of curriculum, upgrading of computers, and certification of programs and faculty.



2P2 Graduation Rate

For the 2006-2007 year, VCCS missed the graduation target (see graph below). VCCS expects the performance on this measure to change with the alignment of the definition to the measures proposed in Perkins IV. Currently, the definition is based on a first-time, full-time definition, which represents less than 10 percent of the career and technical education population.

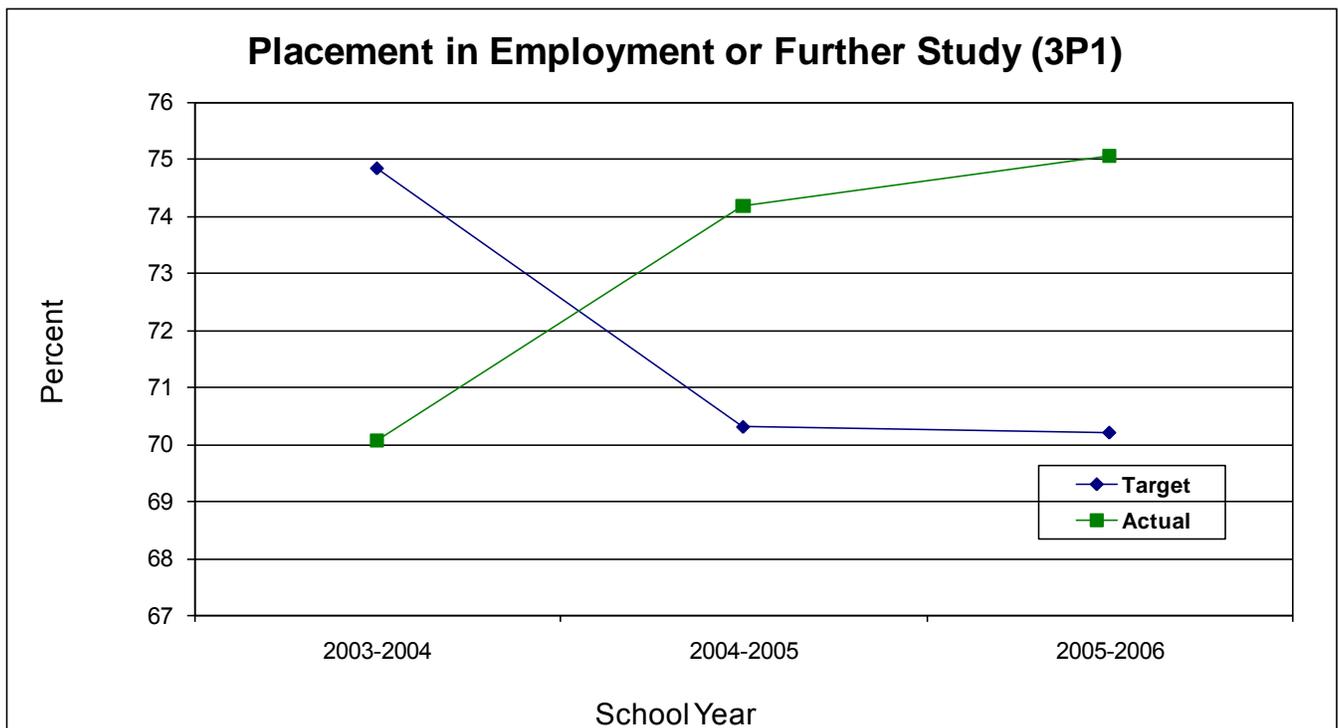


In addition to the definition change, VCCS continues to seek new practices to improve the graduation rate of all community college students. In 2004, VCCS adopted nine strategies to improve performance by 2009 (referred to as Dateline 2009). One goal includes ranking the VCCS in the top 10% of community colleges based on graduation data by 2009. Since the adoption of these strategies, colleges are required to report on how they will work to improve their graduation rate to contribute to this goal. In addition, college presidents are evaluated on their performance for meeting these goals.

3P1 Placement, Employment and Further Study

Over the last three years, VCCS placement rates have steadily increased. Colleges provide services to improve the placement measure through the development of career resources and career coaching, the purchase of job placement software, and provision of employability skills training.

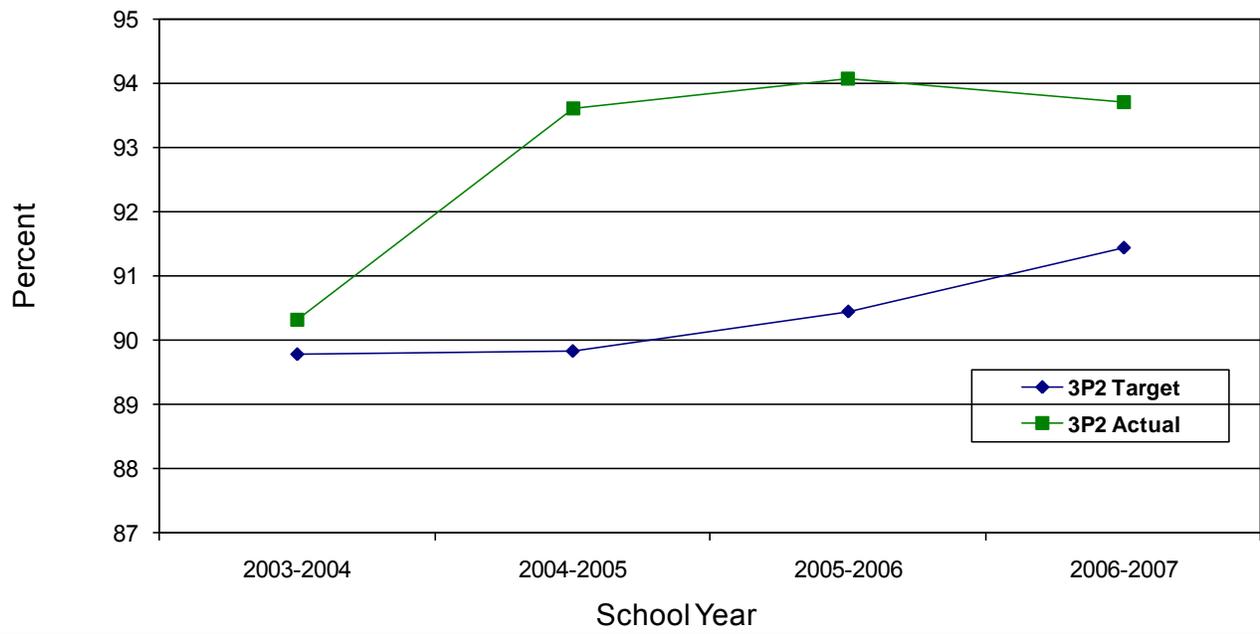
One factor that may have contributed to the recent increase in the placement rate is the growth in Virginia’s economy over the last few years. Virginia’s low unemployment rates increase the likelihood of community college students finding employment upon graduation.



3P2 Retention in Employment

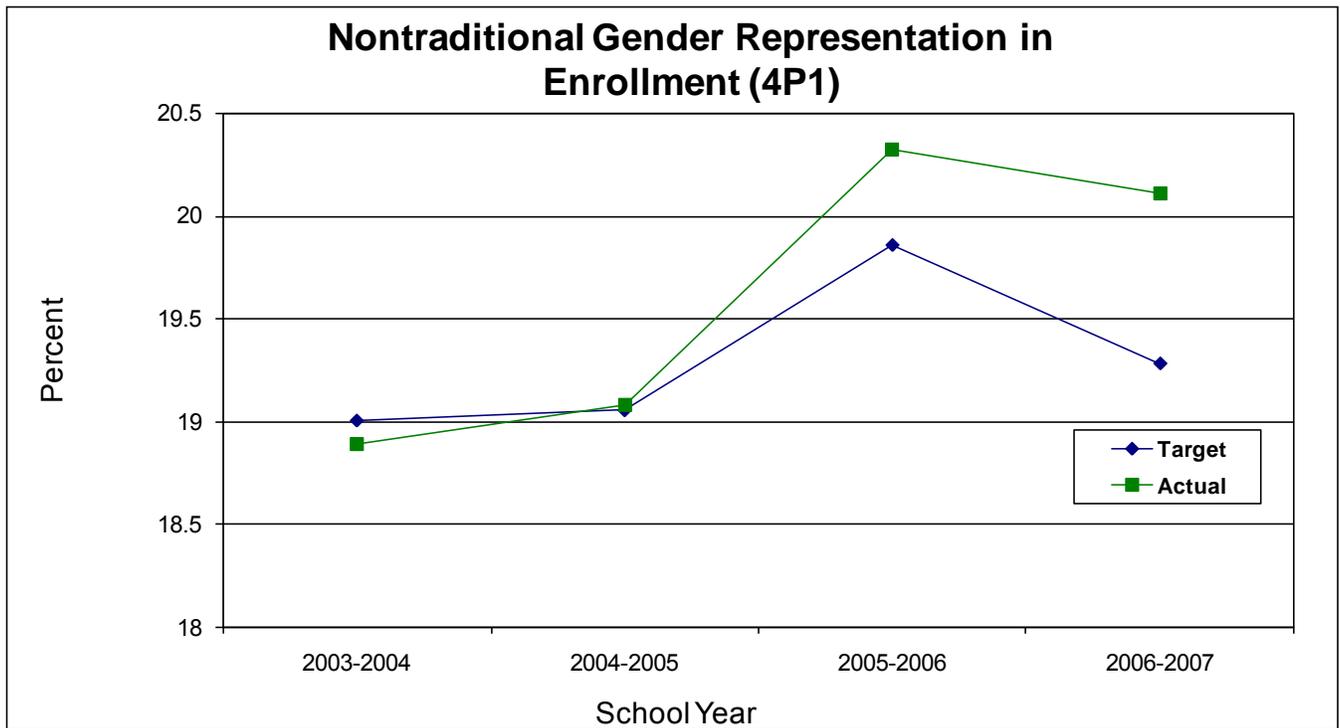
VCCS exceeded the retention in employment target. Colleges focus on maintaining this measure through similar activities as described in the placement measure (3P1), such as the development of career resources and career coaching, the implementation of job placement software, and the provision of employability skills training.

Retention in Employment (3P2)



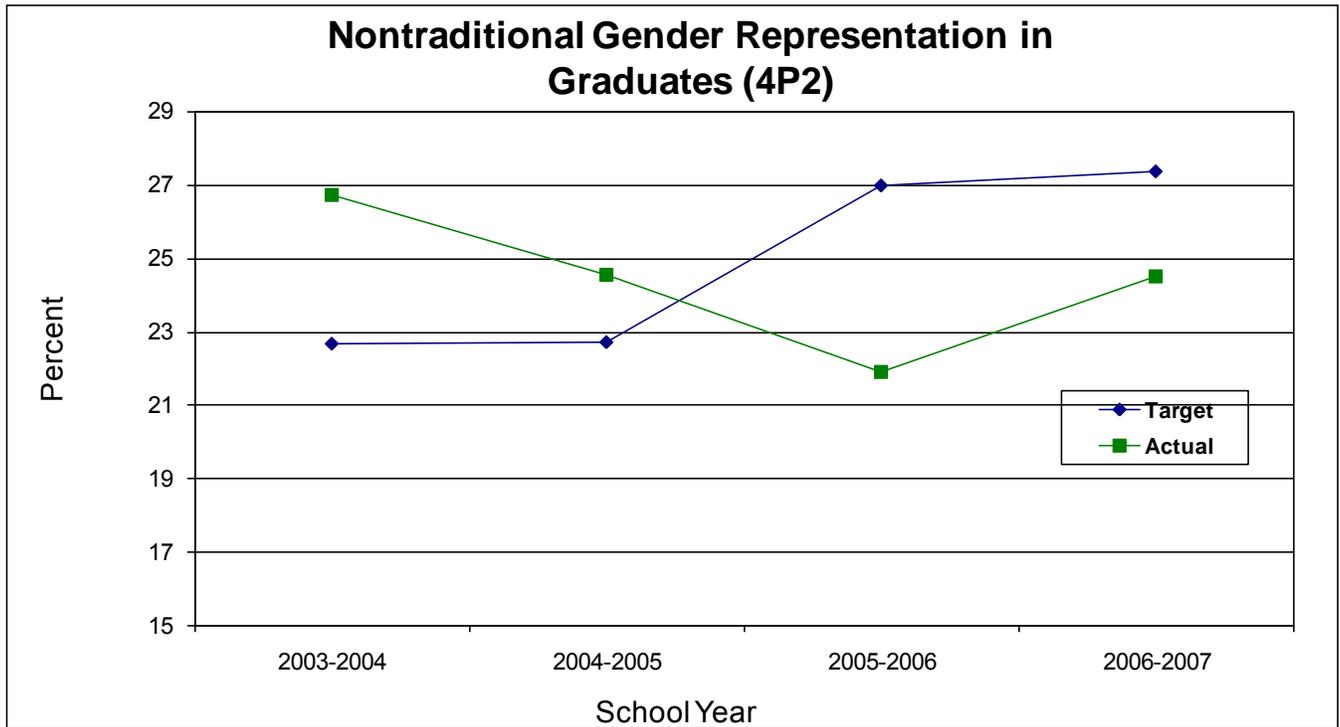
4P1 Nontraditional Gender Representation in Enrollment

VCCS met the target level for the 2006-2007 year for representation of minority gender students in nontraditional programs. Examples of nontraditional programs include: information technology, which is traditionally dominated by males; and nursing programs, which are traditionally dominated by women. Colleges work to improve this measure through the development of learning communities to provide a support network for gender minorities in these programs, the publishing of gender and minority balanced marketing materials to demonstrate that all individuals have access to programs, and through career coaching to encourage students to pursue their interests regardless of whether it is a nontraditional career for their gender.



4P2 Nontraditional Gender Representation in Graduates

VCCS did not meet the nontraditional gender representation in graduates measure. The rate increase two and half percentage points from the prior year. Similar to the nontraditional representation in enrollment measure, colleges work to improve this measure through the development of learning communities, the publishing of gender and minority balanced marketing materials, and through career coaching.



COMMUNITY COLLEGE PERFORMANCE

Individual college performance on the Perkins measures varied in 2006-2007. The following table provides data on performance for the 23 community colleges.

Each year, colleges that do not meet the state's target level are required to develop a plan for improvement of the measure. In FY 2006, VCCS began to require colleges to allocate a portion of their Perkins funds towards the measure.

INDIVIDUAL PERFORMANCE FOR VCCS COMMUNITY COLLEGES 2006-2007								
	1P1	1P2	2P1	3P1	3P2	4P1	4P2	# Did not meet
	Academic Skills	Technical Skills	Graduation Rate	Employment and Study	Retention in Employment	Gender Representation	Gender Representation Graduates	
Target	78.37	87.82	17.42	71.01	91.45	19.28	27.35	
BRCC	81.24	88.09	19.67	84.91	96.32	12.86	15.27	2
CVCC	84.91	91	11.46	86.58	97.62	21.96	26.09	2
DSLCC	78.38	92.34	32.81	64.96	88.51	12.23	11.39	4
DCC	77.58	89.23	27.75	70.65	94.26	14.47	10.19	4
ESCC	77.94	88.51	12	76.39	92.59	19.35	18.33	3
GCC	72.45	87.17	12.59	80.49	96.39	23.44	23.11	4
JSRCC	82.72	84.13	8	78.47	95.34	17.62	16.28	4
JTCC	80.2	91.78	6.72	78.19	94.43	14.6	21.76	3
LFCC	81.32	89.69	21.69	78.64	93.39	25.43	19.74	1
MECC	67.9	87.78	17.69	63.27	80.11	19.48	18.52	5
NRCC	72.35	88.49	17.05	80.7	93.36	16.06	25.85	4
NVCC	75.14	81.51	9.44	69.69	93.94	28.57	27.6	4
PHCC	74.02	88.81	24.14	76.24	93.49	25.47	27.86	1
PDCCC	64.29	88.71	8.7	88.37	96	17.74	25.49	4
PVCC	75.86	90.58	14.29	79.87	95.24	24.53	20.71	3
RCC	79.28	74.25	15.22	80	97.7	11.79	21.11	4
SVCC	78.75	88.54	27.1	73.6	91.03	12.79	46.46	2
SWCC	80.84	88.16	27.17	65.2	93.66	20.68	32.25	1
TNCC	73.74	88.56	11.69	70.43	95.66	22.36	31.96	3
TCC	76.65	88.74	8.86	73.64	93.49	17.58	19.25	4
VHCC	72.82	88.14	31.65	58.64	86.49	20.45	36.36	3
VWCC	78.72	88.33	10.07	80.88	95.24	24.48	26.81	2
WCC	81.63	92.61	28.57	76.21	95.02	17.22	15.95	2
VCCS	77.19	87	14.78	74.28	93.72	20.11	24.51	4

For additional questions please contact:

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Board of Education Agenda Item

Item: _____ P. _____

Date: April 24, 2008

Topic: Report on 2006-2007 Supplemental Educational Services Evaluation

Presenter: Ms. Roberta Schlicher, Director, Program Administration and Accountability
Dr. Steven M. Ross, Executive Director, Center for Research in Educational Policy

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(901) 678-2310

E-Mail Address: Roberta.Schlicher@doe.virginia.gov
smross@memphis.edu

Origin:

Topic presented for information only (no board action required)

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

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

Previous Review/Action:

No previous board review/action

Previous review/action
date _____
action _____

Background Information:

In response to a request made by the Board of Education at its January 2008 meeting for information regarding the evaluation of Supplemental Educational Services (SES) providers, the 2006-2007 evaluation report has been prepared. The evaluation is a requirement under Section 1116(e)(4)(D) of the *No Child Left Behind Act of 2001* (NCLB). NCLB requires states to monitor the quality and effectiveness of the services offered by the approved SES providers.

Summary of Major Elements:

The report presents the findings of the evaluation conducted by the Center for Research in Educational Policy (CREP) on the implementation and effectiveness of SES in Virginia during the 2006-2007 school year. The report includes the results of both a descriptive study and an evaluative study on SES. The descriptive study consisted of survey results from division SES coordinators, parents of students receiving SES, and SES providers. The evaluative study analyzed Standards of Learning (SOL) scores to examine the effect of SES provider services on student achievement in reading/language arts and mathematics.

A matched-sample comparison and a statistical procedure called analysis of covariance (ANCOVA) were used to examine the effect of the SES provider services on student achievement. The matched-

sample design compares student outcomes in two groups of students. The first group comprises the students who received SES services. The second group is comprised of a group of students who are similar, or “matched,” on a set of student characteristics that can impact student achievement, but who did not receive SES services.

Superintendent's Recommendation:

No action is required. The report is for informational purposes only.

Impact on Resources:

The agency is able to meet the requirements for evaluation of SES providers through a contractual arrangement with the Center for Research in Educational Policy. No additional agency resources are needed to meet this requirement at this time.

Timetable for Further Review/Action:

The 2006-2007 SES evaluation report will be posted to the DOE's Web site.



Center for Research in Educational Policy

The University of Memphis
325 Browning Hall
Memphis, Alabama 38152
Toll Free: 1-866-670-6147

Supplemental Educational Services in the State of Virginia: 2006 – 2007





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Supplemental Educational Services in the State of Virginia: 2006 – 2007

March 2008

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Executive Summary

Purpose

Title I of the Elementary and Secondary Education Act (ESEA), as reauthorized by the *No Child Left Behind Act of 2001* (NCLB), requires state educational agencies to monitor the quality and effectiveness of Supplemental Educational Services (SES). This report presents the findings of a study conducted by the Center for Research in Educational Policy (CREP) on the implementation and effectiveness of SES in Virginia during the 2006-2007 school year.

Research Design

The report includes the results of both a descriptive study and an evaluative study on SES. The descriptive study consisted of survey results from division SES coordinators, parents of students receiving SES, and SES providers. The evaluative study analyzed Standards of Learning (SOL) test scores to examine the effect of SES provider services on student achievement in reading/language arts and mathematics. The matched program-control design consisted of a pre-program/post-program matched samples comparison of students receiving SES services to students not receiving SES services to examine the Virginia SES program effect on student achievement in the 2006-2007 year. Additionally, a separate analysis was also conducted for schools in divisions participating in the United States Department of Education (USED) pilot for the reversal of SES and PSC.

The matched program-control methodology was the most appropriate and scientifically rigorous design available to meet the monitoring requirements of Title I, NCLB, which is focused on evaluating the quality and effectiveness of the services offered by approved SES providers. To retain scientific validity, the analyses were limited to a non-random subset of students who received SES in Virginia in 2006-2007, and a matched control group. Each analysis comprised no more than 15 percent of students receiving services. These results may

not generalize to the majority of students who participated in SES. A summary of achievement findings is provided in this report along with the survey results.

SES Implementation

In 2006-2007, 22 SES providers delivered SES services to 3,030 students in 22 school divisions. Descriptive study survey results indicated that a large majority of parents were pleased with the way their school division helped them obtain SES services for their children as well as with the SES services their children received. Survey results also showed that a large majority of division SES coordinators were satisfied with SES provider services overall and believed SES services positively impacted student achievement.

SES Effectiveness

A state-level study analyzed the effect of all SES providers. The results of the analysis showed no statistically significant difference in 2006-2007 SOL mathematics performance between students receiving SES services and students not receiving SES services. The results of the analysis showed a statistically significant difference in 2006-2007 reading/language arts performance favoring students not receiving SES services.

An SES provider-level analysis was also conducted. This analysis showed no individual SES provider had a statistically significant impact in either 2006-2007 SOL mathematics or reading/language arts performance for students receiving SES services and students not receiving SES services.

Conclusion

Based on a limited sample of students included in the analyses, 2006-2007 SOL mathematics results showed no statistically significant difference between students receiving SES services and students not receiving SES services at both the state-level and individual SES provider-level. Analyses of 2006-2007 SOL reading/language arts results favored

students not receiving SES in the state-level analysis, but showed no statistically significant difference at the individual SES provider-level. Due to the limited sample required by the study design, these results may not generalize to students who were excluded from the analyses, who comprise the majority of students served through the SES program. Sixteen SES providers did not serve sufficient numbers of students in either subject to evaluate their effectiveness. Supplemental Educational Services providers serving students in Virginia during the 2006-2007 school year received mostly positive comments on the surveys administered to division SES coordinators and parents of students receiving SES services. The survey results showed that division SES coordinators and parents were satisfied with the services students received.

Introduction

Supplemental Educational Services, a requirement under Title I of the Elementary and Secondary Education Act (ESEA), as reauthorized by the *No Child Left Behind Act of 2001* (NCLB), provide additional academic assistance outside of the regular school day for eligible children. Specifically, students from low-income families who attend Title I schools that have not made adequate yearly progress (AYP) for three consecutive years or more in the same subject area are eligible to receive these services. Additionally, four school divisions in Virginia participated in a United States Department of Education (USED) pilot for reversal of Public School Choice (PSC) and Supplemental Educational Services (SES) during the 2006-2007 school year. These divisions offered SES to eligible students attending schools that have not made AYP for two consecutive years or more in the same subject area.

NCLB requires that states monitor and determine the effectiveness of approved SES providers on an annual or periodic basis. To comply with the NCLB monitoring requirement, Virginia contracted with the Center for Research in Educational Policy (CREP) to conduct a study on the implementation and effectiveness of SES services.

The study design consisted of two parts. The first part was a descriptive study of SES implementation on the part of the school divisions and providers. Information for the descriptive study was collected through a survey to division SES coordinators, parents of students receiving SES services, and SES providers. The second part was an evaluation of the effectiveness of SES services at the state-level and individual SES provider-level. Student achievement data were analyzed for the evaluation study. The primary research questions for the study were:

1. What are the effects of SES provider services on student achievement in reading/language arts and mathematics?

2. Do school divisions make SES available to eligible students?
3. Are SES providers communicating regularly with principals/site coordinators, teachers and parents of students eligible for SES?
4. Are SES providers developing instructional plans geared to student needs?
5. Are SES providers aligning their curricula with local and state academic standards?
6. Are SES providers offering services to special education students and English Language Learners (ELL)?
7. What are the stakeholders' overall assessments of SES provider performance?

Participating School Divisions and SES Providers

In 2006-2007, 22 SES providers tutored 3,030 students located in 22 school divisions in Virginia. A total of 53 SES providers, approved by the Virginia Board of Education operated in the state, although all providers did not serve all divisions. Parents of eligible students had a choice of at least two providers in each division. Sixteen (16) SES providers delivered SES services in mathematics to 945 students, while 22 SES providers delivered SES services in reading/language arts to 2,641 students. Achieve Success Tutoring (by University Instructors) served the largest percentage of students receiving mathematics services (34 percent), while Ability Plus, Inc., and Kumon North America both served the lowest percentage of students receiving mathematics services (less than 1 percent). Club Z! Inc., served the largest percentage of students receiving reading/language arts services (17.8 percent), while Tsquared Tutors, LLC served the lowest percentage of students receiving reading/language arts services (less than 1 percent).

While the majority of students received services in reading/language arts or mathematics from a single SES provider, some students received services from two or more SES providers. Additionally, many students received services in both reading/language arts

and mathematics. Therefore, certain tables in the report use student contracts as the unit of analysis to capture students that received services in both subject areas. A total of 3,657 SES contracts in mathematics and reading/language arts were delivered in 2006-2007. The following tables one through three provide summaries of SES participation in 2006-2007 by school division, by SES provider, and by subject area.

Table 1. Number and Percentage of Students with Priority for Services+ Participating in SES by School Division During the 2006-2007 School Year

Division Name	Number of Students with Priority for Services	Number of Students with Priority for Services Participating in SES	Percentage of Students with Priority for Services Participating in SES
Alexandria City Public Schools**	611	159	26.02
Arlington County Public Schools	1,207	159	13.17
Charles City County Public Schools	172	16	9.30
Essex County Public Schools	735	59	8.03
Fairfax County Public Schools	848	254	29.95
Hampton City Public Schools	1,522	397	26.08
Henry County Public Schools**	308	143	46.43
King George County Public Schools	197	*	*
King William County Public Schools	313	33	10.54
Louisa County Public Schools	273	11	4.03
Newport News City Public Schools**	1,388	847	61.02
Nottoway County Public Schools ^o	201	0	0
Orange County Public Schools	250	17	6.80
Petersburg City Public Schools	1,861	114	6.13
Pittsylvania County Public Schools	300	*	*
Portsmouth City Public Schools	453	227	50.11
Prince Edward County Public Schools	484	46	9.50
Richmond City Public Schools	3,289	257	7.81
Roanoke City Public Schools	1,452	44	3.03
Stafford County Public Schools**	691	77	11.14
Sussex County Public Schools	328	61	18.60
Wythe County Public Schools	135	15	11.11
Total	17,018	2,943	17.29

+ Low-income students receive priority for SES services.

^o Although the school division offered SES services, no parents chose to enroll their children.

* Provider served too few students to report information (less than 10).

** Participant in USED pilot to reverse public school choice and SES services.

Table 2. Number and Percentage of SES-Eligible Students Participating in SES by School Division During the 2006-2007 School Year

Division Name	Number of SES-Eligible Students Participating in SES	Percentage of SES-Eligible Students Participating in SES
Alexandria City Public Schools**	169	5.6
Arlington County Public Schools	162	5.3
Charles City County Public Schools	20	0.7
Essex County Public Schools	59	1.9
Fairfax County Public Schools	266	8.8
Hampton City Public Schools	365	12.0
Henry County Public Schools**	146	4.8
King George County Public Schools	*	*
King William County Public Schools	40	1.3
Louisa County Public Schools	12	0.4
Newport News City Public Schools**	886	29.2
Nottoway County Public Schools	0	0
Orange County Public Schools	17	0.6
Petersburg City Public Schools	113	3.7
Pittsylvania County Public Schools	*	*
Portsmouth City Public Schools	222	7.3
Prince Edward County Public Schools	54	1.8
Richmond City Public Schools	278	9.2
Roanoke City Public Schools	50	1.7
Stafford County Public Schools**	74	2.4
Sussex County Public Schools	75	2.5
Wythe County Public Schools	15	0
Total	3,030	100.0

* Provider served too few students to report information (less than 10).

** Participant in USED pilot to reverse public school choice and SES services.

Table 3. Number of Student Contracts Delivered by SES Provider and Subject During the 2006-2007 School Year

	Reading/ Language Arts	Mathematics	Total	All SES Student Contracts
	Number	Number	Number	Percentage
A to Z In-Home Tutoring	77	*	*	**
Ability Plus, Inc.	*	*	*	**
Achieve Success Tutoring (by University Instructors)	406	321	727	20.3
Aligned Interventions Educational Services	66	0	66	1.8
Bright Futures Learning Center	351	12	363	10.1
C2 Educational Systems, Inc.	*	*	*	**
Champions Tutoring Program	*	*	*	**
Club Z! Inc.	469	167	636	17.7
Compass Learning Inc.	16	*	25	**
Extended Learning Opportunities (ELO)	108	0	108	3.0
Failure Free Reading Instant Achievement Center	65	0	65	1.8
Huntington Learning	392	130	522	14.6
In-Agape Family Life and Educational Center	74	32	106	29.6
Kumon North America, Inc.	*	*	*	**
NonPublic Educational Services, Inc.	228	126	354	9.9
Park Place School	*	*	*	**
Porter Education and Communications, Inc.	192	100	292	8.1
Sylvan Learning Center Portsmouth	44	0	44	1.2
The Learning Curve	39	11	50	1.4
Trust Tutoring	*	*	15	**
Tsquared Tutors, LLC	*	*	*	**
TutorFind	89	16	105	2.9
Total	2,641	945	3,586	100

Note: The total number of students (3,586) is more than the number of unique students (3,030) because some students received tutoring in both subjects.

* Provider served too few students to report information (fewer than 10).

** Provider served less than 1 percent of total SES contracts.

Study Design

Design and Participants

The study design consisted of two parts. The first part was a descriptive study of SES implementation on the part of the school divisions and providers. The second part was an evaluation of the effectiveness of SES services at the state-level and individual SES provider-level.

Descriptive study of SES implementation

The basic design for the descriptive study consisted of surveying division SES coordinators in participating school divisions, parents of students receiving SES services, and SES providers. The surveys created for these groups gathered the respondents' perceptions of SES provider activities and effectiveness. The surveys included a common core set of questions for all groups, such as experiences with SES services and SES providers, and questions geared to specific groups, such as reactions to particular SES providers and the respondent's role. Appendix A contains copies of the surveys distributed to each group.

Evaluative study of SES effectiveness

The student achievement analysis examined potential gains in academic achievement by evaluating students' Standards of Learning (SOL) mathematics or reading/language arts achievement in 2006-2007 as compared to their achievement in 2005-2006. Each student who received SES services in 2006-2007 was matched to a student who did not receive services in the same year. Matches included students who had identical or highly similar scores for the subject of interest (mathematics or reading/language arts) on the SOL assessments in 2005-2006 and were the same in grade and English Language Learner (ELL) status. To the degree possible, students were also matched according to school, division, race, socio-economic status,

and gender. Student samples were restricted to grades four through eight because the necessary pre-program scores from the prior school year were available only for these grades (grade levels three through eight in 2005-2006).

Only students who received a minimum of 18 hours of SES services were included in the analyses. Additionally, alternative assessment scores, such as the Virginia Grade Level Alternative Program (VGLA), were excluded from the analyses due to differences in the design and content of the assessments. Only SES providers who had at least 10 students to analyze were included in the SES provider-level analyses to increase the reliability of findings and the ability to find significant differences between groups where such differences existed.

One-hundred fifty (150) students receiving mathematics services and two-hundred seventy (270) students receiving reading/language arts services were included in the state-level analyses. One-hundred twenty-nine (129) students receiving mathematics services and two-hundred seventeen (217) students receiving reading/language arts services were included in the state-level analysis. The students included were not randomly sampled. Therefore, the results may not generalize to other students who received SES.

An additional analysis was also done to compare the performance of SES students who attended schools in divisions that participated in the USED pilot for reversal of SES and PSC with SES students who did not attend the schools participating in the pilot.

In addition, a separate descriptive (non-statistical) analysis was conducted for students identified in the SES data file as receiving special education services as these students were not included in the more rigorous matched-pairs analyses. Including special education students in the matched pairs analyses was neither scientifically valid nor methodologically feasible as their numbers were very small by SES provider and individual students' learning disabilities were not available for matching purposes.

Descriptive Study Results

School division SES coordinators, parents of students receiving SES, and SES providers from all 22 school divisions were asked to respond to survey questions. School division SES coordinators were asked to complete separate online surveys for each SES provider serving the school division. Fifty-five (55) percent of school division SES coordinators responded to the survey. Forty-one (41) responses were received from twelve (12) school division SES coordinators. Paper surveys were mailed to participating schools to be distributed to parents of students participating in SES. The percentage of surveys returned by parents is undetermined due to more surveys sent to be distributed than were actually distributed to this group. Three-hundred forty-nine (349) parents responded to the surveys. State-approved SES providers were asked to complete separate online surveys for each school division they served. Seventy-three (73) percent of SES providers responded to the surveys. One-hundred eleven (111) responses were received from sixteen (16) SES providers. The following section summarizes the questions and responses from the survey.

1. Do school divisions make SES available to eligible students?

- Over half of the SES provider representatives (56.7 percent) were either ‘Highly Satisfied’ or ‘Satisfied’ with division cooperation and involvement.
- A large majority of parents (91.9 percent) had positive perceptions of school division efforts to implement SES and noted that they were pleased with the way their school division helped them obtain SES for their children.

2. Are SES providers communicating regularly with principals/site coordinators, teachers, and parents of students eligible for SES?

- Over three-fourths of the SES provider representatives (76.5 percent) indicated that their tutors communicated frequently or occasionally with teachers, and 81.1 percent of the SES providers indicated that tutors communicated with parents frequently or occasionally regarding students' progress.
- Many division SES coordinators (68.3 percent) reported that SES providers frequently or occasionally communicated with teachers.
- Most parents (67.0 percent) indicated SES providers frequently or occasionally communicated with them throughout the year.

3. Are SES providers developing instructional plans geared to student needs?

- The majority of SES provider representatives (66.7 percent) indicated that their tutors frequently or occasionally integrated tutoring services with classroom learning activities. Over half of the tutors (55 percent) frequently shared their lesson plans or materials with the homeroom or subject teachers of the children with whom they worked.
- Of the 41 division SES coordinators, 43.9 percent indicated that SES providers frequently or occasionally collaborated with them to set goals for student growth during the school year, while 48.8 percent indicated that SES providers did not collaborate with them.
- Most parents (75.7 percent) reported that SES providers helped their children with subjects they were working on in the regular school classroom either frequently or

occasionally.

4. Are SES providers aligning their curriculum with local and state academic standards?

- The majority of SES provider representatives (80.2 percent) reported that their tutors frequently or occasionally aligned their services and curriculum with local and state academic standards.
- Many division SES coordinators (65.9 percent) indicated that SES providers' services were aligned with federal, state and local standards.

5. Are SES providers offering services to special education and ELL students?

- Most SES provider representatives (74.8 percent) reported that their tutors frequently or occasionally gave instructions to students with disabilities, consistent with their Individualized Education Plans or Individualized Services under Section 504 of the Rehabilitation Act. Most SES providers (71.1 percent) indicated that their tutors frequently or occasionally offered appropriate instruction to ELL students when needed.
- The majority of division SES coordinators (82.9 percent) agreed that SES providers offered services to special education and ELL students.
- Special education contracts comprised 19 percent or 678 of all SES contracts and were served by 16 of 22 providers. ELL students comprised 19 percent or 680 of all SES contracts and were served by 14 of 22 providers.

6. What are the stakeholders' overall assessments of SES provider performance?

- Most division SES coordinators (87.8 percent) were satisfied with SES provider

services overall and 83.0 percent indicated that tutoring services positively impacted student achievement.

- The majority of parents (83.4 percent) indicated that they were very pleased with the services that their children received.

Tables four through six on the following pages provide summaries of the survey responses from division SES coordinators, parents of students receiving SES, and SES providers. Table seven provides a statewide summary by SES provider of the percentage of respondents who “strongly agreed or agreed” with the question, “Overall, I am pleased with the services that my child received.”

Table 4. Aggregate Division SES Coordinator Survey Responses for School Year 2006-2007

Total Respondents=41 Division SES Coordinators

Did the SES provider...	Percentage				
	Frequently	Occasionally	Not at all	Don't know	
Communicate with you during the year?	41.5	51.2	7.3	0.0	
Meet the obligations for conducting tutoring sessions?	75.6	19.5	2.4	2.4	
Communicate with teachers during the school year?	19.5	48.8	19.5	12.2	
Communicate with parents during the year?	24.4	53.7	9.8	12.2	
Collaborate with you to set goals for student growth?	12.2	31.7	48.8	7.3	
The SES provider...	Percentage				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Adapted the tutoring services to each school's curriculum.	12.2	22.0	17.1	7.3	41.5
Integrated the tutoring services with classroom learning activities.	12.2	12.2	22.0	9.8	43.9
Aligned their services with federal, state and local standards.	24.4	41.5	4.9	4.9	24.4
Offered services to Special Education and ELL students.	24.4	58.5	14.6	0.0	2.4
Complied with applicable federal NCLB laws.	26.8	31.7	4.9	0.0	36.6
Complied with applicable state and (health, safety, civil rights) local laws.	24.4	73.2	0.0	0.0	2.4
	Percentage				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I believe the services offered by this provider positively impacted student achievement.	29.3	53.7	2.4	7.3	7.3
Overall, I am satisfied with the services of this provider.	36.6	51.2	4.9	7.3	0.0

Note: Item percentages may not total 100 percent because of missing input from some respondents.

Table 5. Aggregate Parent Survey Responses for School Year 2006-2007

Total Respondents=349 parents

Did the SES provider...	Percentage				
	Frequently	Occasionally	Not at all	Don't know	
Talk to me about my child's progress?	33.5	33.5	27.8	2.6	
Talk to my child's teachers about his/her progress?	20.3	21.8	15.5	41.0	
Send letters or notes home to me about my child's progress?	30.4	35.0	30.9	2.0	
Help my child with subjects s/he is working on in the regular school classroom?	51.9	23.8	8.6	14.6	
Start and end the tutoring sessions at the scheduled time?	76.8	12.0	2.9	6.6	
	Percentage				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
The provider started tutoring soon after I requested it.	37.8	42.7	8.6	3.7	6.3
I believe that the services offered have helped my child's achievement.	50.4	35.8	7.4	1.1	4.0
Overall, I am pleased with the services that my child received.	51.0	32.4	9.5	2.6	2.9
	Percentage				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
I was given information about my child's rights under the No Child Left Behind law.	41.8	41.5	4.9	2.9	7.4
I was given enough time to decide which service provider I wanted for my child.	48.7	40.4	5.2	1.4	2.9
I am pleased with the way my school division helped me obtain Supplemental Educational Services for my child.	56.4	35.5	3.4	1.4	1.7

Note: Item percentages may not total 100 percent because of missing input from some respondents.

Table 6. Aggregate SES Provider Survey Responses for School Year 2006-2007

Total Respondents=111 SES Provider Representatives from 16 Companies

	Percentage				
	Frequently	Occasionally	Not at all	Don't know	
Tutors communicated with teachers regarding progress of their student(s).	27.9	48.6	5.4	0.9	
Tutors communicated with parents/guardians regarding their child's progress.	70.3	10.8	1.8	0.0	
Tutors adapted the supplemental services to each school's curriculum.	61.3	10.8	9.0	2.7	
Tutors aligned the supplemental services with the state academic content and achievement standards.	78.4	1.8	1.8	1.8	
Tutors integrated the tutoring services with classroom learning activities.	51.4	15.3	13.5	3.6	
Tutors showed their lesson plans or materials used for tutoring to the homeroom/subject teacher of each child they worked with.	2.7	52.3	18.9	9.9	
Tutors gave instruction to students with disabilities, consistent with their Individualized Education Plans or Individualized Services under Section 504 of the Rehabilitation Act.	58.6	16.2	4.5	1.8	
Tutors protected from public disclosure the identities of all students served and all students eligible for services.	81.1	1.8	0.0	0.9	
Tutors give appropriate instruction to English Language Learners if it is needed.	36.9	34.2	7.2	0.9	
Tutors use appropriate timetables for improving each student's achievement.	80.2	0.9	0.0	0.0	
	Percentage				
	Highly Satisfied	Satisfied	Dissatisfied	Highly Dissatisfied	Don't know
Parent cooperation/involvement	11.7	29.7	9.9	2.7	12.6
Student attendance	17.1	34.2	16.2	1.8	0.0
Student attitudes (e.g., cooperation, motivation)	15.3	45.9	1.8	1.8	3.6
The ease of developing lessons aligned with the division or school curriculum.	36.9	21.6	0.0	0.0	8.1
Teacher cooperation/involvement	6.3	38.7	3.6	0.0	20.7
Division cooperation/involvement	20.7	36.0	1.8	1.8	9.0
Success at raising student achievement to desired levels	22.5	37.8	4.5	0.0	2.7

Note: Item percentages may not total 100 percent because of missing input from some respondents.

Table 7. Statewide SES Provider Overall Satisfaction

Question: Overall, I am pleased with the services that my child/student received.				
	Division SES Coordinators		Parents	
	Number of Responses	Percentage Strongly Agree or Agree	Number of Responses	Percentage Strongly Agree or Agree
A to Z In-Home Tutoring	3	33.3	20	90.0
Ability Plus, Inc.	N/A	N/A	N/A	N/A
Achieve Success Tutoring (University Instructors, Inc.)	10	100.0	90	86.6
Aligned Interventions Educational Services	1	100.0	5	100.0
Bright Futures Learning Center	6	83.3	55	94.6
C2 Educational Systems, Inc.	1	100.0	N/A	N/A
Champions Tutoring Program	N/A	N/A	N/A	N/A
Club Z! Inc.	4	100.0	40	87.5
Compass Learning Inc.	N/A	N/A	N/A	N/A
Extended Learning Opportunities (ELO)	1	100.0	17	82.3
Failure Free Reading Instant Achievement Center	2	100.0	9	88.9
Huntington Learning	4	100.0	73	71.2
In-Agape Family Life and Educational Center	N/A	N/A	N/A	N/A
Kumon North America, Inc. North American Headquarters	1	100.0	N/A	N/A
NonPublic Educational Services, Inc. (NESI)	N/A	N/A	10	90.0
Park Place School	N/A	N/A	N/A	N/A
Porter Education and Communications, Inc.	3	66.6	5	80.0
Sylvan Learning Center Portsmouth	1	100.0	7	100.0
The Learning Curve, Inc.	N/A	N/A	4	100.0
Trust Tutoring	N/A	N/A	N/A	N/A
Tsquared Tutors, LLC.	N/A	N/A	N/A	N/A
TutorFind	3	66.6	12	25.0

N/A indicates that no respondents completed surveys about this provider.

Student Achievement Results

Findings

1. What are the effects of SES provider services on student achievement in reading/language arts and mathematics?

For the state-level study of the effect of all SES providers combined, the statistical analysis showed no significant differences in 2006-2007 SOL mathematics performance between students receiving SES services and students not receiving SES services, with a small adjusted effect size of 0.086. While not statistically significant, SES students receiving mathematics services had slightly more favorable results than students not receiving SES services. Conversely, the statistical analysis showed a significant program effect in reading/language arts in favor of students not receiving SES services, with a small adjusted effect size of -0.180.

For the SES provider-level study, no individual SES provider was found to have a significant impact on student achievement. The statistical analysis showed no significant differences in either 2006-2007 SOL mathematics or reading/language arts performance between students receiving SES services and students not receiving SES services. For three of five SES providers, mathematics results for students receiving SES were slightly more favorable than students not receiving SES. For two of six SES providers, reading/language arts performance for students receiving SES services was slightly higher than students not receiving SES services. Effect sizes ranged from -0.569 to 0.783 in mathematics and from -0.394 to 0.055 in reading/language arts.

The results of special education students served by all SES providers were aggregated for the descriptive (non-statistical) analysis of 2006-2007 SOL results because of the small

special education population receiving SES services. Without taking hours of attendance into account, 34.1 percent of all special education students were Proficient or Advanced in mathematics and 46.3 percent were Proficient or Advanced in reading/language arts. After excluding special education students with fewer than 18 hours of attendance, 29.7 percent were Proficient or Advanced in mathematics and 44.4 percent were Proficient or Advanced in reading/language arts.

Table 8. Summary of SES Provider-Level Findings for the 2006-2007 School Year

No statistically significant results were found for student receiving SES services from any individual providers as compared to students not receiving SES services.		
SES Provider	Number of Students Served in Reading/Language Arts	Number of Students Served in Mathematics
A. Providers included in provider-level analysis		
Achieve Success Tutoring (by University Instructors)	406	321
Bright Futures Learning Center	351	N/A
Club Z! Inc.	469	167
Huntington Learning	392	130
NonPublic Educational Services, Inc.	228	126
Porter Education and Communications, Inc.	192	100
B. Providers not included in provider-level analysis**		
A to Z In-Home Tutoring	77	*
Ability Plus, Inc.	*	N/A
Aligned Interventions Educational Services	66	N/A
C2 Educational Systems, Inc.	*	*
Champions Tutoring Program	*	*
Compass Learning Inc.	16	*
Extended Learning Opportunities (ELO)	108	0
Failure Free Reading Instant Achievement Center	65	N/A
In-Agape Family Life and Educational Center	74	32
Kumon North America, Inc.	*	*
Park Place School	*	0
Sylvan Learning Center Portsmouth	44	0
The Learning Curve	39	11
Trust Tutoring	*	*
Tsquared Tutors, LLC	*	*
TutorFind	89	16

* Provider served too few students to report information (less than 10).

** Students served by these providers could not be analyzed because the number of students was too few to produce meaningful results after excluding students not in grade four through eight, special education students, and students with less than 10 hours of SES services.

N/A indicates the provider did offer mathematics services.

2. How did students who received SES services in the schools participating in the USED pilot for reversal of SES and PSC perform relative to the other students attending schools that were not participating in the USED pilot?

The statistical analysis showed no statistically significant differences in either 2006-2007 SOL mathematics or reading/language arts performance between students that attended schools that participated in the USED pilot and students who attended schools not participating in the USED pilot. The results were slightly more favorable for students attending the pilot schools than for students not receiving SES services in both subjects, with a small adjusted effect size in mathematics (0.048), and a more prominent effect size in reading/language arts (0.224). Overall, the statistical analysis showed no basis for concluding that the effects of SES services on student achievement differed for students attending the schools that participated in the pilot. Appendix B contains student achievement study tables for the state-level, provider-level, and school analyses.

Conclusions

Supplemental Educational Services providers serving students in Virginia during the 2006-2007 school year received mostly positive ratings from survey respondents. Parents were generally pleased with the services their children received. While noting areas for improvement, division SES coordinators also indicated satisfaction with SES services. Efforts at the division level to increase awareness and participation in SES services were reported to be appreciated by the parents.

No SES provider was found to have a statistically significant impact on the students they served in either reading/language arts or mathematics. Students who received SES services scored similarly on the 2006-2007 SOL tests in reading/language arts and/or mathematics to those who did not receive SES services. The state-level study using data from all SES providers combined found no significant differences in mathematics achievement scores between students receiving SES services and those students not receiving SES services. However, a significant difference favoring students not receiving SES services was found in reading/language arts. These results may not generalize to students who were excluded from the analyses, who comprise the majority of students served through the SES program.

Student achievement results should be interpreted with caution. Small sample size, which reduces the ability to detect statistical significance and produce reliable results, was a limiting factor for many SES providers. Also, the degree to which state assessments have adequate sensitivity to detect the contribution of only a limited number of hours of tutoring during a school year is unknown. A minimum of 18 hours of SES service (the most frequent number of hours served in both subjects) was used to determine the students included in the analyses. On average, SES students received a little less than four weeks of tutoring during

the school year. Subsequently, it may not be reasonable to expect that a limited number of tutoring hours will have a notable effect on student achievement. Despite the limitations of the achievement analyses, the present results provide evidence that while no individual SES provider was able to achieve significantly better SOL results, no individual SES provider demonstrated significant negative effects.

As Virginia moves into the next year of SES implementation, SES providers and school divisions should continue to work together to make sure eligible students are encouraged to enroll in SES services. The 2006-2007 survey findings indicate that most SES providers are offering potentially beneficial educational services to students. As more rigorous achievement analyses are conducted in future years, the ability to detect reliable trends for individual SES providers will increase.

Appendix A: SES Surveys

Virginia Supplemental Educational Services Provider Questionnaire



Please make copies of this form and complete a separate survey for each division with which you have/had a contract to serve students with Supplemental Educational Services in 2006-2007.

I. Supplemental Educational Services Provider Information

<p>Provider Name: <input type="text"/></p> <p>Contact Person: <input type="text"/></p> <p>Address: <input type="text"/></p> <p>Telephone: <input type="text"/></p> <p>E-Mail: <input type="text"/></p> <p>Division Served: <input type="text"/></p> <p>Name of School served in this division: <input type="text"/></p>	<p>Please describe the format of your services by completing the following items:</p> <p>Program duration (e.g., 10-weeks; academic year) <input type="text"/></p> <p>Weekly duration (e.g., each student attends twice per week for two hours total) <input type="text"/></p> <p>Setting (e.g., school, your building) <input type="text"/></p> <p>Format (e.g., small group, individual) <input type="text"/></p> <p>If groups are used, what is the average size? <input type="text"/></p> <p>Is transportation provided to students? If so, by whom (you, district, school, etc.)? <input type="text"/></p>
---	--

What is your general instructional approach during the tutoring sessions: (e.g., students work one-on-one with the tutor and then complete practice/review exercises on a computer)?

Is there anything else that you would like to say regarding the format/process of your services?

Qualifications of tutors (certified teachers, teaching aide, training, etc):

Are background checks done on tutors or other personnel that come into contact with students? (If yes, please describe).

Form completed by (if other than contact person):
Address, Telephone, and Email

**Virginia Supplemental Educational Services Provider Questionnaire
(continued)**

II. Information Regarding Students You Served in this Division

1. Complete the table below based on data for this division. If unable to respond to a particular section, provide an explanation in the space provided below the table.

Grade Level	# of Total Students Served	# of Special Ed Students Served	# of Limited English Proficiency (LEP) Students Served	# of Students Who Achieved Their Specific Achievement Goals	# of Students Who Made Progress In Their Specific Achievement Goals	# of Students Who Showed No Improvement In Their Specific Achievement Goals	% of Tutoring Sessions Attended by Students

Notes: (Use the space below to comment on missing data or any special circumstances relevant to the above outcomes.)

2. For those students who did not achieve their stated goals, explain why this did not happen, either generally or on an individual basis.

**Virginia Supplemental Educational Services Provider Questionnaire
(continued)**

3. Indicate the number of students served in each curriculum area in which your organization offered services in this division. Indicate numbers in all that apply.

<input type="radio"/> Reading	<input type="radio"/> Writing	<input type="radio"/> Math	<input type="radio"/> Other _____
K _____	K _____	K _____	K _____
1 _____	1 _____	1 _____	1 _____
2 _____	2 _____	2 _____	2 _____
3 _____	3 _____	3 _____	3 _____
4 _____	4 _____	4 _____	4 _____
5 _____	5 _____	5 _____	5 _____
6 _____	6 _____	6 _____	6 _____
7 _____	7 _____	7 _____	7 _____
8 _____	8 _____	8 _____	8 _____
9 _____	9 _____	9 _____	9 _____
10 _____	10 _____	10 _____	10 _____
11 _____	11 _____	11 _____	11 _____
12 _____	12 _____	12 _____	12 _____

III. Provider Perceptions and Activities

(Indicate your response to each of the following items as they apply to your staff.)

Don't Know
Not at all
Occasionally
Frequently

1. Tutors communicated with teachers regarding progress of their student(s).

If applicable, briefly describe the process for such communications:

2. Tutors communicated with parents/guardians regarding their child's progress.

If applicable, briefly describe the process for such communications:

3. Tutors adapted the supplemental services to each school's curriculum.

If applicable, briefly describe the process for such adaptations:

**Virginia Supplemental Educational Services Provider Questionnaire
(continued)**

III. Provider Perceptions and Activities (Continued)

Don't Know
Not at all
Occasionally
Frequently

4. Tutors aligned the supplemental services with the state academic content and achievement standards.

If applicable, briefly describe the process for such alignments:

5. Tutors integrated the tutoring services with classroom learning activities.

If applicable, briefly describe the process for such processes:

6. Tutors showed their lesson plans or materials used for tutoring to the homeroom/subject teacher of each child they worked with.

If applicable, briefly describe the process for such communications:

7. Tutors gave instruction to students with disabilities, consistent with their Individualized Education Plans or Individualized Services under Section 504 of the Rehabilitation Act.

If applicable, briefly describe the process for such activities:

8. Tutors protected from public disclosure the identities of all students served and all students eligible for services.

If applicable, briefly describe the process for such activities:

**Virginia Supplemental Educational Services Provider Questionnaire
(continued)**

III. Provider Perceptions and Activities (Continued)

9. Tutors give appropriate instruction to English Language Learners if it is needed.

Don't Know
Not at all
Occasionally
Frequently

If applicable, briefly describe the process for such activities:

10. Tutors use appropriate timetables for improving each student's achievement.

If applicable, briefly describe the process for such activities:

Based on your perceptions and experiences, rate the degree of satisfaction with each of the following areas. Use the accompanying "Comments" section to elaborate if desired, especially where "highly dissatisfied" or "highly satisfied" is indicated.

Highly Dissatisfied
Dissatisfied
Don't Know
Satisfied
Highly Satisfied

11. Parent cooperation/involvement

Comments:

12. Student attendance

Comments:

**Virginia Supplemental Educational Services Provider Questionnaire
(continued)**



Highly Dissatisfied
Dissatisfied
Don't Know
Satisfied
Highly Satisfied

13. Student attitudes (e.g., cooperation, motivation)

Comments:

14. The ease of developing lessons aligned with the division or school curriculum.

Comments:

15. Teacher cooperation/involvement

Comments:

16. Division cooperation/involvement

Comments:

17. Success at raising student achievement to desired levels

Comments:

**Virginia Supplemental Educational Services Provider Questionnaire
(continued)**

Planning, Measuring and Reporting on Progress:

18. What achievement data did you use to plan, measure, and report on students' progress for the year?
Mark all that apply. Please specify where needed.

- Standards of Learning (SOL) Reading Language Math
 Science Social Studies

Specify:

- Use of local division or school academic achievement data

Specify:

- Teacher/Division input

Specify:

- Provider assessments (developed by your organization)

Specify:

- Use of other standardized tests

Specify:

- Other

Specify:

**Virginia Supplemental Educational Services Provider Questionnaire
(continued)**

Overall Impressions

19. What was the most positive outcome or aspect of your work with the division this year?

20. What was the most negative aspect or area in need of improvement regarding your work with this division this year?

21. Additional Comments/Recommendations

Commonwealth of Virginia
Supplemental Educational Services
 Division Coordinator Questionnaire, continued

Are you employed by the provider for which you are completing this survey? Yes No

Indicate your response to each of the following items.

Frequently
Occasionally
Not at all
Don't know

How often does the provider...

Communicate with you during the school year?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meet the obligations for conducting tutoring sessions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate with teachers during the year?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate with parents during the year?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborate with you to set goals for student growth?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The provider...

Strongly Agree
Agree
Disagree
Strongly Disagree
Don't know

Adapted the tutoring services to each school's curriculum.	<input type="radio"/>				
Integrated the tutoring services with classroom learning activities.	<input type="radio"/>				
Aligned their services with state and local standards.	<input type="radio"/>				
Offered services to Special Education and ELL students.	<input type="radio"/>				
Complied with applicable federal NCLB laws.	<input type="radio"/>				
Complied with state and local (health, safety, civil rights) laws.	<input type="radio"/>				

Overall assessment:

I believe the services offered by this provider positively impacted student achievement.	<input type="radio"/>				
Overall, I am satisfied with the services of this provider.	<input type="radio"/>				

Additional comments can be provided on the back of this form.

Commonwealth of Virginia
Supplemental Educational Services Parent Questionnaire

Veá el reverso para Español

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Instructions: According to school records, your child is receiving Supplemental Educational Services. Please fill in the name of your child's provider, division, and school. A list of provider names is enclosed.

DIRECTIONS
 USE NO PENCIL ONLY
 MAKE DARK MARKS
 EX.
 ERASE COMPLETELY TO CHANGE

Provider Company Name:

Division Name:

School Name:

What was the date the tutoring services started this year?

October 2006
 November 2006
 December 2006
 January 2007
 February 2007
 Other _____ 2007

In which subjects did your child receive services?

Reading/Language Arts only
 Mathematics only
 Both Reading/Language Arts and Math
 Uncertain/Do Not Know
 Other _____

Please answer the following survey questions about the services your child has received.

Indicate your response to each of the following items.

How often does the provider...

	Frequently	Occasionally	Not at all	Don't know
Talk to me about my child's progress?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk to my child's teachers about his/her progress?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Send letters or notes home to me about my child's progress?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help my child with subjects s/he is working on in the regular school classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Start and end the tutoring sessions at the scheduled time?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Indicate how much you agree or disagree with each of the following items about the provider.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
The provider started tutoring soon after I requested it.	<input type="radio"/>				
I believe that the services offered have helped my child's achievement.	<input type="radio"/>				
Overall, I am pleased with the services that my child received.	<input type="radio"/>				

Indicate how much you agree or disagree with each of the following items about the school division.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
I was given information about my child's rights under the No Child Left Behind law.	<input type="radio"/>				
I was given enough time to decide which service provider I wanted for my child.	<input type="radio"/>				
I am pleased with the way my school division helped me obtain Supplemental Educational Services for my child.	<input type="radio"/>				

Comments:

Do not fold this questionnaire!

Do not fold this questionnaire!

Appendix B: Student Achievement Analysis Tables

**Table 9. SES Program Effect at the Provider Level: Matched Pairs Prior Year (2005-2006)
Standard Score Means, Standard Deviations, and Effect Sizes***

Provider	Group	Mathematics			Reading/Language Arts		
		Number	Mean	Standard Deviation	Number	Mean	Standard Deviation
Achieve Success Tutoring	SES Students	69	-0.8694	0.9691	45	-0.2942	0.8030
	Control students	69	-0.8675	0.9704	45	-0.2945	0.8000
	Effect Size	$d=-0.002$			$d=0.000$		
	One-way ANOVA	$MSE=0.940; F=0.00; p=0.991$			$MSE=0.642; F=0.00; p=0.998$		
Club Z! Inc.	SES Students	19	-0.7705	0.8328	47	-0.7147	1.0341
	Control students	19	-0.7690	0.8297	47	-0.7183	1.0402
	Effect Size	$d=-0.002$			$d=0.004$		
	One-way ANOVA	$MSE=0.691; F=0.00; p=0.996$			$MSE=1.076; F=0.00; p=0.987$		
Huntington Learning	SES Students	17	-0.8905	0.9116	30	-0.4301	1.1210
	Control students	17	-0.8908	0.9109	30	-0.4324	1.1239
	Effect Size	$d=0.000$			$d=0.002$		
	One-way ANOVA	$MSE=0.830; F=0.00; p=0.999$			$MSE=1.260; F=0.00; p=0.994$		
NonPublic Educational Services, Inc.	SES Students	13	-0.6839	0.5665	15	-0.4200	0.8449
	Control students	13	-0.6839	0.5665	15	-0.4200	0.8449
	Effect Size	$d=0.000$			$d=0.000$		
	One-way ANOVA	$MSE=0.321; F=0.00; p=1.000$			$MSE=0.714; F=0.00; p=1.000$		
Porter Education and Communications, Inc.	SES Students	11	-0.4600	1.0326	22	-0.3824	0.7807
	Control students	11	-0.4664	1.0379	22	-0.3824	0.7807
	Effect Size	$d=0.006$			$d=0.000$		
	One-way ANOVA	$MSE=1.072; F=0.00; p=0.989$			$MSE=0.610; F=0.00; p=1.000$		
Bright Futures Learning Center	SES Students	N/A	N/A	N/A	58	-0.8525	1.0058
	Control students	N/A	N/A	N/A	58	-0.8552	1.0073
	Effect Size	N/A			$d=0.003$		
	One-way ANOVA	N/A			$MSE=1.013; F=0.00; p=0.989$		

* Effect size was computed as the mean difference of achievement z-scores divided by the pooled standard deviation, and indicated the number of standard deviations by which the SES and non-SES group means differed. Effect sizes exceeding +0.20 were considered meaningful and fairly strong when obtained for a whole-school intervention.

**Table 10. SES Program Effect at the Provider Level: Matched Pairs Current Year (2006-2007)
Standard Score Means, Standard Deviations, and Effect Sizes***

Provider	Group	Mathematics				Reading/Language Arts			
		Number	Mean	Standard Deviation	Adjusted Mean	Number	Mean	Standard Deviation	Adjusted Mean
Achieve Success Tutoring	SES Students	69	-0.7296	1.1083	-0.7289	45	-0.3751	1.0058	-0.3752
	Control students	69	-0.8925	0.9395	-0.8932	45	-0.0680	0.9121	-0.0679
	Effect Size	d=0.160				d=-0.324			
	Adj. Effect Size	d=0.223	F=1.68, p=0.197			d=-0.394	F=3.42, p=0.068		
Club Z! Inc.	SES Students	19	-0.4836	1.1267	-0.4828	47	-0.5581	0.9196	-0.5595
	Control students	19	-0.5987	0.9461	-0.5995	47	-0.5955	1.1488	-0.5941
	Effect Size	d=0.114				d=0.036			
	Adj. Effect Size	d=0.221	F=0.44, p=0.512			d=0.052	F=0.06, p=0.803		
Huntington Learning	SES Students	17	-0.6980	0.8016	-0.6981	30	-0.4914	0.9351	-0.4920
	Control students	17	-0.5239	0.7375	-0.5238	30	-0.5264	0.8211	-0.5258
	Effect Size	d=-0.233				d=0.041			
	Adj. Effect Size	d=-0.343	F=0.94, p=0.340			d=0.055	F=0.04, p=0.836		
NonPublic Educational Services, Inc.	SES Students	13	-0.7142	0.8691	-0.7142	15	-0.6613	1.0857	-0.6613
	Control students	13	-0.3365	0.6966	-0.3365	15	-0.4939	1.3204	-0.4939
	Effect Size	d=-0.499				d=-0.143			
	Adj. Effect Size	d=-0.569	F=1.94, p=0.177			d=-0.207	F=0.30, p=0.589		
Porter Education and Communications, Inc.	SES Students	11	-0.0542	1.4478	-0.0571	22	-0.5430	0.7277	-0.5430
	Control students	11	-0.6234	0.8566	-0.6206	22	-0.3636	0.7743	-0.3636
	Effect Size	d=0.502				d=-0.244			
	Adj. Effect Size	d=0.783	F=3.07, p=0.096			d=-0.349	F=1.28, p=0.265		
Bright Futures Learning Center	SES Students	N/A	N/A	N/A	N/A	58	-0.7469	0.7998	-0.7476
	Control students	N/A	N/A	N/A	N/A	58	-0.5257	0.9537	-0.5250
	Effect Size	N/A				d=-0.254			
	Adj. Effect Size	N/A	N/A			d=-0.328	F=3.06, p=0.083		

* Effect size was computed as the mean difference of achievement z-scores divided by the pooled standard deviation, and indicated the number of standard deviations by which the SES and non-SES group means differed. Effect sizes exceeding +0.20 were considered meaningful and fairly strong when obtained for a whole-school intervention.

Table 11. SES Program Effect at the State Level: Matched Pairs Prior Year (2005-2006) Standard Score Means, Standard Deviations, and Effect Sizes

Group	Mathematics			Reading/Language Arts		
	Number	Mean	Standard Deviation	Number	Mean	Standard Deviation
SES Students	150	-0.8021	0.9516	270	-0.5905	0.9430
Control students	150	-0.8011	0.9521	270	-0.5919	0.9443
Effect Size	<i>d</i>=-0.001			<i>d</i>=0.001		
One-way ANOVA	MSE=0.906 ; F=0.00; p=0.993			MSE=0.890 ; F=0.00; p=0.986		

Table 12. SES Program Effect at the State Level: Matched Pairs Current Year (2006-2007) Standard Score Means, Standard Deviations, and Effect Sizes

Group	Mathematics				Reading/Language Arts			
	Number	Mean	Standard Deviation	Adjusted Mean	Number	Mean	Standard Deviation	Adjusted Mean
SES Students	150	-0.6124	1.0842	-0.6121	270	-0.5609	0.9021	-0.5614
Control students	150	-0.6721	0.9459	-0.6724	270	-0.4329	0.9837	-0.4324
Effect Size	<i>d</i>=0.059				<i>d</i>=-0.136			
Adj. Effect Size	<i>d</i>=0.086 F=0.55, p=0.458				<i>d</i>=-0.180* F=4.37, p=0.037*			
* <i>p</i> < .05								

Table 13. Pilot School Effect: Matched Pairs Prior Year (2005-2006) Standard Score Means, Standard Deviations, and Effect Sizes

Group	Mathematics			Reading/Language Arts		
	Number	Mean	Standard Deviation	Number	Mean	Standard Deviation
Pilot SES students	24	-0.9382	0.8758	74	-0.4684	0.8776
Non-Pilot SES students	24	-1.0189	0.8094	74	-0.4975	0.8420
Effect Size	<i>d</i>=0.098			<i>d</i>=0.034		
One-way ANOVA	MSE=0.711; F=0.11; p=0.742			MSE=0.740; F=0.04; p=0.837		

Table 14. Pilot School Effect: Matched Pairs Current Year (2006-2007) Standard Score Means, Standard Deviations, and Effect Sizes

Group	Mathematics				Reading/Language Arts			
	Number	Mean	Standard Deviation	Adjusted Mean	Number	Mean	Standard Deviation	Adjusted Mean
Pilot SES students	24	-0.7461	1.0900	-0.7820	74	-0.4574	0.9860	-0.4668
Non-Pilot SES students	24	-0.8532	1.0157	-0.8173	74	-0.6302	0.7764	-0.6208
Effect Size	<i>d</i>=0.104				<i>d</i>=0.196			
Adj. Effect Size	<i>d</i>=0.048 F=0.03, p=0.871				<i>d</i>=0.224 F=1.83, p=0.179			

Table 15. All Students by SOL Proficiency Level: Mathematics

Proficiency Level	Number				Percentage			
	SES Students		Control Students		SES Students		Control Students	
	2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007
Advanced	142	294	34,543	57,004	4.7	9.7	21.6	35.6
Proficient	430	691	44,114	67,716	14.2	22.8	27.6	42.3
Does Not Meet	541	1	26,137	400	17.9	0.0	16.3	0.3
Basic	0.0	513	0.0	28,132	0.0	16.9	0.0	17.6
Below Basic	0.0	143	0.0	5,730	0.0	4.7	0.0	3.6
Did Not Attempt	17	6	1,944	664	0.6	0.2	1.2	0.4
Not Available	1,900	1,382	53,232	324	62.7	45.6	33.3	0.2
Total	3,030	3,030	159,970	159,970	100.0	100.0	100.0	100.0

Table 16. All Students by SOL Proficiency Level: Reading/Language Arts

Proficiency Level	Number				Percentage			
	SES Students		Control Students		SES Students		Control Students	
	2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007
Advanced	153	251	34,049	51,407	5.0	8.3	21.3	32.1
Proficient	521	756	50,638	75,369	17.2	25.0	31.7	47.1
Does Not Meet	433	0.0	19,938	181	14.3	0.0	12.5	0.1
Basic	0.0	473	0.0	25,319	0.0	15.6	0.0	15.8
Below Basic	0.0	136	0.0	5,519	0.0	4.5	0.0	3.5
Did Not Attempt	23	10	1,899	1,089	0.8	0.3	1.2	0.7
Not Available	1,900	1,404	53,446	1,086	62.7	46.3	33.4	0.7
Total	3,030	3,030	159,970	159,970	100.0	100.0	100.0	100.0

Table 17. Sample for State Level Analysis by Proficiency Level: Mathematics

Proficiency Level	Number				Percent			
	SES Students		Control Students		SES Students		Control Students	
	2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007
Advanced	13	31	13	20	8.7	20.7	8.7	13.3
Proficient	60	50	60	61	40.0	33.3	40.0	40.7
Does Not Meet	77	0.0	77	0.0	51.3	0.0	51.3	0.0
Basic	0.0	56	0.0	59	0.0	37.3	0.0	39.3
Below Basic	0.0	13	0.0	10	0.0	8.7	0.0	6.7
Total	150	150	150	150	100.0	100.0	100.0	100.0

Table 18. Sample for State Level Analysis by Proficiency Level: Reading/Language Arts

Proficiency Level	Number				Percent			
	SES Students		Control Students		SES Students		Control Students	
	2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007
Advanced	43	40	43	60	15.9	14.8	15.9	22.2
Proficient	137	161	137	141	50.7	59.6	50.7	52.2
Does Not Meet	90	0.0	90	0.0	33.3	0.0	33.3	0.0
Basic	0.0	55	0.0	56	0.0	20.4	0.0	20.7
Below Basic	0.0	14	0.0	13	0.0	5.2	0.0	4.8
Total	270	270	270	270	100.0	100.0	100.0	100.0

Table 19. Sample for Pilot Analysis by Proficiency Level: Mathematics

Proficiency Level	Number				Percent			
	Pilot Students		Non-Pilot Students		Pilot Students		Non-Pilot Students	
	2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007
Advanced	1	6	1	3	4.2	25.0	4.2	12.5
Proficient	14	9	12	8	58.3	37.5	50.0	33.3
Does Not Meet	9	0.0	11	0.0	37.5	0.0	45.8	0.0
Basic	0.0	7	0.0	10	0.0	29.2	0.0	41.7
Below Basic	0.0	2	0.0	3	0.0	8.3	0.0	12.5
Total	24	24	24	24	100.0	100.0	100.0	100.0

Table 20. Sample for Pilot Analysis by Proficiency Level: Reading/Language Arts

Proficiency Level	Number				Percent			
	Pilot Students		Non-Pilot Students		Pilot Students		Non-Pilot Students	
	2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007	2005-2006	2006-2007
Advanced	13	16	12	8	17.6	21.6	16.2	10.8
Proficient	42	39	42	52	56.8	52.7	56.8	70.3
Does Not Meet	19	0.0	20	0.0	25.7	0.0	27.0	0.0
Basic	0.0	18	0.0	9	0.0	24.3	0.0	12.2
Below Basic	0.0	1	0.0	5	0.0	1.4	0.0	6.8
Total	74	74	74	74	100.0	100.0	100.0	100.0