

# COMMONWEALTH of VIRGINIA

## Board of Education Agenda

**Date of Meeting:** July 28, 2011      **Time:** 9 a.m.  
**Location:** Jefferson Conference Room, 22<sup>nd</sup> Floor, James Monroe Building  
101 North 14<sup>th</sup> Street, Richmond, Virginia



**9:00 a.m.                      FULL BOARD CONVENES**

**Moment of Silence**

**Pledge of Allegiance**

**Approval of Minutes of the June 23, 2011, Meeting of the Board**

**Recognition**

- Resolution of Appreciation presented to Deborah Love for outstanding service in her duties as Assistant Attorney General for the Commonwealth of Virginia

**Public Comment**

**Consent Agenda**

- A. Final Review of Financial Report on Literary Fund
- B. Final Review of Recommendations Concerning Applications for Literary Fund Loans
- C. Final Review of Recommendations Concerning Literary Fund Applications Approved for Release of Funds or Placement on a Waiting List
- D. Final Review of Proposed Revised *Guidelines and Standards of Learning for Family Life Education* as Required by the 2011 General Assembly

**Action/Discussion Items**

- E. Final Review of the Proposed Amendments to the *Guidelines for Considering and Approving Requests for Pre-Labor Day Openings* to Comport with HB 1483 and HB 1885 Passed by the 2011 General Assembly

## **Action/Discussion Items (continued)**

- F. Final Review of a Proposal to Establish a Governor's Science, Technology, Engineering and Mathematics (STEM) Academy: Blue Ridge Crossroads Governor's Academy for Technical Education
- G. Final Review of Proposed State Approved Textbooks for K-12 Mathematics
- H. Final Review of a Modified Academic Review Process for High Schools
- I. First Review of a Request for Approval of an Alternative Accreditation Plan from Chesterfield County Public Schools for Chesterfield Community High School
- J. First Review of a Request for Approval of Alternative Accreditation Plans from Bland County Public Schools, Colonial Beach Public Schools, Craig County Public Schools, Danville City Public Schools, Dickenson County Public Schools, Highland County Public Schools, Richmond City Public Schools, Scott County Public Schools, and York County Public Schools for High Schools with a Graduation Cohort of Fifty (50) Students or Less
- K. First Review of a Request for Approval of a Modification of Graduation Requirements, Pursuant to 8 VAC 20-131-50 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* from Montgomery County Public Schools
- L. First Review of History and Social Science Textbooks Published by Five Ponds Press
- M. First Review of the Proposed Elementary School Gun Safety Guidelines and Curriculum
- N. First Review of Proposed Board of Education Meeting Dates for the 2012 Calendar Year

## **Reports**

- O. Report on Rebenchmarking of the Direct Aid to Public Education Budget for the 2012-2014 Biennium
- P. Report on Virginia's Early Childhood Education Programs

**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, July 27, 2011. 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 ensure 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 March 31, 2011.

**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.

**STATEMENT OF THE FINANCIAL POSITION OF THE LITERARY FUND**  
(as of March 31, 2011)

Line Reference	<b>PRINCIPAL BALANCE</b>	<u>March 31, 2011</u>	<u>December 31, 2010</u>	<u>Increase/(Decrease)</u>
1.	Cash and investments maintained by State Treasurer	141,133,775	73,291,722	67,842,053
2.	Temporary loans received from local school boards (secured by promissory notes)	-	-	-
3.	Long-term loans in custody of Virginia Public School Authority (VPSA)	265,993,643	277,676,806	(11,683,163)
4.	Total Principal of Literary Fund	<b>407,127,418</b>	<b>350,968,528</b>	56,158,890
<b>CURRENT COMMITMENTS AGAINST LITERARY FUND REVENUE</b>				
5.	Balance due on active projects (Attachment B)	4,292,702	4,334,686	(41,984)
6.	Debt service on VPSA equipment notes <sup>1</sup>	59,803,400	59,803,400	-
7.	Interest rate subsidy <sup>2</sup>	-	-	-
8.	Transfer for Teacher Retirement <sup>3</sup>	139,575,000	139,575,000	-
9.	Required Carry Forward Balance	62,807,678	62,807,678	-
10.	Total of Literary Fund Commitments	<b>266,478,780</b>	<b>266,520,764</b>	(41,984)
<b>FUNDS AVAILABLE FOR CURRENT COMMITMENTS AND NEW LOANS</b>				
11.	Cash and investments maintained by State Treasurer (Line 1)	141,133,775	73,291,722	
12.	Less commitments against Literary Fund Revenues (Line 10)	(266,478,780)	(266,520,764)	
13.	<b>Balance Available to Fund New Projects Currently on Waiting List or (Additional Funds Needed to Meet Commitments)</b>	<b>(125,345,005)</b>	<b>(193,229,042)</b>	

**NOTES:**

<sup>1</sup>Chapter 890, 2011 Acts of Assembly, requires \$63,510,236 to be set aside for debt service on VPSA equipment notes in fiscal year 2011. [Fiscal year-to-date payments of \$3,706,836 reflected in line 6.]

<sup>2</sup>Chapter 890, 2011 Acts of Assembly, requires there be no funds set aside for an interest rate subsidy program in fiscal year 2011.

<sup>3</sup>Chapter 890, 2011 Acts of Assembly, requires \$139,575,000 to be transferred from the Literary Fund in fiscal year 2011 for teacher retirement.

## ACTIVE LITERARY FUND PROJECTS (as of March 31, 2011)

Application Number	School Division	School	Release Date	Funds Approved for Release	Actual Funds Disbursed	Balance Due	Percent Drawn
<b>Literary Loans</b>							
No Projects							
<b>Subsidy Grants</b>							
11062	Chesapeake City	Butts Road Intermediate	2001 Subsidy	85,594	(77,881)	7,713	90.99%
11151	Nottoway County	Blackstone Primary	2004 Subsidy	54,632	(40,393)	14,239	73.94%
11150	Nottoway County	Crewe Primary	2004 Subsidy	191,790	(161,572)	30,218	84.24%
11181	Grayson County	Grayson Middle	2005 Subsidy	138,831	-	138,831	0.00%
11210	Halifax County	Halifax Middle	2006 Subsidy	1,331,227	(1,097,125)	234,102	82.41%
11220	Halifax County	South Boston Elementary	2006 Subsidy	641,739	(227,676)	414,063	35.48%
11212	Washington County	Abingdon Elementary	2007 Subsidy	201,358	(6,500)	194,858	3.23%
11213	Washington County	High Point Elementary	2007 Subsidy	154,739	-	154,739	0.00%
11214	Washington County	Valley Institute Elementary	2007 Subsidy	123,197	-	123,197	0.00%
11215	Washington County	E. B. Stanley Middle	2007 Subsidy	149,896	-	149,896	0.00%
11255	Roanoke City	William Fleming High	2008 Subsidy	1,006,140	-	1,006,140	0.00%
11293	Tazewell County	Richlands Elementary	2008 Subsidy	446,045	-	446,045	0.00%
11294	Tazewell County	Tazewell Elementary	2008 Subsidy	483,392	-	483,392	0.00%
11295	Tazewell County	Springville Elementary	2008 Subsidy	243,178	-	243,178	0.00%
11296	Tazewell County	North Tazewell Elementary	2008 Subsidy	324,368	-	324,368	0.00%
11297	Tazewell County	Cedar Bluff Elementary	2008 Subsidy	327,724	-	327,724	0.00%
				<b>\$ 5,903,850</b>	<b>\$ (1,611,147)</b>	<b>\$ 4,292,702</b>	

**LITERARY FUND PROJECT REIMBURSEMENTS COMPLETED (as of March 31, 2011)**

<b>Application Number</b>	<b>School Division</b>	<b>School</b>	<b>Release Date</b>	<b>Funds Approved for Release</b>	<b>Actual Funds Disbursed</b>	<b>Funds Returned</b>	<b>Balance Due</b>	<b>Percent Drawn</b>
11273	Town of West Point	West Point Middle School	2008 Subsidy	41,984	(41,984)	-	-	<b>100.00%</b>

July, 2011

**LITERARY FUND PROJECT REIMBURSEMENTS COMPLETED (as of March 31, 2011)**

<b>Application Number</b>	<b>School Division</b>	<b>School</b>	<b>Release Date</b>	<b>Funds Approved for Release</b>	<b>Actual Funds Disbursed</b>	<b>Funds Returned</b>	<b>Balance Due</b>	<b>Percent Drawn</b>
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# Board of Education Agenda Item

Item: B.

Date: July 28, 2011

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

**Presenter:** Mr. Kent C. Dickey, Deputy Superintendent for Finance and Operations

**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 seven (7) 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 the seven (7) applications totaling \$42,000,000 (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
11321	Richmond County	Rappahannock High School	May 18, 2011	7,500,000	New Construction (Plans Not Received)
11322	Isle of Wight County	Windsor Middle School	June 21, 2011	7,500,000	New Construction (Plans Not Received)
11323	Caroline County	Bowling Green Elementary School	June 23, 2011	3,000,000	New Construction (Plans Not Received)
11324	Wise County	Union High School	June 27, 2011	7,500,000	New Construction (Plans Not Received)
11325	Wise County	Central High School	June 27, 2011	7,500,000	New Construction (Plans Not Received)
11326	Wise County	Eastside High School	June 27, 2011	7,500,000	New Construction (Plans Not Received)
11327	Wise County	Appalachia Elementary School	June 27, 2011	1,500,000	Addition and Renovation (Plans Not Received)
<b>Total:</b>				<b>\$ 42,000,000</b>	

# Board of Education Agenda Item

Item: C.

Date: July 28, 2011

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

**Presenter:** Mr. Kent C. Dickey, Deputy Superintendent for Finance and Operations

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

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

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

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

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

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

### **Summary of Major Elements:**

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

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

1. Henry County secured \$3,000,000 in Recovery Zone Economic Development Bonds to partially cover the Magna Vista High School project on the First Priority Waiting List. The Literary Fund loan request for this project is reduced from \$7.2 million to \$4.2 million.
2. Seven new projects, totaling \$42,000,000, 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, the projects should remain on the Approved Application List.
3. Wise County submitted a letter dated June 29, 2011, requesting that the High School A and High School B projects be removed from the Approved Application List. These projects have been replaced with new applications to the Literary Fund.

### **Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education approve the actions described in the three 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 this action as needed. Based on the availability of funds, initial release of funds will be made or projects will be deferred and placed on the Waiting Lists.

**VIRGINIA BOARD OF EDUCATION - LITERARY FUND FIRST PRIORITY WAITING LIST**

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

Priority	Date Placed on		School	Interest		Cumulative		Action/Status
	Waiting List	School Division		Rate	Amount	Total		
1	July, 2007	Pulaski County	Riverlawn Elementary School	2%	7,500,000	7,500,000	Funding Deferred	
2	October, 2007	Manassas Park City	Cougar Upper Elementary School	3%	7,500,000	15,000,000	Funding Deferred	
3	October, 2007	Covington City	Jeter Watson Intermediate School	2%	7,500,000	22,500,000	Funding Deferred	
4	October, 2007	Covington City	Edgemont Primary School	2%	7,500,000	30,000,000	Funding Deferred	
5	October, 2007	Prince George County	North Elementery School	2%	7,500,000	37,500,000	Funding Deferred	
6	July, 2008	Petersburg City	Walnut Hill Elementary School	2%	5,818,691	43,318,691	Funding Deferred	
7	July, 2008	Norton City	Norton Elementary School	3%	7,500,000	50,818,691	Funding Deferred	
8	July, 2008	Northampton County	Northampton High School	3%	7,500,000	58,318,691	Funding Deferred	
9	July, 2008	Lee County	Dryden Elementary School	2%	2,300,000	60,618,691	Funding Deferred	
10	July, 2008	Grayson County	West Grayson Elementary School	2%	7,500,000	68,118,691	Funding Deferred	
11	October, 2008	Pittsylvania County	Tunstall High School	2%	7,500,000	75,618,691	Funding Deferred	
12	October, 2008	Pittsylvania County	Chatham High School	2%	7,500,000	83,118,691	Funding Deferred	
13	October, 2008	Wythe County	Rural Retreat High School	2%	7,500,000	90,618,691	Funding Deferred	
14	October, 2008	Wythe County	Rural Retreat Middle School	2%	2,600,000	93,218,691	Funding Deferred	
15	January, 2009	Warren County	Luray Avenue Middle School	3%	7,500,000	100,718,691	Funding Deferred	
16	January, 2009	Grayson County	Fries Elementary School	2%	7,500,000	108,218,691	Funding Deferred	
17	January, 2009	Henry County <sup>3</sup>	Magna Vista High School	2%	4,200,000	112,418,691	Funding Deferred	
18	January, 2009	Richmond County	Rappahannock High School	3%	250,000	112,668,691	Funding Deferred	
19	April, 2009	Giles County	Giles County Technology Center	2%	7,500,000	120,168,691	Funding Deferred	
20	April, 2009	Giles County	Eastern Elementary/Middle School	2%	7,500,000	127,668,691	Funding Deferred	
21	April, 2009	Nottoway County	Blackstone Primary School	2%	666,667	128,335,358	Funding Deferred	
22	April, 2009	Nottoway County	Crewe Primary School	2%	666,667	129,002,025	Funding Deferred	
23	April, 2009	Nottoway County	Burkeville Elementary School	2%	666,666	129,668,691	Funding Deferred	
24	April, 2009	Fluvanna County <sup>1</sup>	Fluvanna County High School	3%	2,670,000	132,338,691	Funding Deferred	
25	July, 2009	Virginia Beach City	Great Neck Middle School	3%	7,500,000	139,838,691	Funding Deferred	
26	October, 2009	Washington County <sup>2</sup>	Patrick Henry High School	3%	404,574	140,243,265	Funding Deferred	
27	October, 2009	Washington County <sup>2</sup>	Meadowview Elementary School	3%	468,707	140,711,972	Funding Deferred	
28	October, 2009	Washington County <sup>2</sup>	Wallace Middle School	3%	72,181	140,784,153	Funding Deferred	
29	October, 2009	Washington County <sup>2</sup>	Glade Spring Middle School	3%	510,960	141,295,113	Funding Deferred	
30	October, 2009	Washington County <sup>2</sup>	William N. Neff Center	3%	1,183,651	142,478,764	Funding Deferred	
31	October, 2010	Buckingham County	Dillwyn Lower Elementary School	2%	7,500,000	149,978,764	Funding Deferred	
32	October, 2010	Buckingham County	Dillwyn Upper Elementary School	2%	7,500,000	157,478,764	Funding Deferred	

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

**NO PROJECTS**

<sup>1</sup>Literary Fund application amount reduced by the amount that was funded with the issuance of Series 2009-1 VPSA/Qualified School Construction Bonds on November 13, 2009.

<sup>2</sup>Literary Fund application amount reduced by the amount that was funded with the issuance of Series 2010-1 VPSA/Qualified School Construction Bonds on June 28, 2010.

<sup>3</sup>Literary Fund application amount reduced by the amount that was funded with the issuance of Recovery Zone Economic Development (RZED) Bonds on March 15, 2010.

**VIRGINIA BOARD OF EDUCATION - LITERARY FUND SECOND PRIORITY WAITING LIST**

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

Priority	Date Placed on Waiting List	School Division	School	Interest Rate	Amount	Cumulative Total	Action/Status	Comments
1	October, 2008	Pittsylvania County	Dan River High School	2%	7,500,000	7,500,000	Funding Deferred	
2	October, 2008	Pittsylvania County	Gretna High School	2%	7,500,000	15,000,000	Funding Deferred	

July, 2011

**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***

**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***

**July, 2011**

**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***

**July, 2011**

**LITERARY FUND OF VIRGINIA**  
APPROVED APPLICATION LIST <sup>1</sup>

Priority <sup>3</sup>	Date Placed on Application List <sup>2</sup>	School Division	School	Interest Rate	Application Amount	Cumulative Total	Action/Status
<i>New projects to be added to the approved application list</i>							
1	July, 2011	Richmond County	Rappahannock High School	3%	7,500,000	7,500,000	Pending receipt of plans
2	July, 2011	Isle of Wight County	Windsor Middle School	3%	7,500,000	15,000,000	Pending receipt of plans
3	July, 2011	Caroline County	Bowling Green Elementary School	3%	3,000,000	18,000,000	Pending receipt of plans
4	July, 2011	Wise County	Union High School	2%	7,500,000	25,500,000	Pending receipt of plans
5	July, 2011	Wise County	Central High School	2%	7,500,000	33,000,000	Pending receipt of plans
6	July, 2011	Wise County	Eastside High School	2%	7,500,000	40,500,000	Pending receipt of plans
7	July, 2011	Wise County	Appalachia Elementary School	2%	1,500,000	42,000,000	Pending receipt of plans

**Notes:**

<sup>1</sup> Reflects only those applications not on waiting lists.

<sup>2</sup> Per 8 VAC20-100-90, applications which remain on the approved application list for three years shall be removed from the list.

<sup>3</sup> High School A and High School B, projects approved for placement on the Approved Application List in April 2011, have been withdrawn by Wise County.

**July, 2011**

# Board of Education Agenda Item

Item: \_\_\_\_\_ D. \_\_\_\_\_

Date: July 28, 2011

**Topic:** Final Review of Proposed Revised *Guidelines and Standards of Learning for Family Life Education* as Required by the 2011 General Assembly

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

**Telephone Number:** 804-225-2818

**E-Mail Address:** Cynthia.Cave@doe.virginia.gov

## Origin:

Topic presented for information only (no board action required)

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 6/23/11

action Approved for first review

## Background Information:

The Family Life Education requirements of the Board of Education were first enacted in 1987 by the General Assembly. In 1988, the Board of Education prepared a document that included Standards of Learning (SOL) objectives and descriptive statements, guidelines for training individuals who will be teaching family life education, and guidelines for parent/community involvement. The 1988 guidelines were revised in 2002 to include the requirements of House Bill 1206 (benefits of adoption), in 2004 to include the requirements of House Bill 1015 (sexual assault), in 2007 to include House Bill 1916 (dating violence and the characteristics of abusive relationships), and again in 2008 to include Senate Bill 640 (mental health education and awareness). In 2009 House Bill 1746 (Pogge) and Senate Bill 827 (Smith) amended § 22.1-207.1 of the *Code of Virginia* to require that “the benefits, challenges, responsibilities, and value of marriage for men, women, and children, and communities” be included. Also, House Bill 1980 (McClellan) amended § 22.1-207.2 of the *Code* to require all school divisions to provide a

summary of the Family Life Education program to the parents and guardians of students participating.

A technical review of the *Guidelines and Standards of Learning for Family Life Education* was conducted in November of 2010 by a team of Family Life Education professionals. Nursing, education and public health representatives from the University of Virginia, Virginia Commonwealth University and George Mason University formed the team. Technical edits have been made to the standards to conform to current terminology.

In 2011, Senate Bill 906 (Deeds) Chapter 634 § 1 was passed as an un-codified Act of the General Assembly. It states:

... that any family life education curriculum offered by a local school division shall require the Standards of Learning objectives related to dating violence and the characteristics of abusive relationships to be taught at least once in middle school and at least twice in high school, as described in the Board of Education's family life education guidelines.

**Summary of Major Elements:**

As shown in the attached, the revised *Guidelines and Standards of Learning for Family Life Education* are in compliance with the 2011 legislation. Many of the current descriptive statements supporting the standards objectives reflect the legislative requirements. Others have been amended to meet the law. The standards that were revised to comply with the 2011 legislation are listed below.

<b>Grade Level</b>	<b>Amended Standards of Learning Descriptive Statements</b>	<b>Page</b>
Seventh Grade	7.3, 7.4	28
Eighth Grade	8.5, 8.13	31-32
Tenth Grade	10.7	37

**Superintendent's Recommendation:**

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

**Impact on Resources:**

The financial impact will be minimal. The revised document will be posted on the Virginia Department of Education's Office of Student Services Web site. School divisions will be informed of the revisions by way of a Superintendent's Memorandum.

**Timetable for Further Review/Action:**

Upon Board of Education adoption of the 2011 revised guidelines, the Virginia Department of Education will make them available to school divisions and post the guidelines on the Virginia Department of Education's Office of Student Services Web site.

# Family Life Education

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



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

Revised  
~~July 2009~~ June 2011

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# FAMILY LIFE EDUCATION

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Revised 2009 2011

# FAMILY LIFE EDUCATION

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*CODE OF VIRGINIA*  
FOR FAMILY LIFE EDUCATION

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*CODE OF VIRGINIA FOR FAMILY LIFE EDUCATION*

**§22.1-207.1. Family life education.**

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

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

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

(1987, c. 371; 1999, c. 422; 2002, c. 554; 2004, c. 1030; 2007, c. 32.; 2008, c.0417; 2009, c.437, 583)

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

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

Each school board shall develop and the parents or guardians of a student participating in the family life education program a summary designed to assist parents in understanding the program implemented in its school division as such program progresses and to encourage parental guidance and involvement in the instruction of the students. Such information shall reflect the curricula of the program as taught in the classroom. The school division shall include the following information on the summary:

"Parents and guardians have the right to review the family life education program offered by their school division, including written and audio-visual educational materials used in the program. Parents and guardians also have the right to excuse their child from all or part of family life education instruction."

(1989, c. 515; 1991, cc. 139, 526; cc. 0451; 2009, cc. 451)

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# INTRODUCTION

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## INTRODUCTION

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

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

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

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

Also in 1992, the Virginia General Assembly amended §22.1-275.1 of the *Code of Virginia* to direct local school boards to establish a school health advisory board of no more than 20 members. The legislation specified that the local board shall consist of broad-based community representation including, but not limited to, parents, students, health professionals, educators, and others. Many localities opted for their school health advisory board to also serve as the FLE community involvement team.

In September 1997, the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8 VAC 20-131-170) were amended by the Board of Education to state that “Each school may implement the Standards of Learning for the Family Life Education program promulgated by the Board of Education or a Family Life Education program consistent with the guidelines developed by the Board of Education which shall have the goals of reducing the incidence of pregnancy and/or sexually-transmitted disease and substance abuse among teenagers.”

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

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

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

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

Senate Bill 640, passed by the 2008 Virginia General Assembly, required the Board of Education to include “mental health education and awareness” in its curriculum guidelines for a comprehensive, sequential Family Life Education curriculum.

House Bill 1746 and Senate Bill 827, passed by the 2009 Virginia General Assembly, required the Board of Education to include “benefits, challenges, responsibilities, and value of marriage for men, women, children, and communities” in its curriculum guidelines for a comprehensive, sequential Family Life Education curriculum.

House Bill 1980, also passed by the 2009 Virginia General Assembly, required school divisions to provide parents and guardians of students participating in a family life

education program a summary to assist in understanding the program being implemented. The summary should include the following statement: "Parents and guardians have the right to review the family life education program offered by their school division, including written and audio-visual educational materials used in the program. Parents and guardians also have the right to excuse their child from all or part of family life education instruction."

In an effort to align with the *Student Conduct Policy Guidelines*, information regarding the appropriate use of electronic devices was also added to Family Life Education program in 2010.

A technical review of the *Guidelines and Standards of Learning for Family Life Education* was conducted in November of 2010 by a team of Family Life Education professionals. Nursing, education and public health representatives from the University of Virginia, Virginia Commonwealth University and George Mason University formed the team. Technical changes have been made to the standards to conform to current terminology.

In 2011, the Virginia General Assembly enacted the uncodified § 1 of Chapter 634 in the *Acts of the General Assembly* stating, "That any family life education curriculum offered by a local school division shall require the Standards of Learning objectives related to dating violence and the characteristics of abusive relationships to be taught at least once in middle school and at least twice in high school, as described in the Board of Education's family life education guidelines." The guidelines and standards, while in compliance with this legislation, have been revised, where appropriate, to further reflect this requirement.

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

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

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

- K. The curriculum shall include mental health education and awareness as applicable to instructional units relating to family life.
  - L. The curriculum shall include information outlining the benefits, challenges, responsibilities, and value of marriage for men, women, children and communities.
- II. The following guidelines shall be followed in the implementation of the Family Life Education program developed locally.
- A. The Family Life Education program developed locally shall be comprehensive and sequential and include the following content areas and may include others at the discretion of the local school board:
    - 1. Family living and community relationships;
    - 2. The value of postponing sexual activity until marriage (abstinence education);
    - 3. Human sexuality;
    - 4. Human reproduction and contraception, including the benefits of adoption as a positive choice in the event of an unintended pregnancy;
    - 5. The etiology, prevention, and effects of sexually transmitted infections;
    - 6. Stress management and resistance to peer pressure;
    - 7. Development of positive self-concepts and respect for others;
    - 8. Parenting skills;
    - 9. Substance use and abuse;
    - 10. Child abuse;
    - 11. Prevention of sexual assault and, in the event of sexual assault, the importance of receiving immediate medical attention and advice, knowledge of the requirements of the law, and use of resources such as counseling and legal services;
    - 12. Dating violence and the characteristics of abusive relationships including using electronic devices to convey inappropriate images and behaviors;
    - 13. Education about and awareness of mental health issues; and
    - 14. The benefits of marriage.

- B. The Family Life Education program developed locally shall include and adhere to the following:
1. A community involvement team, or school health advisory board, shall be identified and should include individuals such as a person from the central office, an elementary school principal, a middle school principal, a high school principal, teachers, a school board member, parents, one or more members of the clergy, a member of the medical profession, a mental health practitioner, and others in the community.
  2. There must be evidence of broad-based community involvement and an annual opportunity for parents and others to review curriculum and instructional materials prior to the beginning of actual instruction.
  3. Those individuals selected by the localities to teach the local Family Life Education program shall participate in the training program sponsored by the Department of Education. The training program shall include training in instructional elements to support the various curriculum components.
  4. A Family Life Education leader from each grade level shall be identified to assist in training individuals who will be teaching, to work with a community involvement team or school health advisory board, and to assist in program implementation and evaluation.
  5. Medical and mental health professionals may be involved, where appropriate, to help teach the content of the Family Life Education curriculum and to serve as a resource to students and to parents.
  6. Local training and follow-up activities shall involve the community in understanding and implementing the Family Life Education program.
  7. Local agencies/organizations/support systems shall be identified and used as resources for the Family Life Education program.
  8. An "opt-out" procedure shall be provided to ensure communication with the parent or guardian for permission for students to be excused from all or part of the program.
  9. A plan for teaching sensitive content in gender-separated classes shall be announced publicly.
  10. Local scheduling of Family Life Education, to include kindergarten through grade 10 or kindergarten through grade 12, shall avoid any interruption or detraction from instruction in the basic skills in the elementary schools or in those courses required for graduation in the secondary schools.
  11. A local curriculum plan shall use as a reference the *Family Life Education Standards of Learning* objectives approved by the Board of

Education and shall provide age-appropriate, medically-accurate instruction in relation to students' developmental stages and abilities.

12. The curriculum shall include education about those sections of statutory law applicable to instructional units relating to sexual conduct and misconduct and legal provisions relating to family life. This would include using any electronic devices to convey inappropriate behaviors and/or images. The information must be taught at least once during middle school and at least twice during high school.
13. The curriculum shall include mental health education and awareness as applicable to instructional units relating to family life.
14. The curriculum shall include information on the benefits, challenges, responsibilities, and value of marriage for men, women, children, and communities.

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**STANDARDS OF LEARNING OBJECTIVES  
AND DESCRIPTIVE STATEMENTS**

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## STANDARDS OF LEARNING OBJECTIVES AND DESCRIPTIVE STATEMENTS KINDERGARTEN

**K.1 The student will experience success and positive feelings about self.**

Descriptive Statement: These experiences are provided by the teacher through the climate of the classroom environment and include, but are not limited to, experiencing success in school, effectively handling routines, experiencing self-acceptance, and acceptance from others. Parents are encouraged to reinforce these positive experiences and feelings at home. Emphasis is placed on respect for differences.

**K.2 The student will experience respect from and for others.**

Descriptive Statement: Teachers and other adults at school actively listen to and accept feelings and opinions of the child. A classroom climate that encourages positive mental health development and protects the child from physical and emotional infringements by others is provided. The child also learns and practices courtesy and good manners.

**K.3 The student will become aware of the effects of his or her behavior on others and the effects of others' behavior on himself or herself.**

Descriptive Statement: The teacher uses appropriate descriptive language to explain to a child how his or her behavior affects others positively as well as negatively. The same descriptive language is used to explain to a child the effects of others' behavior on him or her. This approach is reinforced by other school personnel and parents are encouraged to continue such explanations at home. The child is introduced to the concept of privacy, especially in the use of bathroom facilities. In addition, the importance of avoiding gossip about others' personal or family problems is stressed. Concepts concerning electronic privacy, such as not sharing your name and address over the internet, are introduced.

**K.4 The student will recognize that everyone is a member of a family and that families come in many forms.**

Descriptive Statement: This includes a variety of family forms: traditional or two-parent families-mother, father, and children; extended families-relatives other than the immediate family living in the home; single-parent families; adoptive families; foster families; families with stepparents; and other blended families.

**K.5 The student will identify members of his or her own family.**

Descriptive Statement: This refers to identifying the adult and child members of the student's family.

**K.6 The student will develop an awareness of positive ways in which family members show love, affection, respect, and appreciation for each other.**

Descriptive Statement: The focus is on the appropriate words and actions that promote positive mental health development. Through words and actions which convey care, protection and guidance, such as touching, listening, hugging, praising, encouraging, supporting, helping and playing, the child will understand that rules are made for safety, and protection.

**K.7 The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.**

Descriptive Statement: It is important for the student to understand that appropriate expressions of affection are healthy for the individual, the family, and the community.

The student will begin to understand the differences between appropriate and inappropriate expressions of affection.

**K.8 The student will recognize the elements of good (positive or healthy) and bad (negative or unhealthy) touches by others.**

Descriptive Statement: Elements of good touches by others are identified as follows: (1) touching that can be done in front of anyone; (2) touching that is not a secret; (3) touching that makes the child feel good and not uncomfortable; (4) touching that is done to provide cleaning or medical care for the child; and (5) touching that is an expression of affection by a family member. Bad touches by others include the following: (1) touching on private parts of the body; (2) touching to be kept secret; and (3) touching that could produce bad feelings.

**K.9 The student will demonstrate how to say "no" to inappropriate approaches from family members, neighbors, strangers, and others.**

Descriptive Statement: This involves learning how to say "no" in a loud voice while standing up and looking directly at the person. It is important for children to know that they should tell or report such happenings to a trusted adult such as a parent, teacher, minister, grandparent, or guardian. In addition, they should understand the need to continue telling about inappropriate approaches until someone listens and responds.

**K.10 The student will identify "feeling good" and "feeling bad."**

Descriptive Statement: Descriptive words are used to help the child identify pleasant and unpleasant feelings. Parents are encouraged to reinforce expressions of feelings at home and to work with the teacher in a team approach to achieving this, which encourages good mental health functioning.

**K.11 The student will find help safely.**

Descriptive Statement: Students will learn how to identify when they are in an unsafe environment. Students learn their full names, addresses, telephone numbers, and how to find reliable help if lost in a mall or other public place.

## FIRST GRADE

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

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

## SECOND GRADE

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

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

Descriptive Statement: This is a review of the elements of good (positive, healthy) and bad (negative, unhealthy) touching, including how to handle inappropriate approaches. The student will understand the differences between appropriate and inappropriate expressions of affection and behavior, including the use of electronic devices to convey such feelings.

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

Descriptive Statement: Children are introduced to the concept of media influences, which is developed further at higher grade levels. The students are given examples of techniques used by the media to create excitement and a desire to purchase products. Students will begin to understand how the media affects mental health issues such as self-esteem or body image.

## **THIRD GRADE**

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

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

## FOURTH GRADE

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

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

## FIFTH GRADE

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

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

## SIXTH GRADE

**6.1 The student will understand personal hygiene practices and to the physical changes that occur during puberty.**

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

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

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

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

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

**6.4 The student will recall basic facts about sexually transmitted infections.**

Descriptive Statement: Factual information is presented regarding sexually transmitted infections, including Chlamydia, Genital Herpes, Gonorrhea, HPV, and Syphilis. Diseases of the genitalia common to adolescents that are not sexually transmitted are described so as to allay unnecessary fears (such as vaginitis, urethritis, etc.).

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

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

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

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

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

Descriptive Statement: This includes self-discipline, self-esteem, independence, acceptance of reality, acceptance of others, tolerance, concern for the needs of disabled persons, loyalty, honesty, cooperation, diligence, respect for proper authority, and acceptance of responsibility for self in relation to others. The student will practice appropriate and positive personal and social responses.

- 6.8 The student will demonstrate increased understanding of child abuse and neglect, including emotional and sexual abuse.**  
Descriptive Statement: This is accomplished by defining the types of abuse, including electronic harassment, and explaining the need to report such situations to a trusted adult such as a parent, teacher, minister, grandparent, or guardian. The teacher helps students identify resources for the reporting and treatment of child abuse, sexual and family violence.
- 6.9 The student will become aware of community healthcare and safety agencies and their functions.**  
Descriptive Statement: Instruction includes information about the availability of community agencies providing the following services: child abuse prevention; treatment of abuse victims; mental health counseling; teenage pregnancy prevention and counseling; family planning counseling; prenatal care; substance abuse prevention and treatment and support groups; suicide prevention; prevention and treatment of sexually transmitted infections, including HIV; other general and specialized medical services, including the role of the family physician, local health department or community service board; police department, fire department, and other safety services; and community services provided by religious organizations. Parents are encouraged to learn about these agencies and to use their services when needed.
- 6.10 The student will explain the effects of substance use and abuse on the individual, family, school, and society.**  
Descriptive Statement: The effects of alcohol, tobacco, and other drugs on the individual, family, school, and society are presented with emphasis on adolescent brain development genetic risks and fetal development, addiction, impaired driving, physical and sexual abuse, mental health issues, family violence, and the hazards of second-hand tobacco use and smoking. Information on local community resources for obtaining help with these problems is included.
- 6.11 The student will evaluate the messages from mass media related to sexuality and gender stereotyping.**  
Descriptive Statement: Students progress from examining media messages in the fifth grade to evaluating messages from mass media related to sexuality and gender stereotyping in the sixth grade. The avoidance of sexual exploitation, sexual violence, sexual abuse (including electronic harassment) and stereotyping is stressed. Students will understand how the media affects mental health issues related to sexuality.
- 6.12 The student will apply decision-making skills in problem-solving and in determining the possible outcomes of his or her decisions.**  
Descriptive Statement: Instruction includes the steps in the decision-making process, problem solving, and assertive communication skills. Using positive mental health practices, students relate decision-making and problem-solving skills to actual adolescent problems--their own or situations presented in case problems. The effects of decisions on lifelong goals are emphasized, and students predict the possible outcomes of decisions made. Career and other options available are stressed as choices and are identified in the decision-making process.

## SEVENTH GRADE

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

- 7.6 The student will be aware of the consequences of preteen and teenage sexual intercourse.**  
Descriptive Statement: Instruction focuses on updated, factual information regarding sexually transmitted infections, including HIV; pelvic inflammatory disease (PID); cervical cancer; unintended pregnancy; and discussion about reputation, guilt, and anxiety. Discussion also includes the emotional, psychological and financial implications of sexual activity and parenting before marriage. Students are guided in identifying positive aspects about themselves as reasons for avoiding risk-taking behavior. They learn also about the positive results and freedoms associated with postponing sexual activity.
- 7.7 The student will list the adverse consequences of a pregnancy in early adolescence, as well as the positive benefits of postponing pregnancy until marriage.**  
Descriptive Statement: Instruction includes a review of pregnancy and childbirth from previous grade levels, as well as discussion of responsibilities involved and adverse consequences encompassing the emotional, mental, physical, social, and economic impact on young parents, on their families, and on society. The nutritional implications of high-risk infants and teenage mothers also are included. The effects of an adolescent pregnancy on the student's lifelong goals and potential achievements are emphasized. The benefits of being married before having children and the effects on the family, child, and community will be discussed.
- 7.8 The student will describe the signs and symptoms of pregnancy.**  
Descriptive Statement: Instruction involves physical and psychological changes and the need for early detection of pregnancy through medical testing to ensure a healthy and successful pregnancy. Community resources for testing and/or further information are identified.
- 7.9 The student will develop an understanding of and responsibility for family planning.**  
Descriptive Statement: Content includes reasons for family planning, factors to be considered when planning a family, the role of the family physician, community resources, and methods of contraception.
- 7.10 The student will explain techniques for preventing and reporting sexual assault and molestation.**  
Descriptive Statement: Methods of handling assault and molestation, as well as prevention methods, are presented. Emphasis is placed on the importance of avoiding situations which could provide opportunities for molestation and sexual assault, including the homes and cars of acquaintances when no appropriate supervision is available. Students will practice appropriate use of the internet and text messaging. Key terms are defined. Approaches and behaviors, both in person and electronically, used by perpetrators are identified and explained. Community resources for victims of molestation and assault are identified.
- 7.11 The student will identify causes, symptoms, treatment, prevention, and transmission of sexually transmitted infections, including HIV.**  
Descriptive Statement: Topics include the prevention, symptoms, treatment, transmission, and diagnosis of the following diseases in addition to HIV, Chlamydia, Genital Herpes, Gonorrhea, HPV, and Syphilis. In addition, myths are dispelled. High-risk activities, such as needle sharing for injection, intravenous drug use and abuse, and unprotected

sexual activity are discussed. Community resources that provide testing and treatment of sexually transmitted infections and HIV are identified.

**7.12 The student will identify the issues associated with friendships.**

Descriptive Statement: The student accomplishes this by identifying characteristics of each type of friendship and how friendships can change through developmental stages. The student will identify the characteristics of healthy and unhealthy relationships.

**7.13 The student will realize the role of peers and the peer group during adolescence, and the nature and purpose of dating.**

Descriptive Statement: Discussion focuses on the qualities of friendship, the importance of participating in peer groups that encourage the development of positive personal traits, and the nature of dating. Group dating is presented as a positive first step in developing romantic relationships, demonstrating appropriate and inappropriate dating behavior, utilizing positive mental health practices and fulfilling dating responsibilities.

**7.14 The student will recognize contributions of various racial and ethnic groups to family life and society.**

Descriptive Statement: Topics include the importance of racial and ethnic identity for families and the effects of negative stereotypes on families and individuals. Emphasis is placed on appreciation of racial and ethnic differences.

**7.15 The student will increase his or her ability to listen to different points of view and to accept the rights of others to a differing point of view.**

Descriptive Statement: Positive communication skills are developed to enhance relationships and to increase recognition of various points of view existing within families and society.

## EIGHTH GRADE

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

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

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

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

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

Descriptive Statement: The impact of present decisions on future opportunities and personal development is stressed. Instruction also includes support skills for the decision-making process--assertive communication, identification of personal conflicts, positive mental health practices, and conflict resolution. Lifelong educational, career, and personal development goals are examined in relation to present decisions and to options available to males and females at various stages of their lives. Students will discuss the impact of personal information posted on social networking sites such as MySpace, Facebook or Twitter on future goals.

**8.4 The student will identify the issues associated with friendships.**

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

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

Descriptive Statement: Content includes the need for belonging, love, and affection, and the search for one's own identity. In addition, students examine the difference between love and infatuation and become aware that one learns about oneself from every relationship, and these experiences prepare one for the challenges and responsibilities of marriage. The student will also recognize warning signs and characteristics of potentially abusive dating relationships and negative mental health practices.

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

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

- 8.7 The student will describe strategies for saying "no" to premarital sexual relations.**  
Descriptive Statements: The emphasis is on strengthening self-confidence and reinforcing assertive skills and decision-making skills. Students learn why and how to say “no” to premarital sexual relations and to situations that challenge their own values, how to manage peer pressure, and how to manage their own sexual feelings.
- 8.8 The student will develop the coping skills needed to deal with stress.**  
Descriptive Statement: Students identify possible sources of stress (for example, parental, peer, and school pressures; teenage pregnancy; and fear of HIV); and the positive and negative ways in which individuals deal with these sources of stress. The point is made, however, that stress cannot be avoided and that it is not all negative. Information is provided to counteract negative approaches to dealing with stress, such as alcohol, drugs, and suicide. Students learn positive physical and mental techniques for coping with stress (for example, exercise and sports, creative arts, religious activities and youth groups, and career-development and life-management activities).
- 8.9 The student will identify the stresses related to changing relationships in the home, school, and community.**  
Descriptive Statement: Emphasis is placed on the grief and adjustment processes associated with loss or change resulting from such circumstances as illness, a disabling condition, death, separation, divorce, loss of friendship, loss of income, or coping with substance abuse. The point is made, however, that changes may bring new opportunities to form friendships and to engage in new activities; that some relationships contain normal amounts of stress, especially in adolescents; and that stress is usually only temporary. The student will utilize positive mental health practices in stress management.
- 8.10 The student will analyze the issues related to teenage pregnancy.**  
Descriptive Statement: The physical, social, emotional, legal, financial, educational, psychological and nutritional implications of teenage pregnancy are discussed. The roles of and impact on the teenage mother and father are identified.
- 8.11 The student will review facts about pregnancy prevention and disease control.**  
Descriptive Statement: Methods of contraception are analyzed in terms of their effectiveness in preventing pregnancy and the spread of disease. Abstinence is emphasized as the only method that is 100 percent effective in preventing pregnancy and sexually transmitted infections.
- 8.12 The student will describe the effects of alcohol and drug use and abuse on families and peer relationships.**  
Descriptive Statement: The effects of substance use and abuse on judgment within the peer group in terms of social and sexual behavior are analyzed. The effects of such use and abuse within the family also are emphasized, including family and sexual violence.
- 8.13 The student will identify the effects and prevention of sexual assault, rape (including date rape), incestuous behavior, and molestation.**  
Descriptive Statement: Content includes developing assertive skills, resolving conflict, avoiding risk situations and saying "no." Characteristics of dating violence, electronic harassment, and abusive relationships will be discussed. Information on referral services and legal implications are also provided.

**8.14 The student will recall the ways in which the HIV virus is transmitted and prevented.**

Descriptive Statement: This involves describing behaviors that put one at risk; dispelling myths regarding the transmission of the infection; and stressing abstinence from risky behavior. The use of condoms in preventing the spread of HIV is discussed.

## NINTH GRADE

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

- 9.8 The student will relate specific information on substance use and abuse to each stage of the life cycle.**  
Descriptive Statement: Emphasis is on substance use and abuse during pregnancy, puberty, and adolescence and its general effect on daily functioning.
- 9.9 The student will be able to explain the process of reproduction.**  
Descriptive Statement: Instructional components include anatomy, physiology, conception, fertility, fetal development, childbirth, and prenatal care.
- 9.10 The student will demonstrate understanding of specific health issues, including the ability to conduct self-examinations.**  
Descriptive Statement: The focus is on factual information about menstruation, proper use of feminine hygiene products in relationship to cleanliness, pre-menstrual syndrome, menopause, and male- and female-specific concerns. Disease prevention through self-assessment and self-examination is reinforced with emphasis on breast and testicular self-examination.
- 9.11 The student will demonstrate knowledge of pregnancy prevention and disease control.**  
Descriptive Statement: Topics include planning for adult relationships, a review of factors to consider in planning for a family, misconceptions about contraception, a review of methods of contraception in relation to effectiveness in pregnancy prevention and disease control, and the decisions associated with contraception. Abortion is not presented as a method of birth control, but spontaneous abortion or miscarriage is explained and the risks of induced abortion are analyzed.
- 9.12 The student will explain the transmission and prevention of the HIV.**  
Descriptive Statement: This is a review of the ways in which HIV is transmitted and the techniques for preventing this disease.
- 9.13 The student will identify the effects of discrimination.**  
Descriptive Statement: The teacher helps students identify forms of discrimination and the consequences of discrimination on individual and family life. Discussion focuses on the value and importance of differences among individuals and families. The effects of discrimination on a person's mental health will also be discussed.
- 9.14 The student will begin to identify educational and career goals.**  
Descriptive Statement: Students formulate educational and career objectives. A "life goals" project provides the structure for achieving this objective and students complete activities that enable them to gain insight into the variety of personal and career options available to males and females. Students will discuss the impact of use of social networking sites, such as MySpace, Facebook, YouTube, and Twitter, on career goals.

## TENTH GRADE

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

gestures, and other positive mental health practices, rather than through premarital sexual activity.

**10.7 The student will explain the factors to be considered in preparing for dating and marriage.**

Descriptive Statement: Steps involved in relationships are identified, including friendships; dating (casual, double/group, single, blind, steady, and leading to marriage); and mate selection. Steps to developing positive, healthy relationships will also be discussed. Instruction should include identifying the characteristics of dating violence and abusive relationships.

**10.8 The student will examine factors to be considered in life-goal planning.**

Descriptive Statement: Discussion includes lifelong career goals in relation to economics and continuing education, considering the possibilities of marriage and preparing for a family, and/or career development plans. Family planning, including methods of contraception, is reviewed.

**10.9 The student will describe the signs and symptoms of pregnancy.**

Descriptive Statement: Instruction involves physical and psychological changes and the need for early detection of pregnancy through medical testing to ensure a healthy and successful pregnancy. Community resources for testing and/or further information are identified.

**10.10 The student will analyze the factors associated with a healthy pregnancy.**

Descriptive Statement: Content focuses on causes of low birth weight such as smoking, poor nutrition, and use and abuse of alcohol and other drugs, as well as the effects of sexually transmitted infections, including HIV. Other consequences of good and poor health habits, including the importance of quality prenatal care, are stressed.

**10.11 The student will explain the importance of supportive roles of the mother and father through pregnancy and birth.**

Descriptive Statement: Topics for discussion include the responsibilities of each parent in relation to proper prenatal care; the effects of heredity; possible abnormal outcomes such as miscarriage, birth defects, still-birth, and premature birth; and the stages of fetal development prior to birth.

**10.12 The student will describe available birthing options.**

Descriptive Statement: Prepared materials on childbirth education are primary resources. Birthing alternatives are examined.

**10.13 The student will identify the stages of the birthing process.**

Descriptive Statement: The stages of the birthing process include the onset of the process and the three stages of labor and delivery-- dilation, birth, and expulsion of placenta.

**10.14 The student will analyze the skills and attitudes needed to become a competent parent.**

Descriptive Statement: Attitudes toward parenting styles are examined. Instruction also includes various parenting strategies described by authorities. Students have opportunities to identify parenting skills they wish to develop. Students will understand the importance of the parenting responsibilities of both the mother and father. Students will understand the benefits, challenges, responsibilities, and value of marriage in

parenting. The student will be able to identify community and familial support systems that are available to parents. Students will understand the positive and negative effects of parenthood on mental health.

**10.15 The student will describe adjustments to be made after the birth of a child.**

Descriptive Statement: The newborn child as a source of joy and love is emphasized; however, the impact on the family of caring for a newborn infant is examined, including the effects on income, educational plans, leisure time, time available for sleep, and interpersonal relationships.

**10.16 The student will compile a list of community agencies and resources available to assist individuals and families.**

Descriptive Statement: Examples of community resources to be listed are mental health services, social services, religious organizations, private agencies, hot lines such as violence prevention, child abuse, sexual violence and suicide, day-care centers, nursing homes, and the department of health.

**10.17 The student will review the positive aspects of family life as a basic unit of society and as a means of personal development.**

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

## ELEVENTH GRADE

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

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

**11.15 The student will analyze community resources to meet specific needs.**

Descriptive Statement: This analysis focuses on community healthcare resources, employee benefits and programs, support agencies and services, sources of educational information about child care and parenting, and family planning resources.

## TWELFTH GRADE

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**12.8 The student will identify ways of preventing and/or coping with various types of violence.**

Descriptive Statement: Content includes issues associated with dating violence, spouse abuse, sexual assault, physical and verbal child abuse, family violence, electronic harassment, and abuse of the elderly and disabled; violence prevention strategies, and identification of local support groups and agencies. Emphasis is placed on abuse as an unacceptable form of behavior that should not be tolerated. The need to report violence to appropriate authorities and agencies is presented as well as methods of reporting. Students will demonstrate the ability to seek mental health services as needed when coping with violence.

**12.9 The student will analyze stress and crisis situations which affect family life.**

Descriptive Statement: Stress situations and crises in the family are emphasized, particularly parental crises, death and dying, substance abuse, the termination of a marriage, role changes, job conflicts, loss of income, and serious illness. Students learn ways to prevent and manage such situations and crises and to ensure that the final outcome is positive. Students will demonstrate the ability to seek mental health services as needed when coping with violence.

**12.10 The student will identify procedures and criteria for assessing community resources that deal with individual and family problems.**

Descriptive Statement: Students learn how to locate community resources and how to evaluate them in selecting appropriate assistance with individual and family problems.

**12.11 The student will describe the benefits for saying "no" to premarital sexual activity.**

Descriptive Statement: The student progresses in assertive skills associated with saying "no" and knows the physical, emotional, social, psychological and economic implications of premarital sexual relations.

**12.12 The student will prepare a plan for the fulfillment of lifelong goals.**

Descriptive Statement: Each student develops a plan designed to achieve the goals previously identified and based on the self-assessment activity in the eleventh grade. The plan includes strategies for attaining personal, educational, and career goals. The student continues to be made aware of the variety of opportunities and choices available and the impact of current decisions on future goals.

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

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

### **INTRODUCTION**

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

### **TRAINING PROGRAM**

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

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

The current FLE staff development plan is funded through federal funds from the Centers for Disease Control and Prevention, Division of Adolescent and School Health. The staff development plan includes the use of 15 training modules (in manual format) to address most of the 21 requested topics, a continual broad scope and multiple-level review process, piloting of newly developed draft modules, evaluation of each module, and revisions of the training manuals. The plan also includes a multiple-level training-of-trainers program where qualified educators are identified to provide staff development workshops to FLE teachers, other classroom teachers (including special education),

instructional specialists, administrators, nurses, counselors, social workers, parents, community-based educators, and related positions.

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

## **SUMMARY**

This design provides for consistency in training personnel and implementing the FLE program. The provision for support and follow-up is based on research findings which indicate that without effective training and follow-up activities it is less likely that individuals will practice what they have been trained. The evaluation will be designed to determine, on a continuing basis, if teachers or community-based educators that work with youth use information or skills learned in their classes with children and youth. This approach to evaluation should provide useful information about the success of the program, both immediate and long-term.

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**GUIDELINES FOR  
PARENT/COMMUNITY INVOLVEMENT**

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## **GUIDELINES FOR PARENT/COMMUNITY INVOLVEMENT**

### **INTRODUCTION**

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

### **PLAN FOR PARENT/COMMUNITY INVOLVEMENT**

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

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

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

### **PARENT INVOLVEMENT ACTIVITIES**

Department of Education staff members provide workshops and training sessions on Family Life Education and related topics at the state leadership conference and in localities as requested. Parents participate on the statewide HIV/STD Resources Review Panel and on other planning committees as formed. One of the current 15 training modules addresses *Strengthening Parental Involvement in Family Life Education*. School and community-based personnel as well as other parents are encouraged to participate in workshops that outline the key components of Family Life Education and the role of parents in the program.

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

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§ [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 based on a school board certifying that it meets one of the good cause requirements of subsection B.

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

1. A school division has been closed an average of eight days per year during any five of the last 10 years because of severe weather conditions, energy shortages, power failures, or other emergency situations;

2. A school division is providing, in the school year for which the waiver is sought, an instructional program or programs in one or more of its elementary or middle or high schools, excluding ~~the electronic classroom~~ *Virtual Virginia*<sup>1</sup>, which are dependent on and provided in one or more elementary or middle or high schools of another school division that qualifies for such waiver. However, any waiver granted by the Board of Education pursuant to this subdivision shall only apply to the opening date for those schools where such dependent programs are provided; ~~or~~

3. A school division is providing its students, in the school year for which the waiver is sought, with an experimental or innovative program which requires an earlier opening date than that established in subsection A of this section 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; *or*

*4. A school division is entirely surrounded by a school division that has an opening date prior to Labor Day in the school year for which the waiver is sought. Such school division may open schools on the same opening date as the surrounding school division*<sup>2</sup> . . . .

**Summary of Major Elements:** Three changes are proposed:

- Language is added to set forth the requirements to request a waiver if the school division is completely surrounded by a school division that has been granted a waiver to begin before Labor Day. To request initial approval of a waiver to open before Labor Day by a school division that is completely surrounded by another school division that has been approved for a waiver, the school division shall submit the request to the Superintendent of Public Instruction by letter signed by the superintendent and the chairman of the local school board. The Superintendent of

<sup>1</sup> HB 1885 (2011) <http://leg1.state.va.us/cgi-bin/legp504.exe?ses=111&typ=bil&val=hb1885>

<sup>2</sup> HB 1483 (2011) <http://leg1.state.va.us/cgi-bin/legp504.exe?ses=111&typ=bil&val=hb1483>

Public Instruction shall determine that the school division is completely surrounded by another school division, and that the other school division has been granted a waiver to open before Labor Day. Once the initial waiver is granted, the local school board shall submit information annually to the Superintendent of Public Instruction indicating that the conditions under which a waiver was granted have not changed.

- Instead of being embedded in a resolution, the provisions are set forth as Board guidelines consistent with other Board guidelines. The guidelines are reorganized and revised for clarity.
- Language from the Standards of Accreditation, related to experimental and innovative programs, which was referenced in the 1999 resolution, but was not actually included in the resolution, is added for clarity. The language says:

The experimental or innovative program must be approved by the Board pursuant to its *Regulations Establishing Standards for Accrediting Public Schools in Virginia* [8 VAC 20-131-290](#), which specifies that the request must include:

- 1) Purpose and objectives of the experimental/innovative programs;
- 2) Description and duration of the programs;
- 3) Anticipated outcomes;
- 4) Number of students affected;
- 5) Evaluation procedures; and
- 6) Mechanisms for measuring goals, objectives, and student academic achievement.

**Superintendent's Recommendation:** The Superintendent of Public Instruction recommends that the Board of Education approve the proposed guidelines.

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

**Timetable for Further Review/Action:** Upon approval, the Department of Education will disseminate a copy of the guidelines to all local school divisions and will post them on the agency's Web site.

**Resolution Number 1999-2**  
**March 25, 1999**

~~WHEREAS Section 22.1-79.1 of the Code of Virginia provides that 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 and further provides that the Board of Education may waive this requirement on a showing of good cause; and~~

~~WHEREAS the aforementioned section of the Code specifies that “good cause” shall mean:~~

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

~~WHEREAS first in 1986 and again in 1994, the Board of Education examined and adopted internal guidelines that it subsequently followed in considering and granting requests by local school divisions to open their schools before Labor Day;~~

~~THEREFORE, BE IT RESOLVED that the Board of Education, deeming it now appropriate to reexamine its guidelines, states its guidelines for considering and approving requests by local school divisions to open their schools before Labor Day to be as follows:~~

- ~~1. At any time prior to the opening of the school year, local school divisions may apply to the Board of Education for a waiver of the requirements of Section 22.1-79.1 of the Code by submitting such request~~

on a form prescribed by the Superintendent of Public Instruction and by setting forth a thorough explanation of all conditions that constitute good cause for such a waiver.

2. The Superintendent of Public Instruction is hereby delegated the authority by the Board of Education to grant, on its behalf, waivers under the provisions of Section 22.1-79.1 of the Code of Virginia where it is shown, to the satisfaction of the Superintendent, that the following conditions are met:

a. The school division has been closed an average of eight days per year during any five of the last ten years because of severe weather conditions, energy shortages, power failures, or other emergency situations; or

b. The school division is providing, in the school year for which the waiver is sought, an instructional program or programs in one or more of its elementary or middle or high schools, excluding the electronic classroom, which are dependent on and provided in one or more elementary or middle or high schools of another school division that qualifies for such waiver. However, any waiver granted by the Board of Education pursuant to this subdivision shall only apply to the opening date for those schools where such dependent programs are provided.

c. The school is providing an experimental or innovative program pursuant to the provisions of the standards for accrediting schools, having first received the approval of the Board of Education, as described in item 3 below, to provide such an experimental or innovative program.

3. To obtain a waiver for a pre-Labor Day opening for an experimental or innovative program, the local school division shall submit such request to the Board of Education on a form prescribed by the Superintendent of Public Instruction and shall set forth a thorough explanation of the experimental or innovative program. The following procedures apply to applications for experimental or innovative programs:

a. The experimental or innovative program must be approved by the Board of Education pursuant to its Regulations Establishing Standards for Accrediting Public Schools in Virginia (8 VAC 20-131-10 et. seq.).

b. However, any waiver or extension of the school year granted by the Board of Education pursuant to the experimental or innovative program provisions contained in Section 22.1-79.1:3 or its standards for accrediting public schools shall apply only to the opening date for those schools where such experimental or innovative programs are offered generally to the student body of the school.

c. In accordance with Section 22.1-79.1:3, experimental or innovative programs shall include instructional programs which are offered on a year-round basis by the school division in one or more of its elementary or middle or high schools.

4. All requests for waivers as described herein under items 1 through 3 above shall be made by the local school divisions on an annual basis.

~~BE IT FURTHER RESOLVED~~ that the Board of Education requests the Superintendent of Public Instruction to provide an annual report to the Board concerning the status of waivers granted under the above-stated policies, as follows:

- ~~a. A listing of the local school divisions applying for waivers, those receiving waivers and those being denied waivers, and the reasons for each action;~~
- ~~b. Be provided on an annual basis and at a time as agreed by the Superintendent and the President of the Board; and~~
- ~~c. Additional information deemed pertinent by the Superintendent of Public Instruction.~~

~~BE IT FINALLY RESOLVED~~ that the Superintendent of Public Instruction is requested to transmit a copy of this resolution forthwith to all local division superintendents and school board chairs in order that they may be informed of the Board of Education's policies regarding the opening of the school year.

## Guidelines for Considering and Approving Requests for Pre-Labor Day Openings

Section [22.1-79.1](#) of the *Code of Virginia* governs the conditions under which the Board of Education may grant a waiver to a local school board to open school before Labor Day.

§ [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 based on a school board certifying that it meets one of the good cause requirements of subsection B.

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

1. A school division has been closed an average of eight days per year during any five of the last 10 years because of severe weather conditions, energy shortages, power failures, or other emergency situations;

2. A school division is providing, in the school year for which the waiver is sought, an instructional program or programs in one or more of its elementary or middle or high schools, excluding ~~the electronic classroom~~ *Virtual Virginia*<sup>3</sup>, which are dependent on and provided in one or more elementary or middle or high schools of another school division that qualifies for such waiver. However, any waiver granted by the Board of Education pursuant to this subdivision shall only apply to the opening date for those schools where such dependent programs are provided; ~~or~~

3. A school division is providing its students, in the school year for which the waiver is sought, with an experimental or innovative program which requires an earlier opening date than that established in subsection A of this section 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; *or*

*4. A school division is entirely surrounded by a school division that has an opening date prior to Labor Day in the school year for which the waiver is sought. Such school division may open schools on the same opening date as the surrounding school division*<sup>4</sup>....

The guidelines for waiving the requirement that local school divisions open after Labor Day are as follows:

<sup>3</sup> HB 1885 (2011) <http://leg1.state.va.us/cgi-bin/legp504.exe?ses=111&typ=bil&val=hb1885>

<sup>4</sup> HB 1483 (2011) <http://leg1.state.va.us/cgi-bin/legp504.exe?ses=111&typ=bil&val=hb1483>

1. The initial request for a waiver to approve an experimental or innovative program, including a year-round school program, shall be submitted to the Board of Education for approval. Once the initial approval is granted by the Board of Education, the Superintendent of Public Instruction is hereby delegated authority to continue to approve the waiver in subsequent years unless the Board places conditions or time limits on its approval, or unless the conditions under which the approval was granted to the local school board are changed.
2. The Superintendent of Public Instruction is hereby delegated the authority by the Board of Education to waive, on its behalf, all other requests from local school boards to begin school prior to Labor Day where “good cause” requirements have been certified by the school division to the satisfaction of the Superintendent.
3. The local school board shall submit annually to the Superintendent of Public Instruction certification of eligibility for a waiver of the “good cause” requirements of §[22.1-79.1](#), *Code of Virginia*. Such certification shall be made in a manner prescribed by the Superintendent of Public Instruction. School divisions must maintain evidence that such “good cause” conditions have been met.
4. To request approval of a waiver for weather-related or other emergency conditions, the local school board shall submit information annually indicating that the school division has been closed for an average of eight days per year in any five of the past ten years because of severe weather conditions, energy shortages, power failures, or other emergency conditions.
5. To request approval of a waiver for a dependent program, the local school board shall submit information annually indicating that each school for which a waiver is requested provides an instructional program, excluding Virtual Virginia, which is dependent upon a school in another division that qualifies for a waiver.
6. To request initial approval of a waiver for a pre-Labor Day opening for an experimental or innovative program, the local school division shall submit such request to the Board of Education on a form prescribed by the Superintendent of Public Instruction. Such request shall set forth a thorough explanation of the experimental or innovative program and the specific reasons that compel a pre-Labor Day opening. The following procedures apply to applications for experimental or innovative programs:

a. The experimental or innovative program must be approved by the Board pursuant to its *Regulations Establishing Standards for Accrediting Public Schools in Virginia* [8 VAC 20-131-290](#), which specifies that the request must include:

- 1) Purpose and objectives of the experimental/innovative programs;
- 2) Description and duration of the programs;
- 3) Anticipated outcomes;
- 4) Number of students affected;
- 5) Evaluation procedures; and
- 6) Mechanisms for measuring goals, objectives, and student academic achievement.

- b. Any waiver or extension of the school year granted by the Board pursuant to the experimental or innovative program provisions contained in § [22.1-79.1](#) of the *Code*, or the Board's *Regulations Establishing Standards for Accrediting Public Schools in Virginia* shall apply only to the opening date for those schools where such experimental or innovative programs are offered generally to the student body of the school.
  - c. In accordance with § [22.1-79.1](#), of the *Code*, experimental or innovative programs shall include instructional programs which are offered on a year-round basis by the school division in one or more of its elementary or middle or high schools.
  - d. To request approval of a waiver for a pre-Labor Day opening for an experimental or innovative program subsequent to the Board of Education's initial approval, unless the Board of Education has specified conditions under which the waiver request must go back to the Board for approval, the local school board shall submit information annually to the Superintendent of Public Instruction indicating that each school for which a waiver was granted is continuing to operate under the conditions for which the waiver was granted.
7. To request initial approval of a waiver to open before Labor Day by a school division that is completely surrounded by another school division that has been approved for a waiver, the school division shall submit the request to the Superintendent of Public Instruction by letter signed by the superintendent and the chairman of the local school board. The Superintendent of Public Instruction shall determine that the school division is completely surrounded by another school division, and that the other school division has been granted a waiver to open before Labor Day. Once the initial waiver is granted, the local school board shall submit information annually to the Superintendent of Public Instruction indicating that the conditions under which a waiver was granted have not changed.
8. The Board of Education may request the Superintendent of Public Instruction to provide a report to the Board regarding the status of certifications submitted and waivers granted under the above-stated policies. Such report shall be provided in a manner and at a time as agreed to by the Superintendent and the President of the Board and shall include information deemed pertinent by the Superintendent of Public Instruction.

# Board of Education Agenda Item

Item: F.

Date: July 28, 2011

**Topic:** Final Review of a Proposal to Establish a Governor's Science, Technology, Engineering and Mathematics (STEM) Academy: Blue Ridge Crossroads Governor's Academy for Technical Education

**Presenter:** Ms. Lolita Hall, Director, Office of Career and Technical Education Services

**Telephone Number:** 804-225-2847

**E-Mail Address:** lb.hall@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: Process for Initiating a Governor's Career and Technical STEM Academy Approved by the Board of Education on November 29, 2007

Action requested at this meeting  Action requested at future meeting: \_\_\_\_\_ (date)

## Previous Review/Action:

No previous board review/action

Previous review/action

date June 23, 2011

action Accepted for first review

## Background Information:

Virginia is one of six states to receive a grant from the National Governors Association (NGA) Center for Best Practices to improve science, technology, engineering, and mathematics (STEM) education. The development of Governor's STEM Academies is one of the major initiatives of the grant.

Virginia's Governor's STEM Academies are programs designed to expand options for the general student population to acquire STEM literacy and other critical skills, knowledge and credentials that will prepare them for high-demand, high-wage and high-skill careers. Partnerships establishing academies must include at least one public school division, business and industry, and postsecondary education.

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

Currently there are nine Governor's STEM Academies in Virginia. They are located in Arlington County, Chesterfield County, Halifax County, Hampton City, Loudoun County, Richmond City, Russell County, Stafford County, and Suffolk City.

As required by the Board of Education, the State Council of Higher Education for Virginia (SCHEV) has reviewed the attached proposal and recommends that the Board approve the proposal. Staff members of 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 Blue Ridge Crossroads Governor's Academy for Technical Education (BRCGATE) is conceptualized from a planning partnership that consists of Carroll County Public Schools, Galax City Public Schools, Grayson County Public Schools, the Crossroads Institute, Wytheville Community College, Virginia Tech, Virginia Cooperative Extension Agency, New River/Mt. Rogers Workforce Investment Board, Chestnut Creek School of the Arts, and the following businesses: Red Hill General Store, The Turman Group, Lowe's Home Improvement, and future partners: Radford University, Medfit Systems, Professional Networks, Guardian, and MOOG Industries.

This partnership represents the educational and economic interests of the region with consideration for possible future expansion to Wythe, Bland, Patrick, and Pulaski counties.

The proposed academy targets three pathways in three career clusters. The first pathway, Engineering and Technology in the Stem Cluster, will be new to the course offerings at each of the participating secondary schools. Students enrolled in the pathway will be actively involved with high-tech devices, engineering graphics, mathematical concepts, and scientific principles through engineering-design experiences. Students enrolled in this pathway will be introduced to the career choices in the engineering and technology areas and prepare for postsecondary education in one of the engineering and technology fields.

The second pathway, Construction, is in the Architecture and Construction Career Cluster. The pathway will build upon current dual enrollment career and technical program areas within the Architecture and Construction Cluster with a focus on Green career awareness and training.

The third pathway will focus on the Food Production and Processing Systems from the Agriculture, Food, and Natural Resources (AFNR) Cluster. Carroll County Public Schools (CCPS) will make its Agriculture Research Farm available to other partners in the Academy to conduct independent research and replicate projects already underway at the facility.

### **Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education approve the proposal to establish the Blue Ridge Crossroads Governor's Academy for Technical Education beginning in the fall of 2011.

### **Impact on Resources:**

Funding must be provided at the local level.

### **Timetable for Further Review/Action:**

The proposed beginning date for the Blue Ridge Crossroads Governor's Academy for Technical Education is fall of 2011.

**The Blue Ridge Crossroads Governor's Academy for  
Technical Education**  
Executive Summary  
June 1, 2011

**Partnership Members:** Carroll County Public Schools; Galax City Public Schools; Grayson County Public Schools, the Crossroads Institute; Wytheville Community College; Virginia Tech; Virginia Cooperative Extension Agency; New River/Mount Rogers Workforce Investment Board; Chestnut Creek School of the Arts; and the following businesses: Red Hill General Store; The Turman Group; Lowe's Home Improvement; and future partners: Radford University; Medfit Systems; Professional Networks; Guardian; and MOOG Industries.

**Lead Entity:** Carroll County Public Schools

**Fiscal Agent:** Carroll County Public Schools

**Contact Person:** Dr. Mark A. Burnette  
Director of Middle and Secondary Education  
Carroll County Public Schools  
605-9 Pine Street  
Hillsville, Virginia 24343  
Phone: 276-730-3214  
E-mail: [maburnet@ccpsd.k12.va.us](mailto:maburnet@ccpsd.k12.va.us)

**Academy Location:** Carroll County Public Schools  
605-9 Pine Street  
Hillsville, Virginia 24343

**Number Students:** The Academy will serve 100 students in 2011-12 and 300 students in 2012-13.

**Career Pathways:** The proposed academy targets three pathways in three career clusters. The first pathway, Engineering and Technology in the Stem Cluster, will be new to the course offerings at each of the participating secondary schools. Students enrolled in the pathway will be actively involved with high-tech devices, engineering graphics, mathematical concepts, and scientific principles through engineering-design experiences. Students enrolled in this pathway will be introduced to the career choices in the engineering and technology areas and prepare for postsecondary education in one of the engineering and technology fields.

The second pathway, Construction, is in the Architecture and Construction Career Cluster. The pathway will build upon current dual enrollment career and

technical program areas within the Architecture and Construction Cluster with a focus on Green career awareness and training.

The third pathway will focus on the Food Production and Processing Systems from the Agriculture, Food, and Natural Resources (AFNR) Cluster. Carroll County Public Schools (CCPS) will make its Agriculture Research Farm available to other partners in the Academy to conduct independent research and replicate projects already underway at the facility.

**Academy Goals and Description:** This partnership recognizes the need both statewide, and particularly at the regional level, for options that will enable the general population of students to acquire science, technology, engineering, and mathematics (STEM) literacy and other critical knowledge, skills, and credentials that will prepare them for high-demand, high-wage, and high-skill careers. The BRCGATE partnership will help students develop advanced level technical and academic skills that will not only provide students an advantage in the current work force but provide them the foundational skills necessary to meet the expectations of the future global work force.

Finally, the BRCGATE will address the need for a highly skilled work force that will assist the region in attracting high-tech industries to a rural, economically challenged area of the state.

### **Highlights of the Program**

In cooperation with Wytheville Community College, an Associate's Degree program has been implemented in the BRCGATE service region high schools. High school students can enroll in this program as early as their sophomore year and can obtain an Associate in Science Degree concurrently with a high school diploma through enrollment in dual credit courses and attending summer sessions at WCC. The BRCGATE would be able to expand pathway options that would include a Pre-Engineering Program for students in the service region.

Each student in the Academy will have an individualized high school plan that is initially developed during the second semester of their seventh-grade year consistent with the requirements of the Virginia Department of Education. Each student's individualized plan of study will meet the graduation requirements of both the Technical and Advanced Technical Diploma.

Consistent with the Commonwealth Scholars Program (CCPS is one of the eleven original partners identified throughout the state.), the BRCGATE program will build upon the current core curriculum offered by partner public school systems with a focus on higher-level mathematics, higher-level science, and foreign language. The Academy will also build from established CTE Tech Prep pathways, such as the dual credit components in information technology, computer networking, electronics, pre-construction and construction.

The school systems will be assisted in this effort through course offerings from Wytheville Community College and the Virginia Community College System (VCCS) and through assistance provided by Virginia Tech and other partners in the agreement. In addition to providing facilities to house the Academy, the Crossroads Institute will provide relevant entrepreneurial learning opportunities. With implementation of this Academy, students will benefit from increased academic rigor and new course offerings as a result of this collaboration.

In accordance with the existing CTE programs in the service region and the state-developed competencies of each program, Virginia's Workplace Readiness Skills will be incorporated into each pathway represented in the Academy. The BRCGATE's partnership with the New River/Mt. Rogers Workforce Investment Board will ensure that workplace readiness skills are a major component of the curriculum. Students will obtain relevant learning opportunities through internships with STEM-related industries.

Entrepreneurial training and the cultivation of relationships with college faculty and industry representatives will play important roles in the Academy's network of support and guidance to assist students toward achieving their college and career goals.

The State Council of Higher Education for  
Virginia

Review of Governor's Career and Technical  
Academy Proposal

Name of Lead Entity on Proposal: Carroll County Public Schools

Date of Review: June 15, 2011

The State Council of Higher Education for Virginia recommends  
approval of Blue Ridge Crossroads Governor's Academy for  
Technical Education, as a Governor's Career and Technical  
Academy.



Peter Blake, Interim Executive Director  
State Council of Higher Education for Virginia



Date

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

**Final Review**

**Title of Proposal: Blue Ridge Crossroads Governor's  
Academy for Technical Education**

**Lead Entity for Proposal: Carroll County Public  
Schools**

**Date of Review: June 23, 2011**

## 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			
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			

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			
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	
<b>Pathway #1</b>	X			
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 <b>or</b>	X			
c. Must address regional and local work force demand in a high-	X			

Criteria	Documentation			Comments
	Full	Partial	None	
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	
<b>Pathway #2</b>	X			
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 modeling and simulation and nanotechnology, <u>or</u>	X			

Criteria	Documentation			Comments
	Full	Partial	None	
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; <b><u>or</u></b>	X			
b. Earn at least 9 transferable college credits as defined in the Early College Scholars program (includes dual enrollment, AP and other options); <b><u>or</u></b>	X			
c. Earn an Associate Degree.	X			
Comments:				

**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	X			
b. Internships; or	X			
c. Job Shadowing; or	X			
d. Mentorships; or	X			
e. Project-based learning; or	X			
f. Service learning; or	X			
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	X			
Comments:				



**Blue Ridge Crossroads Governor's  
Academy  
For Technical Education  
Carroll County Public Schools**

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## **Blue Ridge Crossroads Governor's Academy for Technical Education Proposal Narrative**

### **Overview**

The Blue Ridge Crossroads Governor's Academy for Technical Education (BRCGATE) is conceptualized from a planning partnership that consists of Carroll County Public Schools, Galax City Public Schools, Grayson County Public Schools, the Crossroads Institute, Wytheville Community College, Virginia Tech, Virginia Cooperative Extension Agency, New River/Mt. Rogers Workforce Investment Board, Chestnut Creek School of the Arts, and the following businesses: Red Hill General Store, The Turman Group, Lowes Home Improvement, and future partners: Radford University, Medfit Systems, Professional Networks, Guardian, and MOOG Industries.

This partnership represents the educational and economic interests of the region with consideration for possible future expansion to Wythe, Bland, Patrick, and Pulaski counties.

### **Part I – Partnership Capacity**

#### **A. Planning Committee**

The BRCGATE has an active, ongoing planning committee consisting of representatives of K-12 education, higher education, governmental and non-profit organizations as well as business and industry. Appendices A and B contain the agenda, sample letter of invitation, and representatives of potential partners present at the organization and planning meeting held on June 18, 2010. Appendix C contains the presentation on the Future of STEM Education in the Twin Counties. Appendix D

contains the Partner Identification List, and Appendix E contains the signed Partnership Identification Forms.

### **B. Advisory Committee and C. MOA.**

The BRCGATE has an advisory committee with a list of members and signed Memorandums of Agreement (MOA) indicating their willingness to serve in that capacity. The MOA outline ways in which the partners can assist in providing resources that will contribute to the BRCGATE to broaden the scope of students' educational experiences. The Advisory Committee list, signed Memorandums of Agreement, and Statement of Assurances are contained in appendices F, G, and H, respectively.

## **Part II – Need/Rationale**

### **A. Need/Rationale**

This partnership recognizes the need both statewide, and particularly at the regional level, for options that will enable the general population of students to acquire science, technology, engineering, and mathematics (STEM) literacy and other critical knowledge, skills, and credentials that will prepare them for high-demand, high-wage, and high-skill careers. This partnership also recognizes the need to challenge current belief structures about career and technical education. A major focus of this partnership is to refute prior conceptions that career and technical education is no more than traditional vocational education with a focus on low-skill, low-wage jobs. The BRCGATE partnership will help students develop advanced level technical and academic skills that will not only provide them an advantage in the current work force but provide them the foundational skills necessary to meet the expectations of the future global work force.

Consistent with *The NGA Center For Best Practices, Science, Technology, Engineering and Math Center Grant Program, Gap Analysis of Virginia's Policy Landscape*, the partnership is keenly aware of the gaps between work force demand and supply in career and technical fields with a STEM education focus. For example, statewide indicators reveal a 5.4 percent increase in the demand for Network Systems and Data Communications Analysts and a 1.8 percent increase in the demand for Construction Laborers from 2008 to 2018. <http://www.vawc.virginia.gov> (See Labor Market Information in this section). Although these programs are typically unrelated as far as training, they both indicate job growth potential for our region. Work force shortages in these fields hamper the area in attracting and retaining traditional and new economy businesses. Also consistent with the gap analysis, the partnership realizes the need for innovation output through "Green" career training and entrepreneurship. Thus, mirroring Virginia's proposal (*Gap Analysis of Virginia's Policy Landscape*), the BRCGATE proposal sets forth the Academy's aim to develop model programs in career and technical education that raise program quality and show improved alignment with postsecondary expectations in education and the workplace. These programs will expand options for all students to acquire the knowledge and skills needed for multiple postsecondary pathways, especially for training toward high-wage, high-skill occupations in growing industries. The BRCGATE will address immediate regional skill gaps and longer-term STEM-related strategic skill gaps identified by the state. The Academy will be built on a foundation of high standards, recognition, acceleration options, and industry and higher education partnerships.

Finally, the BRCGATE will address the need for a highly skilled work force that will assist the region in attracting high-tech industries to a rural, economically challenged area of the state. With an average unemployment rate of 10.1 percent for the Twin County region (Carroll, Grayson, Galax) as compared to the average state unemployment rate of 6.4 percent (Virginia Employment Commission, December 2010, see Table A below), the service region desperately needs a stimulus for both employment and economic growth. With the decline of operator, assembly, and unskilled labor opportunities in the manufacturing industry in the region (Virginia Employment Commission, December 2010, see Table B on the next page) as well as in the state and nation, it becomes imperative that local public K-12 school divisions, institutes of higher education, local governments, non-profit organizations, and representatives of business and industry work collaboratively to provide training in skilled trade, technical, engineering, and professional related occupations. The mission of the BRCGATE will be to provide this crucial training locally to the future workforce of the region.

**Table A**  
**Area Labor Force, Employment and Unemployment Data**

The table below shows estimated labor force, employment, and unemployment information in Carroll County, Virginia Statewide, and national for December 2010. These figures are not seasonally adjusted.

Area Name	Civilian Labor Force	Number Employed	Number Unemployed	Unemployment Rate	Preliminary Data
<a href="#"><u>Carroll County</u></a>	13,552	12,183	1,369	10.1%	No
<a href="#"><u>Virginia Statewide</u></a>	4,157,362	3,890,714	266,648	6.4%	No
<a href="#"><u>United States</u></a>	153,156,000	139,159,000	13,997,000	9.1%	No

Source: Labor Market Statistics, Local Area Unemployment Statistics Program

**Table B**  
**Industry Employment & Projections data in New River/Mt. Rogers (LWIA II) from Base Year 2008 to Projected Year 2018.**

Industry Code	Industry Title	2008 Estimated Employment	2018 Projected Employment	Total 2008-2018 Employment Change	Annual Avg. Percent Change	Total Percent Change
310000	Manufacturing	28,241	25,988	-2,253	-0.83	-8.0

*Source: Projections Team and Bureau of Labor Statistics*

### **B. Enhanced or Additional Course Offerings**

The proposed Academy targets three pathways in three career clusters. The first pathway, Engineering and Technology, is within the STEM Cluster. The Engineering and Technology pathway will be new to the course offerings at each of the participating secondary schools. Students enrolled in the pathway will be actively involved with high-tech devices, engineering graphics, mathematical concepts, and scientific principles through engineering-design experiences. Students enrolled in this pathway will be introduced to the career choices in the engineering and technology areas and prepare for postsecondary education in one of the engineering and technology fields.

Contained within this cluster is an existing electronics technology program with a new focus on robotics and nanotechnology. This program focuses on regional skill gaps. This pathway and the cluster in which it is contained correspond to those occupations classified as growth occupations by the Virginia Employment Commission in its profile of the New River/Mount Rogers Workforce Investment Area

(<http://www.alex.vec.virginia.gov/lmi/pdfs/communityprofiles/5115000442.pdf> page 29).

In addition to the traditional focus of teaching students to assemble, install, operate, maintain, repair, and troubleshoot electrical/electronic equipment used in industry and manufacturing, the electronics technology program will introduce students to the

concepts of robotics and nanotechnology currently utilized in today's production and manufacturing industry.

Other STEM-related pathways within the Information Technology Cluster will include the following:

- Network Systems and
- Programming and Software Development.

These pathways correspond to occupations identified by the Virginia Employment Commission with the largest projected percent increase in Virginia employment from 2002 to 2012. (<http://www.alex.vec.virginia.gov/lmi/pdfs/communityprofiles/5101000000.pdf>, page 29) The pathways also correspond to those occupations for which the work force-driven demand for graduates from specific education and training programs exceeds the likely supply of graduates by the largest numbers, as identified in the *Workforce Development Blueprint, Defining Virginia Workforce Needs 2012*, by the Virginia Workforce Council (2006), (<http://www.vccs.edu/Portals/0/ContentAreas/Workforce/vwc/workforcedevblueprintrpt.pdf>, pages 113-115).

- The Network Systems pathway will prepare students in the Network Design process. The renewed program will provide students enrolled with the skills needed to become network technicians, computer technicians, cable installers, or help-desk technicians as well as prepare them to complete the CISCO Industry certification exam.
- The existing Programming and Software Development pathway provides students instruction in database development, modeling, design, and

normalization. In addition, students are introduced to database programming. Students gain the skills and knowledge needed to use features of database software and programming to manage and control access to data. Students successfully completing the program and passing the industry certification exam will become Oracle certified as well as receive 12 dual credits.

The second pathway, Construction, is in the Architecture and Construction Career Cluster. The pathway will build upon current dual enrollment career and technical program areas within the Architecture and Construction Cluster with a focus on Green career awareness and training. The enhanced program area will provide new competencies for training specifically in “Green” occupations within the Architecture and Construction Career Cluster. According to Cassio in the [Green Career Resource Guide](http://www.greencapitalalliance.org/docs/GreenCareersResourceGuide(Fall09).pdf) ([http://www.greencapitalalliance.org/docs/GreenCareersResourceGuide\(Fall09\).pdf](http://www.greencapitalalliance.org/docs/GreenCareersResourceGuide(Fall09).pdf), page 62 “...nearly 60 billion dollars of the American Recovery and Reinvestment Act of 2009 was strategically targeted to stimulate growth of certain Green industries and technologies with the intention of creating many new Green jobs.”

The Construction Pathway (Building Trades program area at Carroll County and Grayson County High Schools) is a dual enrollment Tech Prep program through Wytheville Community College currently offering students an opportunity to earn 15 dual credit hours. As a recipient of the ARRA funds, Wytheville Community College and New River/Mt. Rogers Workforce Investment Board, two proposed partners in the BRCGATE, have recently developed Green and alternative energy courses at the postsecondary level. The Construction, Retrofitting and Energy-efficiency Assessment Training and Employment System (CREATES) program provides students the

opportunity for postsecondary classes and industry certification in the “Green” career field while pursuing a diploma in Construction Technology.

- The Design/Pre-Construction program is represented by Carroll County High School’s Drafting program, a dual enrollment Tech Prep program with Wytheville Community College.
- The Drafting software program also has the capacity to interface with a Computer Aided Design/Computer Aided Manufacturing (CAD/CAM) program utilized in the Agricultural Education programs.

The third pathway will focus on the Food Production and Processing Systems from the Agriculture, Food, and Natural Resources (AFNR) Cluster. Carroll County Public Schools (CCPS) will make its Agriculture Research Farm available to other partners in the Academy to conduct independent research and replicate projects already underway at the facility. The CCPS Agriculture Research Farm presently provides students the opportunity to experience hands-on learning activities through a stream mitigation project; field trial variety test plots of crops including tomatoes, corn, pumpkins, and sugar cane, alternative fuel crops such as canola and barley; and a cattle grazing study all conducted in collaboration with the Department of Agricultural and Extension Education at Virginia Tech. This program will emphasize the sustainability of the farm-based economy of the region and the training of students in the latest agricultural trends and techniques. Dual credit opportunities currently exist within the horticulture program, and the addition of newly developed dual credit programs in Biotechnology in Agriculture will allow students to conduct meaningful research in a

laboratory setting. Partnerships with the College of Agriculture and Life Sciences at Virginia Tech will allow students to pursue higher education opportunities.

The academy will provide experiences for students in additional pathways in the AFNR cluster: the Power, Structural, and Technology Systems and the Environmental and Natural Resources Systems. The fabrication and wood technologies program at the Academy will utilize computer-aided manufacturing and design technologies as well as traditional fabrication technology to train students for both entry level and higher skilled positions in industry. Collaboration between the CAD/CAM classes and the Agriculture Fabrication and Emerging Technologies classes will provide students the opportunity to experience the entire manufacturing process from design to production. The traditional focus of the region's economy has been the furniture and woodworking industry that utilized many unskilled laborers. To remain competitive in this industry the future work force will be required to be well trained in problem-solving and computer-based manufacturing skills that will make them more marketable in a workplace that is specialized and less unskilled labor intensive. Newly purchased Computer Numerical Control machinery will be utilized to provide instruction in the production process. Partnerships with the College of Natural Resources and Environment, specifically the Wood Science and Forest Products Department, at Virginia Tech will provide students the additional opportunity to pursue higher education in a field of study that would include forest products business and wood materials science.

The proposed academy is unique with its focus on entrepreneurial skills within each of the identified pathways. This entrepreneurship integration builds upon this area's designation, by the 2004 Virginia General Assembly through House Joint Resolution

Number 132, as the Entrepreneurial Education Region of Virginia. The Resolution states that “...entrepreneurial education is recognized as a valid form of economic development, capturing the energy, imagination, and passion of the citizens of [the region].” The Resolution also recognizes that 80 percent of new jobs being created are in the area of small business and entrepreneurship. “The noteworthy efforts of the . . . localities and the visionary leadership of the citizens of the region to achieve regional cooperation and the promotion of community, economic, and educational development....” are recognized by the Resolution. Data from the United States Department of Labor indicate there were an estimated 567,830 small businesses in Virginia in 2004. Of the 172,785 firms with employees, an estimated 97.8 percent, or 169,053, were small firms with less than 500 employees. (Sources: U.S. Dept. of Labor, Bureau of Labor Statistics; U.S. Dept. of Commerce, Census Bureau) This region has chosen to emphasize entrepreneurship as a primary focus in its economic development. Thus, by combining preparation in STEM literacy with entrepreneurial skills, not only will students be prepared to work in high-demand, high-wage, and high-skill new jobs, but they will also have the knowledge necessary to create these new jobs by establishing their own small businesses. Table C on the next page details the new STEM-related courses that will be implemented through the BRCGATE.

**Table C – New and Existing Courses for BRCGATE**

<b>New Courses</b>	<b>Existing Courses</b>
Algebra, Functions, and Data Analysis	Biology 101 & 102
Dual Credit Physics 101 & 102	Agriculture Power Systems, Agricultural Fabrication and Emerging Technologies
Dual Credit Chemistry 111 & 112	Building Trades BLD 105, 110, 111, 112, & 195, ELE 110 & 115 Dual Credit
Dual Credit Statistics MTH 241 & 242	Electronics Technology ETR 113,114,156 & 160 Dual Credit
Biological Applications in Agriculture	Drafting/Engineering Graphics DRF 151 & 152 Dual Credit
Biotechnology Foundations	Computer Systems Technology ITN 107 & 200 Dual Credit
Biotechnology Applications in Agriculture	Database Design and Management (Oracle) ITD 110, 225, 250 & 256 Dual Credit
Introduction to Engineering EGR 120	Computer Networking Hardware Operations (CISCO) ITN 154, 155,156, & 157 Dual Credit
Engineering Principles EGR 123	Forestry Management FOR 105 Dual Credit
Introduction to Computer Aided Manufacturing MAC 150	College Calculus MTH 271 & 272 Dual Credit
College Calculus MTH 271 & 272 Dual Credit	Entrepreneurship BUS Dual Credit

Crossroads Institute, a partner in the proposed Academy, is a significant driving force behind the area’s entrepreneurial development. The mission of the Crossroads Institute is “...to contribute to the revitalization of the region’s economy and offer a brighter future for our citizens through an innovative center for educational and economic development.” Indeed, the Crossroads Institute is fulfilling its mission with a commitment to provide facilities for classes within this academy and with participation in committee meetings. Crossroads is a unique partnership composed of educational institutions and economic developers, as well as state, local, and federal government agencies. In addition to housing the Southwest Regional Enterprise Center, a mixed-use

business incubator facility including business assistance and consulting services, Crossroads houses a technology-enhanced education center. This education center provides high-demand technical curricula and occupational programs for high school and college students. There is also a continuing education center at the facility. In partnership with Wytheville Community College the facility hosts the aforementioned CREATES program as well as a Construction Technology Diploma program on its campus. A clear nexus between Crossroads and the career preparation needs of the area's high school students is realized by the director of the Crossroads Institute, who is a past Superintendent of Carroll County Public Schools.

### **C. Fiscal Agent**

Carroll County Public Schools agrees to serve as the lead partner for the BRCGATE. As a public entity, CCPS also agrees to serve in the capacity as the fiscal agent. The signed Memorandum of Agreement in Appendix H outlines the partner agreement specific to CCPS acting as the fiscal agent for BRCGATE.

### **Part 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 criteria outlined on the Proposal Review Checklist items 1-6:**

##### *1. Rigorous academic content with career and technical instruction*

The BRCGATE will build upon the strengths of its constituent members. All three school systems currently have active and comprehensive career and technical

programs. Each school system will contribute willingly and enthusiastically from offerings unique to the particular system. In cooperation with Wytheville Community College, an Associate's Degree program has been implemented in the BRCGATE service region high schools. High school students can enroll in this program as early as their sophomore year and can obtain an Associate in Science Degree concurrently with a high school diploma through enrollment in dual credit courses and attending summer sessions at WCC. The BRCGATE would be able to expand pathway options that would include a Pre-Engineering Program for students in the service region. Currently, the Carroll County system has dual credit programs in network systems (CISCO), computer programming, and software development (ORACLE) housed at the Crossroads Institute.

*2. An emphasis on STEM career pathways*

All three school systems currently offer dual credit opportunities through a mixture of core academic and career and technical courses in each of the STEM areas. An example of the collaborative efforts would be the Galax system contributing in the area of dual credit physics instruction, Carroll County with dual credit chemistry, and Grayson County with dual credit statistics. In addition to the dual credit mathematics courses, Algebra, Functions, and Data Analysis courses will be provided to students enrolled in the BRCGATE program.

*3. Individualized high school plans to ensure aligned courses and career goals*

Each student in the Academy will have an individualized high school plan that is initially developed during the second semester of their seventh-grade year consistent with the requirements of the Virginia Department of Education (VDOE). These plans will be updated annually to reflect any changes in curriculum choices within the plan of study in

their chosen career pathway (See Attachments A-G). Utilization of the Virginia Wizard skills and interest inventories as well as the proposed online individualized plan of study will be implemented for each student enrolled in the Academy. Each student's individualized plan of study will meet the graduation requirements of both the Technical and Advanced Technical Diploma.

4. *Evidence that graduates will complete a college- and work-readiness curriculum*

Consistent with the Commonwealth Scholars Program (CCPS is one of the eleven original partners identified throughout the state.), the BRCGATE program will build upon the current core curriculum offered by partner public school systems with a focus on higher-level mathematics, higher-level science, and foreign language. The Academy will also build from established CTE Tech Prep pathways, such as the dual credit components in information technology, computer networking, electronics, pre-construction and construction.

5. *Evidence that graduates will qualify for the Technical and/or Advanced Technical Diplomas*

The school systems will be assisted in this effort through course offerings from Wytheville Community College and the Virginia Community College System (VCCS) and through assistance provided by Virginia Tech and other partners in the agreement. In addition to providing facilities to house the Academy, the Crossroads Institute will provide relevant entrepreneurial learning opportunities. With implementation of this Academy, students will benefit from increased academic rigor and new course offerings as a result of this collaboration. Student graduates choosing to participate in the program

and completing the corresponding Plan of Studies (see Attachment A-G) will qualify for both the Technical and Advanced Technical Diplomas.

*6. Incorporation of Virginia's Workplace Readiness Skills*

In accordance with the existing CTE programs in the service region and the state-developed competencies of each program, Virginia's Workplace Readiness Skills will be incorporated into each pathway represented in the Academy. The BRCGATE's partnership with the New River/Mt. Rogers Workforce Investment Board will ensure that workplace readiness skills are a major component of the curriculum. Students will obtain relevant learning opportunities through internships with STEM-related industries, such as:

- Turman Industries, a woods-based manufacturing enterprise
- Medfit Systems, a health and fitness equipment manufacturer
- Red Hill General Store, an internet based marketing firm specializing in alternative energy production.

Entrepreneurial training and the cultivation of relationships with college faculty and industry representatives will play important roles in the Academy's network of support and guidance to assist students toward achieving their college and career goals.

**B. A statement of program objectives and performance measures addressing the criteria outlined on the Program Review Checklist items 1-10:**

To improve the academic achievement of CTE students the Academy will break down barriers between core academics and career and technical education. This objective will be accomplished by increasing the rigor of the program of studies for all participants consistent with or exceeding the Commonwealth Scholars Program. The Academy will incorporate relationships with business, industry, and institutions of higher

education as well as provide relevancy to real-world application through career and technical pathways. Each student will be provided with appropriate scaffolding and support throughout the program achieved through collaboration between partners in the Academy. In keeping with best practices for economically disadvantaged students as noted in work by Ruby K. Payne ([A Framework for Understanding Poverty](#), 1996, Chapter 9, Creating Relationships, pages 142-146), the Academy will ensure the occurrence of consistent and extensive monitoring and follow up with individual students.

The Academy will break down barriers between high school and postsecondary education and training through the student's successful completion of dual enrollment courses. Increased use of dual credit enrollment courses will be accomplished through joint efforts with Wytheville Community College to identify and offer courses within each career pathway. As a result of the increased dual enrollment completion, students may have the opportunity to acquire an Associate's Degree with the partnering institutions of higher education. For example, Carroll County High School currently offers 14 academic and 42 dual credit classes to its students resulting in a collaborative relationship that continues to grow. Efforts are ongoing through WCC to secure and expand dual enrollment agreements with four-year institutions, such as Virginia Tech.

The Academy will provide the necessary link between education and the workplace by providing workplace experiences for students through strong relationships with business and industry. Work site visits, summer and school-year internships, and job shadowing experiences for students will be conducted utilizing the career integration concept. One example of such a relationship is between Turman Industries and the

school systems. Turman Industries has committed to providing workplace experiences that include building construction and manufacturing processes for Academy students.

A solution to increasing graduation rates and reducing drop-out rates is to deliver a well-defined and rigorous sequence of courses relevant to each student's career interests, aspirations, and aptitudes. Research indicates that at-risk students enrolled in career and technical programs that are provided with relevant educational experiences are more likely to graduate high school than their peers enrolled in a general education curriculum (Stephen Plank, Stephanie DeLuca, and Angela Estacion, Dropping Out of High School and the Place of Career and Technical Education, St. Paul: National Research Center for Career and Technical Education, University of Minnesota, 2005). The plans of study for the career pathways in Environmental Service Systems and Natural Resource Systems, Design/Pre-Construction, Construction, Pre-Engineering, Programming and Software Development, and Network Systems (see Part II-B, pages 6-13 for CTE pathway descriptions) are located in Attachments A – G.

Through early student exposure to a well-defined plan of study and postsecondary education, the Academy will increase enrollment and retention in postsecondary education. Students enrolled in the BRCGATE program will participate in the Virginia College and Career Readiness Initiative (VDOE, September 2010, [http://www.doe.virginia.gov/instruction/college\\_career\\_readiness/resources/introductory\\_briefing.pdf](http://www.doe.virginia.gov/instruction/college_career_readiness/resources/introductory_briefing.pdf)). In addition to dual credit offerings through Wytheville Community College, Virginia Tech has committed to providing educational experiences for Academy students.

Virginia Tech STEM offers its support through its outreach initiative to promote excellence in Virginia's K-12 education in STEM. Over 40 programs at Virginia Tech are involved in this effort. One opportunity identified is within the College of Agriculture and Life Sciences. A pilot program is being developed that will allow high school students enrolled in the agriculture programs to work collaboratively with Virginia Tech faculty and graduate students to conduct research and participate in lab activities at the CCPS Research Farm and at the proposed lab facility at Crossroads Institute. The research farm operated by CCPS's agriculture department is one of two high school operated facilities within the state. In collaboration with Virginia Tech, the partnership has the potential to become a model program for agricultural research and training at the secondary level.

The new Virginia Tech graduate program in Engineering Education, in concert with the Graduate School's Citizen Scholar experiences, would connect talented graduate students in engineering at Virginia Tech with classes at the Academy. The Virginia Tech Engineering Education Program (Graduate College Catalog, 2010 - 2011) incorporates theory with real-life application so that its students are prepared to be teacher/scholars in the evolving engineering education field. Many of its graduate students will share their knowledge and gain professional experience by teaching and coordinating workshops in first-year courses at the Academy.

An increased proportion of students will complete a college- and workplace-ready curriculum in high school through the active marketing of each student's plan of study to parents and students. A plan of study implemented at the start of the students' eighth-grade year that includes the coursework needed for their chosen career pathway for the

rest of their secondary and postsecondary careers will provide them with the background knowledge and foundational skills necessary to be successful. Students and parents will be made aware of tuition incentives and cost savings as well as career opportunities and earnings potential generated by participation in these programs.

The BRCGATE will reduce the proportion of students requiring remediation in college by providing students with a more rigorous plan of study geared toward improving the necessary reading, writing, mathematics, and problem-solving skills needed to be successful at the postsecondary level. Through the increased rigor, relevance, monitoring, and support systems to be provided in this academy, a greater proportion of students will achieve at high levels of academic performance in their chosen course of study at the college level.

The number of industry certifications awarded to high school CTE completers will be increased by expanding the career pathway offerings with which industry certifications are awarded and by targeting a differentiated student population which has not previously had the opportunity to earn these certifications. The plans of study provided in the attachments identify state-approved industry certifications for each pathway.

By offering the programs detailed in the attachments, existing businesses and industries will have a larger pool of candidates for high-wage, high-skill careers. This pool of candidates will be an incentive for new businesses and industries to locate in the area, creating more opportunities for Academy graduates. In addition, the entrepreneurship component will allow for the start up of such businesses and industries by academy graduates.

Table D below outlines each of the program objectives for the Academy and the performance measure for each.

**Table D**

<b>Objective</b>	<b>Performance Measure (Target dates for each)</b>
Improve academic achievement of Academy students	An increase of 10% of students enrolled in the BRCGATE will achieve advanced level proficiency on Virginia Standards of Learning (SOL) end-of-course mathematics and science assessments by the end of the 2013-2014 school year
Increase completion of dual enrollment courses	The percentage of students completing dual credit classes will be at or above 90% by the end of the 2013 -2014 school year
Provide workplace readiness experiences for students through strong partnerships with businesses	The number of business partnerships offering workplace experiences will increase by 20% over the next two years
Increase high school graduation rates	Students enrolled in the BRCGATE will achieve a graduation rate at or above 90% annually
Reduce dropout rates	Students enrolled in the BRCGATE will have an annual 7-12 dropout rate of less than the state average of 1.76%
Increase enrollment and retention in postsecondary education	Students enrolled in the BRCGATE will show a 10% increase in enrollment and completion in postsecondary education by the end of the 2013-2014 school year
Increase the proportion of students completing a college and workplace ready curriculum in high school	Students enrolled in the BRCGATE will show a 10% increase in completing a workplace readiness curriculum in high school by meeting the requirements of the Virginia College and Career Readiness Initiative by the end of the 2013-2014 school year
Reduce the proportion of students requiring remediation in college	Students enrolled in the BRCGATE requiring remediation in college will be reduced by 20% by 2014-2015
Increase the number of industry certifications awarded to high school CTE completers	Students enrolled in the BRCGATE will achieve industry certifications at a 5% higher rate than the state average within 2 years
Increase the number of graduates employed in high-wage, high-demand and high-skill careers	Students graduating from the BRCGATE program will obtain successful employment in a high-wage, high-demand, and high-skill career at a 10% higher rate than their peers graduating with a Standard Diploma within 5 years of graduation

**C. A brief description of the program addressing the criteria outlined in 1-7:**

The Academy will be centered at the Crossroads Institute in Galax, Virginia. Courses will be provided at both Crossroads and at the three school locations. Although most course content will be provided through live instruction and experiential activities, some coursework can be completed in a virtual format. There is also potential to expand the program to neighboring school systems through the virtual learning format.

The number of students proposed to be served in each career pathway (see Part II-B, pages 6-13 for CTE pathway descriptions) is provided in Table E below:

**TABLE E**

<b>Pathway</b>	<b>Student Numbers</b>
Pre-Engineering	40 Students/year
Network Systems (CISCO)	20 Students/year
Computer Programming and Software Development (ORACLE)	20 Students/year
Design/Pre-Construction	30 Students/year
Construction	50 Students/year
Environmental Service and Natural Resource Systems	40 Students/year
Food Production and Processing Systems/Power Structural and Technical Systems	40 Students/year

It is anticipated that the development of career pathways and entrepreneurship training in this Academy may impact the program design of other school-based academic and career and technical education programs. The BRCGATE will serve students from each of the three localities in grades 9-12 with dual credit opportunities beginning in grades 11 or 12.

Curriculum design, as well as courses required in each program area, and related careers and industry certifications for the pathways are detailed in Attachments A - G. Each student will be provided with appropriate scaffolding and support throughout the program through collaboration between partners in the Academy. In keeping with best

practices for economically disadvantaged students as noted in work by Ruby Payne, the Academy will ensure the occurrence of consistent and extensive monitoring and follow up with individual students. The Academy will provide workplace experiences for students through building strong relationships with business. Work site visits, summer and school-year internships, and job shadowing experiences will be conducted utilizing the career integration concept. The Crossroads Institute and the three partnering school divisions will provide relevant entrepreneurial learning opportunities and will host the courses outlined in the pathways. The majority of students that participate in courses at the Crossroads Institute will do so on a part-day basis with the remainder of the day spent at the home school or interning at a local business. Through Wytheville Community College and Virginia Tech, opportunities will be provided for collaboration between Academy students and teachers and college-level faculty and graduate students. The Virginia Tech STEM Initiative, College of Agriculture and Life Sciences, and the Virginia Tech Engineering Education Program will provide far-reaching opportunities to enhance the educational experiences and learning of Academy students and enhance the instructional capacities of Academy faculty. Relevant professional development opportunities will be provided to Academy faculty and staff.

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

Carroll County Public Schools, a partner in the Academy, has applied for the Governor's Exemplary Standards Award Program for Career and Technical Education for its Building Trades program under the Construction Pathway (see pages 8-9 for description). Appendix I contains the completed nomination form for the award. Each of

the program areas will eventually apply for exemplary status once the Academy is in operation.

### **E. Program and Course Descriptions**

#### **E.1 At least two well articulated career pathways must be included that meet criteria a – d from the Program Approval Checklist**

A Plan of Study for each of the proposed BRCGATE programs is provided as Attachments A – G. Please note that only the secondary and two year community college components of the pathways are complete for the Environmental Services Systems/ Natural Resources Systems and the Food Production and Processing Systems/Power Structural and Technical Systems programs (see pages 9-10 for description). The university postsecondary components of these programs are currently under development with the assistance of the Agriculture and Life Sciences Department at Virginia Tech.

#### **E.2 List all of the requirements for successful program completion**

The BRCGATE students will meet all of the requirements of the Virginia Department of Education for completion of a career and technical program as well as meet the requirements of the VCCS or four year institution in which they are enrolled for dual credit classes. This will include the successful mastery of at least 80 percent of the student competencies required of the CTE class, participation in industry certification testing, successful completion of academic coursework, and fulfillment of the requirements of the college level course material as outlined in the college syllabus. Students must also meet the requirements for graduation from their home high school and the VDOE.

**E.3 Academy graduates must meet one or more of the benchmarks by the criteria indicated in items a - c:**

All BRCGATE students will participate in industry certification testing for all CTE program areas offered by the Academy. Those students who do not successfully earn the industry-based credential will have their portfolios of work completed during their enrollment in the CTE program evaluated by a committee of college and high school faculty and administration to determine success in the program. Students can earn at least nine dual enrollment credits through Wytheville Community College and in some instances obtain an Associate Degree by completing additional college courses during the evening or summer semesters.

**E.4 Significant work-based experience must be included representing additional instruction or training beyond the classroom as identified in criteria a – g.**

Students enrolled in the BRCGATE will participate in internships offered through their home high school and local business and industry partners, as well as partners identified in the BRCGATE Memorandum of Agreement. Students may also participate in work-study and job shadowing programs offered by their individual high schools. An important component of the BRCGATE program will be project-based learning experiences utilizing the resources of both the public high schools and those of the partnering businesses and industries. For example, BRCGATE will utilize the CCPS Research Farm for hands-on and research-based activities as part of their educational experience. Future partnerships with the Fuller Center for Affordable Housing and the construction program will allow students to participate in service learning projects through home construction for economically challenged members of the community seeking affordable housing.

**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 designation of full day or part day, academic year program must be submitted:**

The BRCGATE will operate on the same schedule as the public school divisions it serves. It will meet the standards set forth by the *Regulations Establishing the Standards for Accrediting Public Schools in Virginia*, 8VAC 20-131-110 for awarding a verified unit of credit for graduation. Courses taught on-site at the Crossroads Institute will also meet the same requirements.

**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:**

Carroll County Public Schools will serve as the fiscal agent for the BRCGATE. A statement of assurance is provided in Appendix H signed by the superintendent of CCPS. All partnering school systems are committed to sustaining the Academy both in spirit and practice. In addition to in-kind contributions from Academy partners, constituent school divisions, with approval from the fiscal governing body, will contribute local funding and are willing to designate portions of Perkins and state equipment money for this purpose. The Academy will also actively pursue grant funding. If additional funding is made available through the Governor’s Office, the Academy will pursue this funding, as well.

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

Equipment and materials will be provided to each program area in accordance with the local school division policies concerning appropriation of materials and equipment. Each division receives federal Perkins Act and state equipment monies that

can be used in the procurement of equipment for the respective programs. Current funding sources are being pursued in collaboration with the Virginia Tech College of Agriculture and Life Sciences, Workforce Investment Board Area II, and Carroll County to fund the development of a working laboratory complete with equipment to be utilized in conjunction with the CCPS's Research Farm. The MOA ensure that each agency involved in the BRCGATE project will share resources to guarantee the success of the Academy.

**I. Evidence of an internal evaluation process to effect program improvement as outlined in criteria 1 – 4:**

The Academy will participate in the Governor's Exemplary Standards Program nomination process for each of the pathways and will work diligently toward the status of *Governor's Exemplary Program*. Through this program, the Academy will undergo a continuous quality improvement process. In working to earn this distinction, the Academy will set high academic standards; improve other measures of program quality; strengthen partnerships and alignment with postsecondary education and industry; and demonstrate relevant and positive outcomes. Participation will provide a criterion-referenced process to ensure continuous improvement. Performance indicators will be measured in three areas: program quality, educational significance, and evidence of effectiveness and success.

Staff evaluations will be conducted in accordance with school board policies to ensure program effectiveness and that faculty members are engaged in the success of the program. Stakeholder feedback will be gauged from satisfaction surveys distributed to stakeholders, student and employer follow-up surveys required by the VDOE, and advisory committee meetings.

All three school systems have information technology departments in place and administrative personnel to assist with and coordinate data collection and reporting. School systems will be assisted by the VCCS and the VDOE in collecting student pathway data. Examples would include the Student Enrollment Demographics Report, Completer Demographics report, and End of Year records collection required by the VDOE. The Academy is well positioned to institute measurement of post-graduation outcomes through the partnerships established with the postsecondary institutions. The Academy will be included in the evaluation model implemented by the Southern Association of Colleges and Schools and utilized by the partnering school divisions in their accreditation process.

#### **Part IV - Administrative Procedures**

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

The role of business and industry, public school divisions, postsecondary institutions, work force and economic development entities, as well as non-profit institutions, are outlined in the MOA (Appendix G). Each entity that has signed the MOA is included with future entities to be added as partnerships are developed.

**B. Student recruitment, selection criteria, and admissions:**

Student recruitment into the BRCGATE will begin in grade 7 when students make their first selections for their academic and career plans. Upon entry to grade 10, students will be invited to submit an application for admission to the Academy. Admission to the program will be determined by a committee of instructors, counselors, and administrators with consideration given to student GPA, progress toward the goals of their academic and

career plan, and teacher recommendations. A short essay explaining their interest in the STEM-related program area will also be required.

**C. Code of student conduct and attendance**

Student discipline, attendance, and safety will be handled in accordance with the policies and practice of each participating school division and/or provider of services. In addition students may be removed from any of the programs due to poor attendance or violation of school policies.

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

Students will be transported for courses offered off-site whether within the divisions or at Crossroads Institute through the use of the local transportation system, unless otherwise designated. Each school division is responsible for the transportation of their students.

**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:**

All instructional staff employed by the public school divisions participating in the BRCGATE will meet the requirements for teacher licensure as outlined in *Code of Virginia* 8VAC 20-22-10 et. seq. Postsecondary partners in the BRCGATE will meet the requirements as set forth by the VCCS or the university in which they are employed. Secondary and postsecondary teachers working in the BRCGATE program will have industry certifications or endorsements in the pathway they teach.

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

The BRCGATE instructional staff will be required to participate in local, state, and national professional development activities while maintaining the requirements of professional licensure. Workshops will be conducted for BRCGATE staff particular to the BRCGATE program area. Time for collaborative curriculum development between secondary and postsecondary instructional and administrative staff will also be provided. Currently, the CCPS Science and Agriculture Department instructors are working collaboratively with the Department of Agricultural and Extension Education at Virginia Tech and the College of Science at Virginia Tech to develop a lab-based Biotechnology curriculum for utilization across the Commonwealth. Instructors involved in the program are also receiving professional development in the use of cutting-edge lab equipment utilized at the Virginia Tech research facility. Federal Perkins Act funding will be utilized for the BRCGATE instructional staff to participate regularly in the VDOE summer conferences and workshops as well as dual credit curriculum development workshops with Wytheville Community College. Planning time for instructional staff will be provided in accordance with 8VAC 20-131-240 of the *Regulations Establishing the Standards for Accrediting Public Schools in Virginia*.

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

The BRCGATE instructional staff shall be evaluated at the secondary school level by administrative personnel with division level evaluation instruments designed in accordance with the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* provided by the VDOE. The

employing school division will utilize the timetable for teacher evaluations as set forth in §22.1-295 of the *Code of Virginia*.

**H. Parent, student and community involvement as indicated by criteria 1 and 2 a - e.**

Students will begin preparation to enter BRCGATE during middle school. Students are introduced to career clusters and pathways through exploratory classes beginning in the 6<sup>th</sup> grade. Career interest inventories and skills assessments will be provided to students through the exploratory curriculum and through the utilization of the Virginia Education Wizard provided by the VCCS. Based upon the results of their interest inventories and skills assessments, students will complete the first draft of their Academic and Career Plan collaboratively with their parents, teachers, and counselor by the end of their 7<sup>th</sup>-grade year in preparation for the plan implementation during the 8<sup>th</sup> grade. Students interested in entering the Academy will begin taking the necessary foundational academic and CTE classes during the 8<sup>th</sup> grade in accordance with their planning document.

Students in the 8<sup>th</sup> grade will participate in the Career Interpretation Phase II classes in which the student will expand their knowledge of multiple careers and the preparation necessary to be successful in those career pathways. Students will continue to participate in the VA Wizard assessment program to gauge additional areas of interest and aptitude as well as to identify areas in need of strengthening to qualify them for their chosen pathway. At this time students will revise or adjust their Academic and Career Plan in collaboration with parents, teachers, and counselors to prepare for their high school studies. The Academic and Career Plan is a working document that can be revised throughout a student's academic career based upon both interest and skills. During this

process students are made aware of the multiple postsecondary options available to them and the individualized plans are developed for the student to pursue their chosen pathway.

School counselors, as well as career coaches provided by Wytheville Community College at each of the three participating school divisions, assist students in the development of their Academic and Career Plan through the utilization of Virginia Education Wizard and individualized counseling sessions. Through these sessions, students are made aware of available diploma types, seals, and other recognitions including admission to programs such as the BRCGATE. Students are also made aware of both the academic and CTE dual credit opportunities that will provide them with a head start in their postsecondary education option. At the high school level there are many opportunities to re-evaluate and update career and academic choices including those offered by the BRCGATE.

**Part V. Documentation of insurance, budget, and other fiscal information:**

Documentation of the Property and Casualty Pool Insurance agreement from the Virginia School Boards Association for CCPS is included as Appendix J. Appendix K contains the estimated budget for implementation year 2011-2012. Finally, the budget narrative is detailed on pages 33 - 35.

Sustainability for the BRCGATE will be through local school division funding, business contributions, and additional grant funding as obtained. Each partner has signed an MOA to assure that resources which have or will be agreed upon for the implementation of the BRCGATE will include, but not be limited to; personnel, instruction, facility, staff, technology, equipment, and supplies.

## Governor's Career and Technical Academy

### Estimated Budget Narrative 2011-2012

#### A. Direct Costs

##### 1. Personnel—1000

Requested Workforce Investment Board Grant Funds

Full-time University Agriculture Professor and Research Manager =  
\$74,000

Full time Secretary = \$22,000

In-Kind

Part-time Engineering Instructor and Program Coordinator Salary =  
\$59,528.00

Agriculture Production and Natural/Environmental Resources Instructors  
x 4 = \$172,540

Construction Trades Instructors x 3 = \$124,094

Pre-construction Instructor = \$38,640

Electronics/Nanotechnology Instructor @.25 = \$12,547

Programming - Oracle Instructor @.25 = \$9,157

Networking - CISCO Instructor @.25 = \$12,690

Physics Instructor @.5 = \$26,244

Statistics Instructor @.5 = \$19,176

Chemistry Instructor @.5 = \$19,915

Part-time Bus Drivers x 2 = \$11,993

##### 2. Employee Benefits—2000

Requested Workforce Investment Board Grant Funds

Benefits for Professor and Secretary

VRS @ .1646 = \$15,802

FICA @ .0765 = \$7,344

Group Life @ .01 = \$960

In-Kind

Benefits for Instructors, Program Coordinator and Bus Drivers =

VRS @ .1646 = \$83,374

FICA @.0765 = \$38,749

Group Life @ .01 = \$5,065

**3. Purchased/Contractual Services—3000**In-Kind

\$12,126—subscription fees for software used with programs, server hosting, etc., dual credit supplements

**4. Internal Services—4000**In-Kind

Bus Transportation Costs for 3 Divisions = \$65,852

**5. Staff Development—5000**Requested Workforce Investment Board Grant Funds

\$16,000 for professional development for instructors, administrators, etc.

Perkins Funds

\$7,000 for professional development for staff

In-Kind

\$4,000 for participation in professional organization meetings and conferences

**6. Summer Component Activities—5000**Requested Workforce Investment Board Grant Funds

\$9,000 for summer campus visits and mini camps, etc.

In-Kind

\$3,000 for summer programs

**7. Travel—5000**Requested Workforce Investment Board Grant Funds

\$9,000 for travel to professional development, meetings, bus travel, etc.

Perkins Funds

\$9,000 for travel to professional development, meetings, bus travel, etc.

In-Kind

\$11,000 for travel to professional development meetings, bus travel, etc.

**8. Contractual Services—5000**State Funds

\$6,000 for Industry Certification Testing

In-Kind

\$3,000 for existing subscription fees for software training modules

\$2,500 for utilities

**9. Materials and Supplies—6000**Grant Funds

\$12,000 for marketing materials, such as brochures, printer cartridges, printed matter, etc.; lab and classroom materials, etc.

In-Kind

\$12,000 for classroom and lab materials and textbooks

**10. Equipment—8000**Requested Workforce Investment Board Grant Funds

\$90,000 for laboratory furnishings

State Funds

\$15,000 for new lab equipment

Perkins Funds

\$50,000 for new lab equipment

In-Kind

\$50,000 for new and existing computers and percentage of lab equipment

**11. Facilities—8000**In-Kind

Crossroads Facilities

2 classrooms x 616 sq. ft. x \$8/sq. ft. = \$9,856

2 labs x 1200 sq. ft. x \$8/sq. ft. = \$19,200

**B. Indirect Costs**

None

**State Council of Higher Education for Virginia  
Governor’s Career and Technical Academies  
Postsecondary Curriculum Review Guidelines**

Academy Name	Collaborating Partners	Total Funds Requested	Allocated Funds for Postsecondary Component
<b>Blue Ridge Crossroads Governor’s Academy for Technical Education</b>	<b>Carroll, Grayson Counties, Galax City Public Schools, Wytheville Community College, Virginia Polytechnic Institute, Crossroads Institute</b>	<b>392,000.00</b>	

<b>Category 1: Postsecondary Accreditation and Approvals</b>	<b>Comments</b>
1. Postsecondary institution is appropriately accredited	Both postsecondary partners, Wytheville Community College and Virginia Polytechnic are accredited by the Southern Association of Colleges and Schools
2. Proposed postsecondary program has specialized accreditation, if applicable	Postsecondary programs with specialized accreditation include: Society of American Foresters Society of Wood Science and Technology Accreditation Board for Engineering and Technology American Chemical Society, and National Institute of Food Technologists
3. Proposed postsecondary program is SCHEV and/or VCCS approved	Proposed postsecondary programs are approved by both the VCCS and SCHEV and are included in each institutions course catalogs
4. Proposed postsecondary program will be seeking SCHEV and /or VCCS approval	Any proposed program provided by either of the postsecondary institutions that may not be currently offered will seek approval of SCHEV and/or VCCS
<b>Category 2: Governor’s Career and Technical Academy Requirements</b>	<b>Comments</b>
1. Evidence of a partnership with a postsecondary institution, business, or industry, and demonstrated roles for each entity	See Part II – Need/Rationale, Section B, p. 3 See Part III – Program Description, Section A & B, pp. 13-23
2. Offers at least one career pathway in a field identified by a statewide authority or organization as a strategic growth area for Virginia	See Attachments A-G
3. Offers at least one career pathway addressing regional and local work force demand in a high-wage, high-skill field identified by employers and work force officials	See Part II – Need/Rationale, Section A & B pp. 3-11
4. At least one of the two career pathways	See Part II – Need/ Rationale, Section B, pp.

is in a STEM-related field	6-11
<b>Category 3: Postsecondary/Business Component Requirements</b>	<b>Comments</b>
1. Provides opportunities for students to earn industry credentials or state licensure, associate or baccalaureate degrees, and college credit for work-based experiences	See Part III – Program Description, Sections E.3 & E.4, pp.25-26, Attachments A-G
2. Articulates with baccalaureate programs or to higher levels of training or professional credentialing	See Part III – Program Description, Sections A & B, pp. 13-21, Attachments A-G
3. Demonstrates P-16 integration including curriculum development with high school, college, and university faculty (desired)	See Part IV, Section F, p.30, Staff Development, Appendix G
4. Includes college faculty as adjunct faculty of the academy (desired)	Adjunct and full-time faculty from Wytheville Community College will serve as adjunct faculty for the academy
5. Provides opportunities for students to participate in work-based experiences	See Part III – Program Description, Section E.4, pp. 25-26
<b>Category 4: Academic Quality</b>	<b>Comments</b>
1. Requires appropriate postsecondary faculty qualifications	All BRCGATE faculty members will possess the necessary qualifications and endorsements as required by both the VDOE and the Southern Association of Colleges and Schools, Appendix G
2. Requires faculty to hold industry certification, where necessary	See Part IV, Section E, p.29 Appendix G
3. Planned professional development for faculty and administrators	See Part IV, Section F, p.30 Appendix G
4. Planned systematic program and learning outcomes assessment	The BRCGATE will be evaluated on the objectives contained in this document (Part III – Program Description, Section I) as well as all regulatory provisions of both secondary and postsecondary partners. Student success measures will be measured by academic proficiency in regards to SOL testing, career and technical competence measured by industry certification testing and competency attainment, and postsecondary preparedness by completion

	of a college and work readiness curriculum.
<b>Category 5: Administration and Funding</b>	<b>Comments</b>
1. Funding is sufficient to support effective administrative and operational needs including materials, administrative services	In-kind contributions and requested grant funds will provide sufficient funding to meet the operational and administrative needs of the Academy See Appendix K for Estimated Budget
2. Funding is sufficient to sustain faculty salaries, curriculum development costs, and instructional materials and delivery	In-kind contributions and requested grant funds will provide sufficient funding to meet the instructional needs of the Academy See Appendix K for Estimated Budget
3. Facilities possess the necessary physical attributes to deliver the instructional program (classroom space, technology, labs, equipment)	The current facilities of each partnering agency, the proposed new construction awaiting approval of the Department of Education at Carroll County High School, and new construction at Crossroads Institute will provide facilities capable of delivering the instructional program of the BRCGATE

	Industry Certification testing			Existing subscription fees for software training modules, Utilities
8. Contractual Services---5000	\$6000.00			\$5500.00
9. Materials and Supplies---6000			Requested Workforce Development Funds Marketing and Classroom material \$12,000.00	Classroom and lab materials \$12,000.00
10. Equipment---8000	New lab equipment \$15,000.00	New lab equipment \$50,000.00	Requested Workforce Development Funds \$90,000.00	New and existing computers and percentage of lab equipment \$50,000.00
11. Facilities---8000				Facility rental at Crossroads \$29,056.00
<b>B. Indirect Costs</b>				None
<b>Total</b>	\$21,000.00	\$66,000.00	\$256,106.00	\$826,246.00

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

# Appendices

# Appendices

**Appendix A – STEM Organizational Conference for Governor’s Academy Agenda**

**Appendix B - STEM Organizational Conference for Governor’s Academy Sign In Sheet**

**Appendix C – STEM Organizational Conference for Governor’s Academy PowerPoint Presentation**

**Appendix D – Partner Identification List**

**Appendix E – Partnership Identification Forms**

**Appendix F – Advisory Committee**

**Appendix G – Memorandum of Agreements**

**Appendix H – Statement of Assurances**

**Appendix I – Exemplary Standards Nomination Form**

**Appendix J – Property and Casualty Pool Insurance Agreement**

**Appendix K – Estimated Implementation Budget**

## **Agenda**

### **21<sup>st</sup> Century STEM Presentation**

#### **Crossroads Institute**

**June 18, 2010, 10:30 AM – 12:30 PM**

- Welcome and Introduction
- Presentation on The Future of STEM Education in the Twin Counties
- Governor's Career and Technical Academy Designation:
  - Proposed Blue Ridge Crossroads Governor's Academy for Technical Education
  - Next Steps
  - Partnership Identification Forms
  - Memorandums of Agreement
  - Formation of Advisory Committee
  - Submission of Application
    - Part I and II – Due July 1, 2010
    - Part III – Due July 30, 2010
    - Part IV – Due August 16, 2010
    - Complete Proposal – Due September 1, 2010
  - Presentation to Virginia Board of Education – October 28, 2010
- Discussion
- Recommendations
- Lunch – Provided by Squealers Barbecue

Appendix B

## CARROLL COUNTY PUBLIC SCHOOLS

605-9 Pine Street  
HILLSVILLE, VIRGINIA 24343

FAX: (276) 730-3210

TELEPHONE: (276) 730-3200

(276) 236-8145



June 11, 2010

Dear

The School Board and Administration of Carroll and Grayson Counties and the City of Galax understand the critical role of the public schools in the economic development of this region and embrace the unique challenges of a global economy. Further, we understand the shifting paradigm of skills and academic competence necessary for occupational success as technology flattens the global landscape. In response to the need for additional training in the area of STEM (Science, Engineering, Technology and Math) education the region schools would like to invite you to attend a presentation at the Crossroads Institute on Friday, June 18 at 10:30 in the large conference room to discuss educational opportunities and partnerships to address the academic and workforce needs of our community.

This presentation will be the first of many, which will dictate the future discussions we will facilitate regarding STEM. It is our hope these discussions will continue regionally and include future partnerships with institutes of higher learning, business and industry, and other community organizations. The possibilities of this program will be enhanced and made possible through the creation of the Blue Ridge Crossroads Career and Technical Education Academy. The scope of the program will create laboratory environments conducive to the investigation and promotion of STEM courses and concepts at the area high schools and the Crossroads Institute through the expansion of dual credit course offerings and technical training.

Please RSVP Sharon Beasley in the Office of Instruction at 276-730-3214 or [@ccpsd.k12.va.us](mailto:@ccpsd.k12.va.us) to confirm your attendance. A catered lunch will be provided for all attendees.

Sincerely,

James G. Smith  
Superintendent

A handwritten signature in cursive script that reads "Mark A. Burnette".

Mark A. Burnette  
Director of Middle and Secondary Education

STEM Organizational Conference  
 Governors Academy  
 Friday June 18, 2010

Name	Title	Business	Email	Phone Number
Marty Holliday	Planner	nelme.wis	mholliday@corvel.org	540-633-6764 540-357-0651
<del>Donna Williams</del>	<del>Assoc. Business</del>	<del>State</del>	<del>wholly@delmar.wes.edu</del>	<del>276-333-4100</del>
Linda Ferguson	Red Hill General Store	11 11	evic.l.ferguson@yanow.com	8100-251-8824
Scott Watson	Principal	CGHS	skwata@ccpsd.k12	
Roland Hall	AP	'	rnhall@ccpsd.k12	
Paul Wurstorfer	DEAN	VT AVRIZ	PSTORFER@VT.EDU	
Bob Mollenbury	Director	VT AVRIZ	bobm5@vt.edu	540-231-8859
Sarah Jones	Marketing + Bus. Dev.	Red Hill General Store	jones@redhillgeneralstore.com	276-780-4324
Jeremy Dyle	Project Manager	The Turnman Group	jeremy@theturnmgroup.com	276-733-4534
Karen Bellins	CTE Admin/Tech Coord	Grayson Co. Schools	karen@grayson.k12.va	876-773-2751
Rebecca Cardwell	Asst. Superintendent	Galax City Schools	rebecca.cardwell@ccps.k12.va.us	836-2911
Shelie McNeal	Comm. Mgr. Spnd	Jones High Sch.	RABO@L.McNeal@STEEC.Louis.Com	335-3200
Theresa Holt	Exec. Dir.	VA Tech	tholter@vt.edu	
Whitney Bohan	Exec. Dir.	VA Tech	wbohn@va.gov	
Dee McBride	Exec. Dir.	Crossroads Inst.	dmcbride@crossroadsva.org	276-736-0391
Cheryl Stacey	Director	CCSA	chris@chestnutced.org	276-236-236
Joe Winkler	General	Blue Ridge Mtn	joewinkler@brmtn.com	7149-3619
Paul B. Burt	Director	Carroll Co. Public Schools	aburnett@ccpsd.k12.va.us	(276) 730-3217

-3500

The future of

**Science**

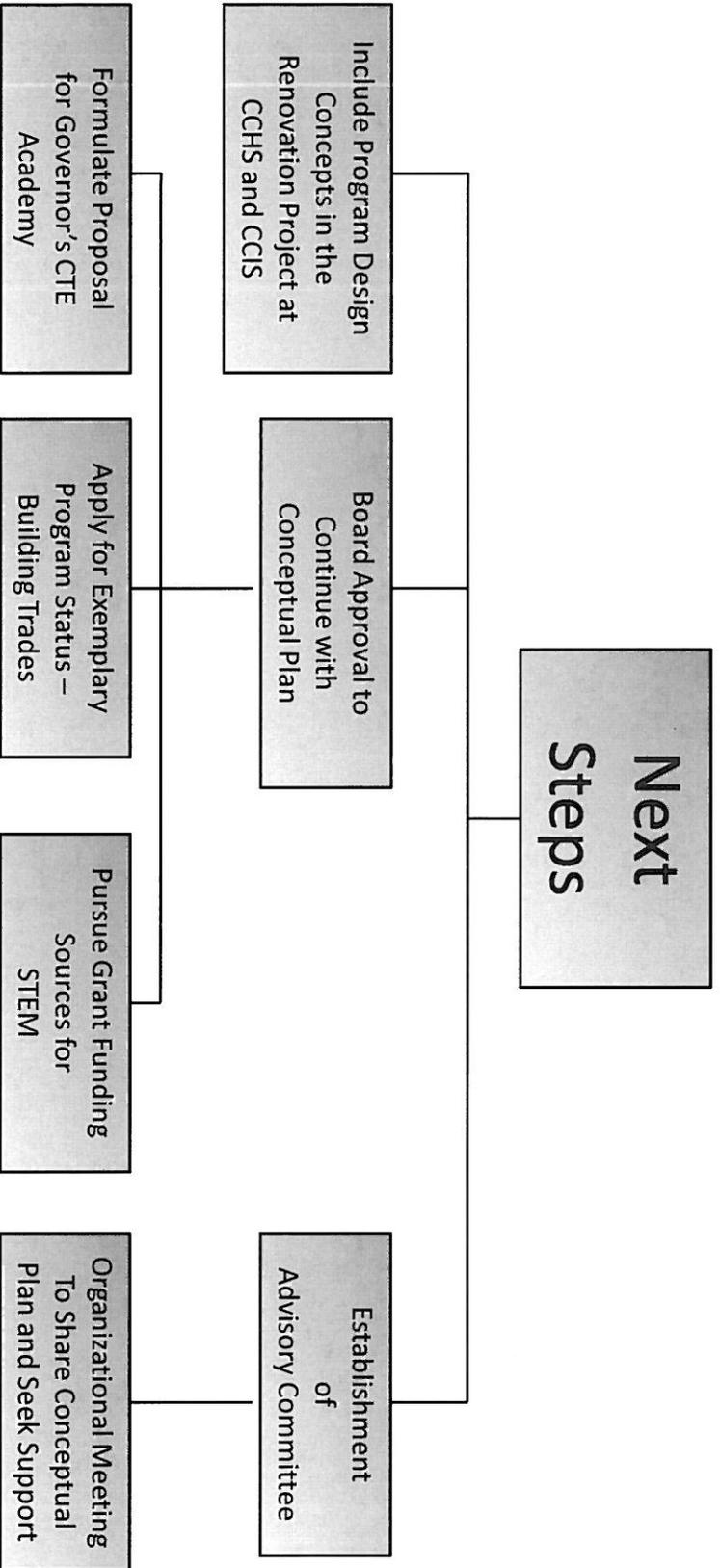
**Technology**

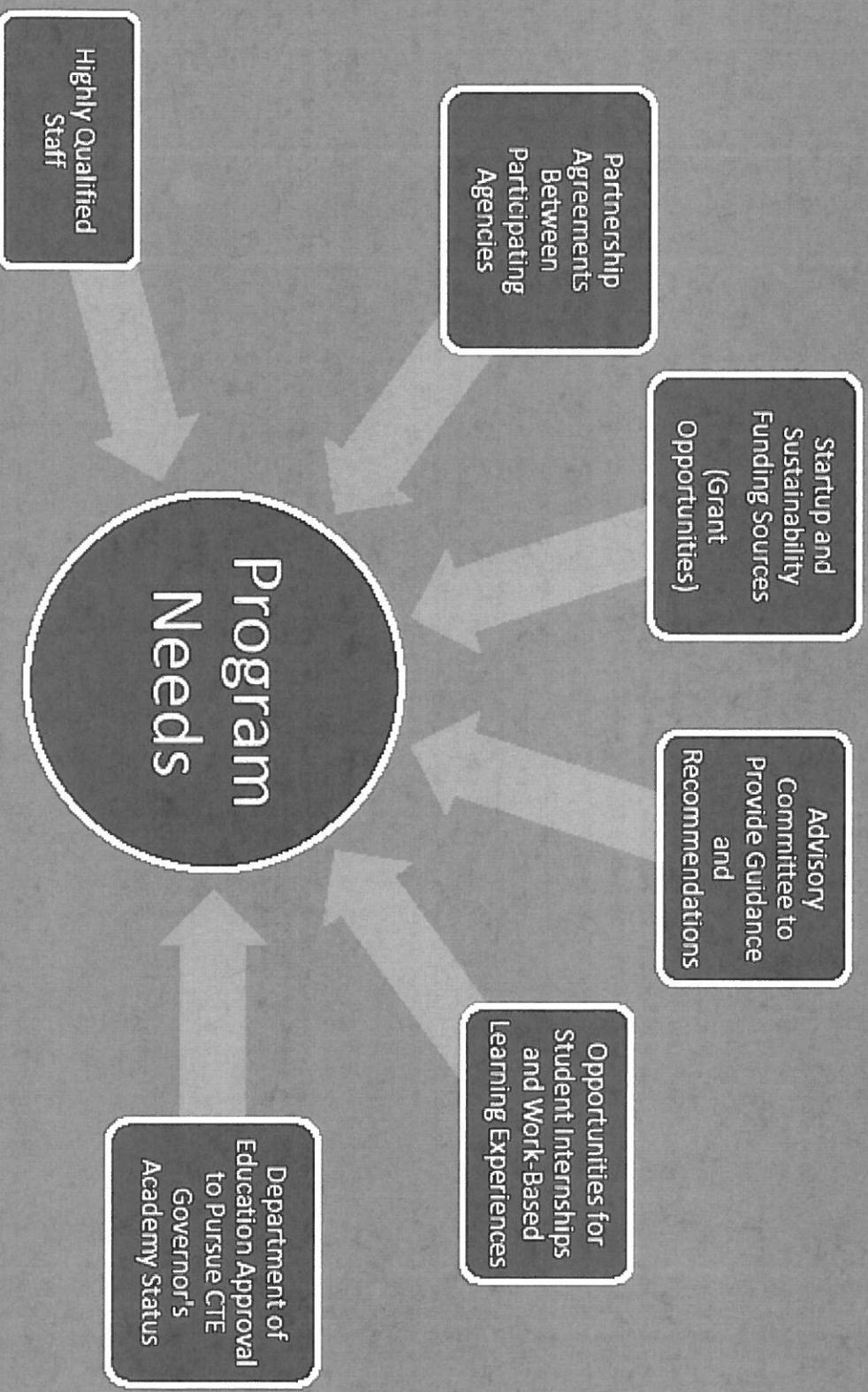
**Engineering**

**Mathematics**

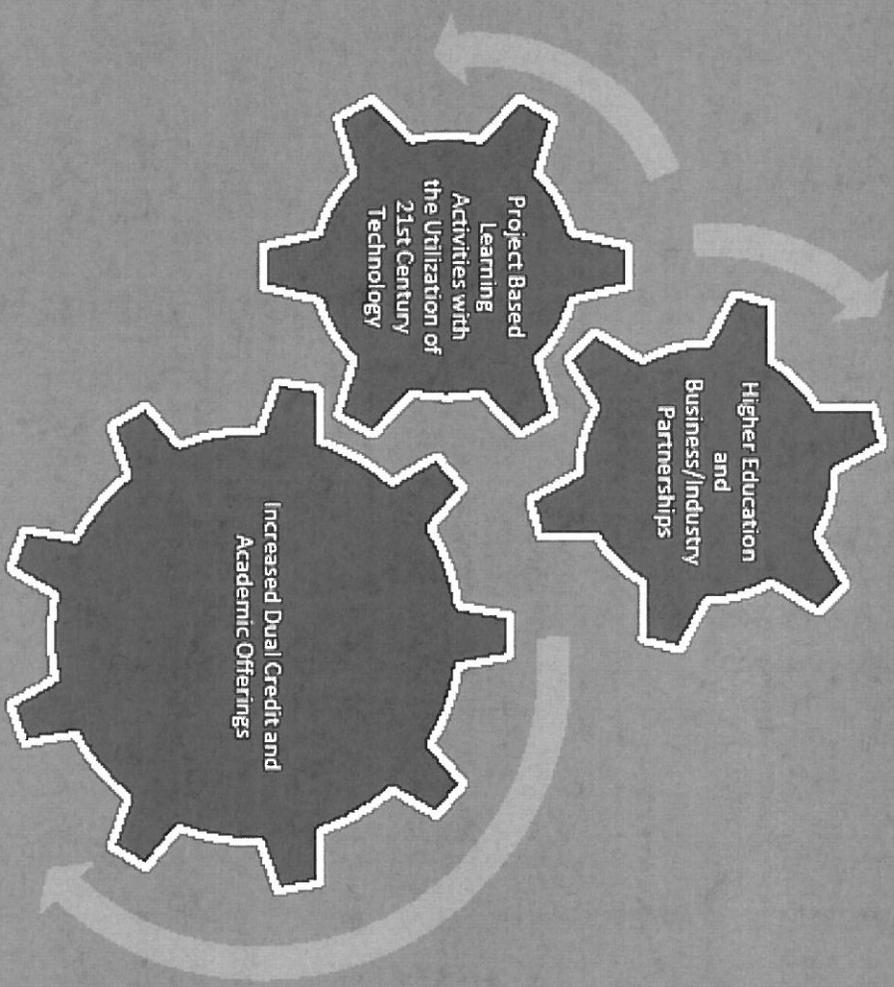
Education in The Twin Counties

Prepared by: Mark Burnette, Ed. D.  
June 8, 2010





# Program Design Concepts



## Potential Partners

- Carroll County Public Schools
- Galax City Public Schools
- Grayson County Public Schools
- Wytheville Community College
- Virginia Polytechnic Institute
- Crossroads Institute
- Rural Development Authority
- Lowes Home Improvement
- Turman Industries
- MOOG Industries
- Red Hill General Store
- Carroll and Grayson Counties
- City of Galax
- New River / Mount Rogers
- Workforce Investment Board
- Virginia Cooperative Extension

# “Green”

## Careers and Training

Over 340 green career potential occupations are available in 15 of 16 different career clusters. Examples include:

Agriculture, Food and Natural Resources

•Agricultural Inspectors, Environmental Protection Foresters, Sustainable Landscape Workers and Supervisors, Alternative Fuel Production Technicians, Cleantech Fabricators, etc...

Architecture and Construction

•Green Building Carpenters, Masons, Plumbers, Roofers and Electricians, Solar, Thermal and Wind Energy Technicians, and Installers, Cleantech Drafters, CAD Technicians, Engineers and Construction Managers

Information Technology

•Green/Sustainable Energy Organization Computer Programmers, Support Specialists, Managers, Network Systems Administrators and Software Engineers

Science, Technology, Engineering and Mathematics

•Agricultural Engineers, Biological Technicians and Engineers, Biomass Technicians and Engineers, Nanotechnology Engineers and Technicians, Green Building Materials Designers, Environmental Science Engineers and Technicians, Cleantech CMC Programmers, Cleantech Electrical and Electronic Technicians

# Governor's CTE Academy

Agriculture Science program with focus on material fabrication, CAM, agriculture production, natural resource management, greenhouse production, biological and ecological processes to reduce our carbon footprint

Building Trades with a focus on "Green" construction

Information Technology – Networking Systems, Database Design and Management

Updated Drafting curriculum focused on CAD/CAM and Animation

Updated Electronics Curriculum focused on Robotics and Nano-technology

Programs housed at division schools and the Crossroads Institute



**Office of the Secretary of Technology**

*Nothing But Questions*

**Can Career and Technical Education Address a Curriculum Gap?**

Theoretical Physics

Experimental Physics

Algebraist  
Geometer  
Topologist  
Statistician

Physicist  
Chemist  
Biologist  
Lab Physicists  
Astronomer

Aerospace  
Automotive  
Electronics  
Computer  
Civil

Wind Tunnel  
Aircraft Maint  
Airframe/Powerplant  
Particle Detectors  
Integrated Circuits

Traditional  
Welding  
HVAC  
Electricity

"Discover languages to quantitatively describe existing world"

"Discover & describe existing world"

"Design & build new systems"

"Design & build new components"

21st Century  
At-Comp Repair  
Comp Network Adm  
Model & Sim

4-yr college (+)

4-yr college (+)

4-yr college (+)

2-yr college/OJT

"Traditional Academic?"

Current K-12 "Gap"

CTE

"Build or fix existing systems/components"  
HS with national certifications

**Skill Components**



\* Sometimes "Instrument Maker"

# STEM

Math Options

Algebra for all 8<sup>th</sup> grade students

Algebra, Functions and Data Analysis

College Pre-Calculus MTH163 Dual Credit

Science Options

Biology 101 & 102 Dual Credit

Chemistry 111 & 112 Dual Credit

Dual Credit PHY 101, PHY 102 & Applied Physics

College Calculus MTH 271 & 272 Dual Credit

Anatomy & Physiology BIO 141 & 142 Dual Credit

Computer Mathematics ITP112 Dual Credit

Biological Application in Agriculture

Statistics MTH 241 & 242 Dual Credit

Veterinary Science

Engineering Options

Drafting/Engineering Graphics DRF 151 & 152

Electronics Technology ETR 113, 114, 156 & 160 Dual Credit

Building Trades BLD 105, 110, 111, 112, & 195, ELE 110 & 115 Dual Credit

Agriculture Power Systems, Agricultural Fabrication and Emerging Technologies

Introduction to Computer Aided Manufacturing MAC 150 Dual Credit

Introduction to Engineering Design, Principles of Engineering EGR 120 & 123 Dual Credit

21<sup>st</sup> Century Technology Options

Technology Foundations Computer Control and Automation

Computer Systems Technology ITN 107 & 200 Dual Credit

Database Design and Management (Oracle) ITD 110, 225, 250 & 256 Dual Credit

Computer Networking Hardware Operations (CISCO) ITN 154, 155, 156, & 157 Dual Credit

Principles of Technology I & II

Manufacturing Systems Materials and Processes Technology, Digital Visualization

Proposed programs are highlighted

# Our Future

- If you don't plan for new careers, they won't happen.
- Our Future Priorities
  1. High-paying jobs
  2. Foundation careers
  3. Broad-based education
  4. Plan for change
- Bonus fact: 1-3% of our students/citizens will be business owners. If we educate our students in new competitive technologies, they will start companies in those fields.

# Foundation Technologies

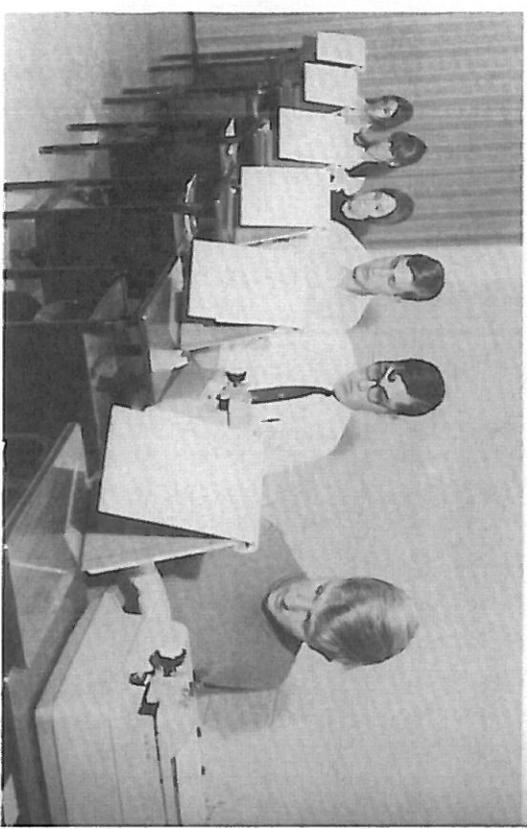
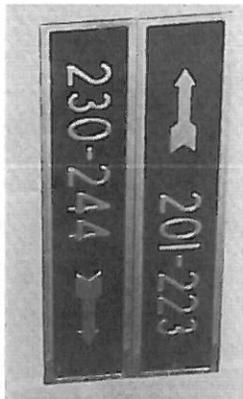
- Computer Aided Design
- Computer Aided Manufacturing
- Automated systems/Robotics
- Welding & Fabrication
- Health career occupations
- Automotive and Diesel technologies
- Culinary Arts & Hospitality careers
- Electricity, Electronics & Laser technologies
- Groundsman & Lineman technologies
- Graphics technologies
- Alternative Energy technologies
- GIS & Communications technologies
- Materials technologies

# Past

## Vocational Program Sprints Ahead

Progress is definitely the key word for the program of learning planned for C.C.H.S. The broadened curriculum offers experiences for all-scholastically, vocationally, aesthetically, and morally.

Chief among the curricular achievements is in the vocational department. Here three-hour block courses in building trades, auto mechanics, electronics, drafting, industrial arts, nursing, and cosmetology certify graduates of C.C.H.S. for a career in these fields. There are also two-hour courses in accounting and stenography.



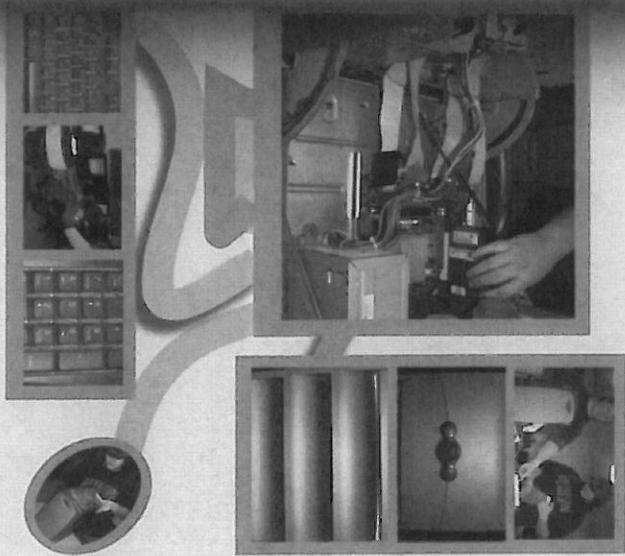
# Present

## Computer Systems *Networking for the future...*

**CST & CSCO**  
Are you interested in computers? Do you want to know what makes them work properly or do you want to know how to build one from "the ground up?" If so, this is where you should be.



**CSCO:**  
Top row: (R-L) Cody Webb, Justin Stevier, Christopher Patton, Will Bowen, Jason Nestek. Bottom Row: John Nicholson, Matthew Alderman, Eddie Justice, Jacob Kutherford, Justin Unicum.



Whitney and Will Bowen working on a motherboard.

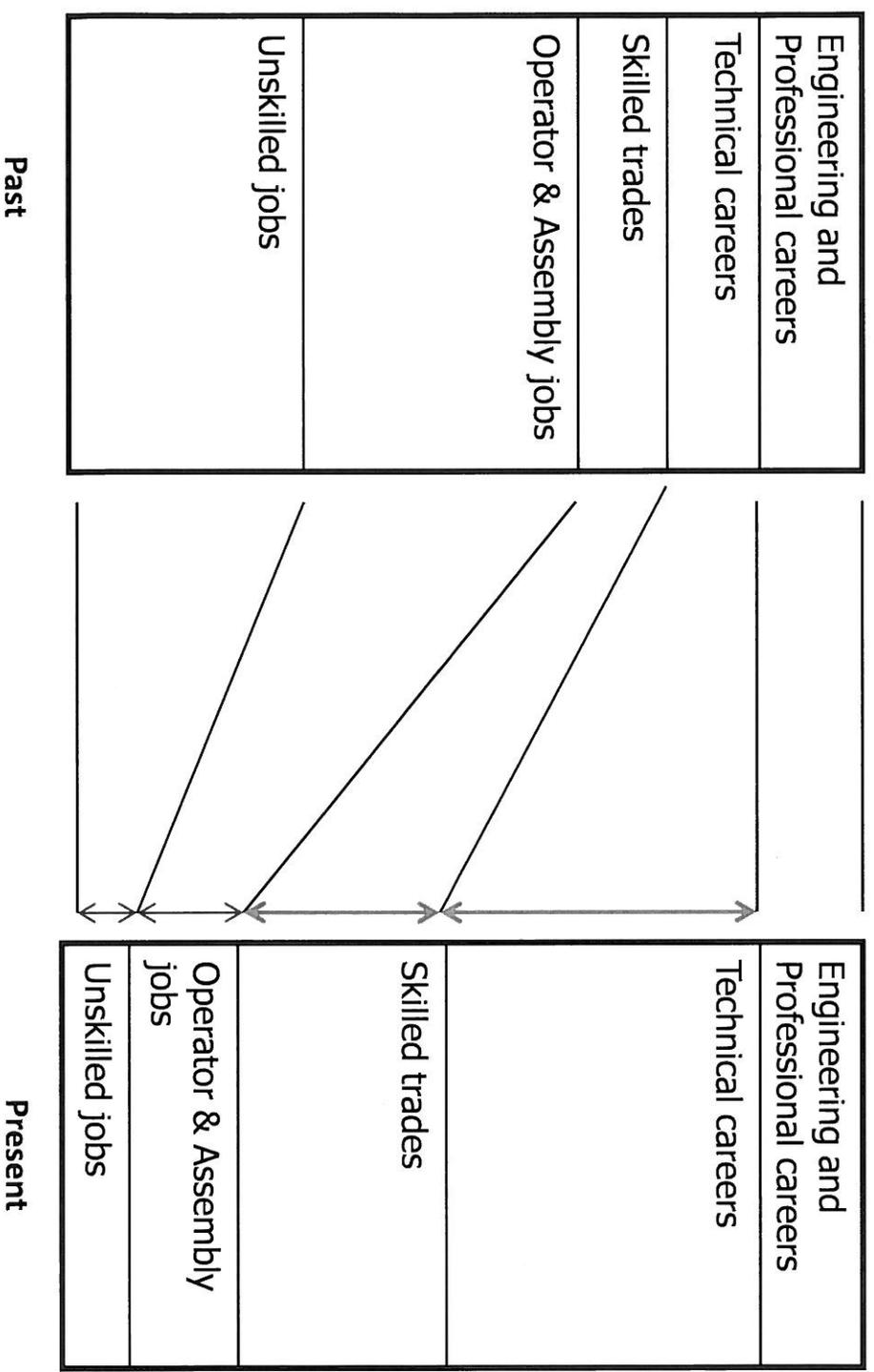


Mr. Slater, CST Teacher



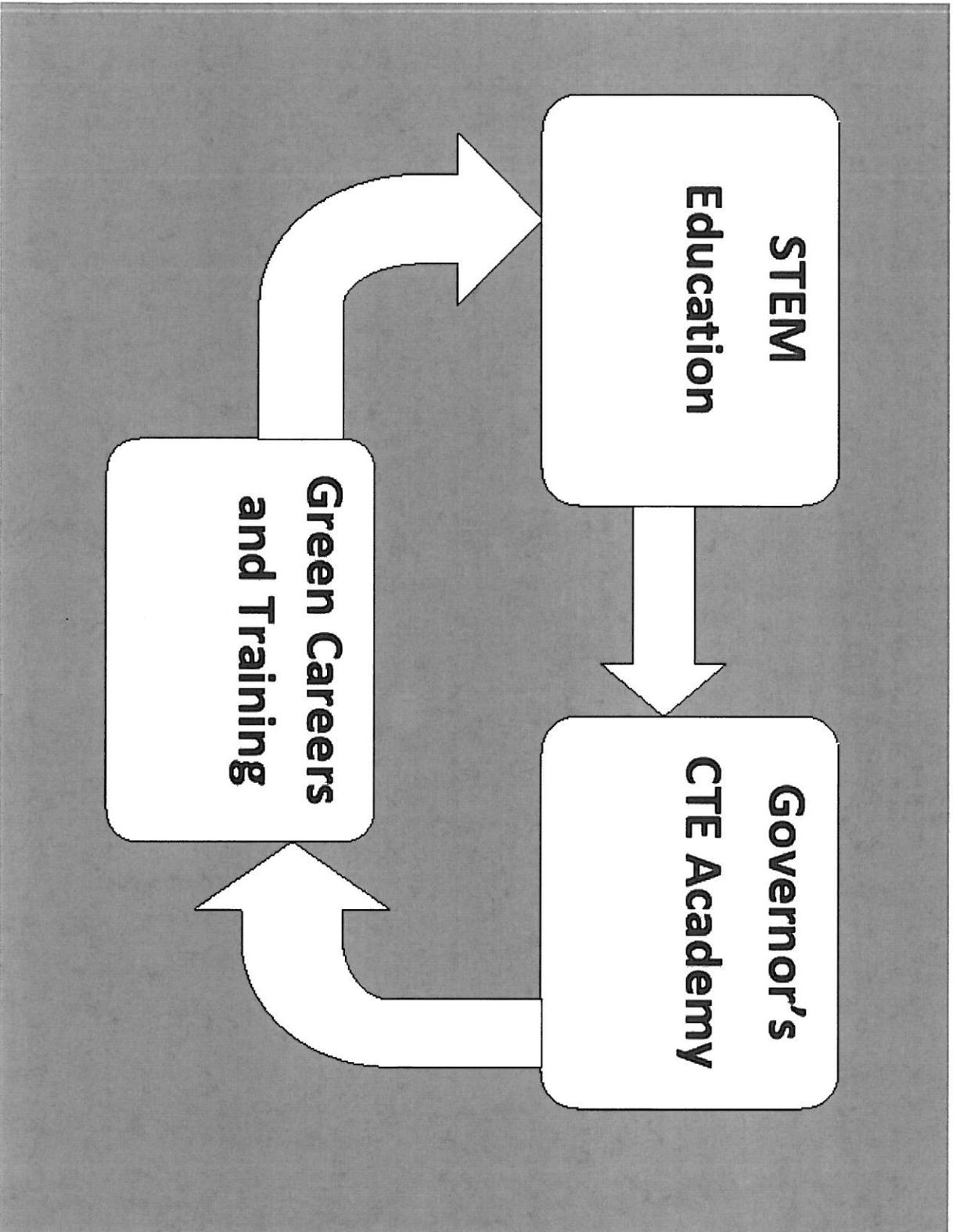
(Above) Whitney Dalton listens to a lecture in CST. Mr. Slater uses video lectures to help students learn about computers to use for students. (Right) Ashley Vaughn works on a computer program.

# How the U.S. Employment Has Changed



# Regional Economic & Technology Development Planning

- Infrastructure
  - Roads, sewer, water, electricity, broadband, recycling programs, hazardous waste removal, Coordinated Workforce Development
- Realistic education and training
  - Elementary Education – exploration
  - Middle School – Technology lab experiences
  - High School – Career opportunities, Career and Technical Education job skills
  - Community College – numerous career opportunities in technology
  - University – 4 year and higher degrees
  - Continuing Education – lifelong education, career training, advanced certificates
- Career Ladder Concept



# Questions

## Partner Identification List

### GOVERNOR'S CAREER AND TECHNICAL ACADEMY

**Please list information for each partner below. Please include a Partnership Identification Form (Appendix E) for each of the partner institutions/organizations participating in this proposal.**

	<b>Partner Name</b>	<b>Partner Representative</b>	<b>Representative's Position</b>	<b>Partner Identification Form Included</b>
<b>Lead Partner</b>	Carroll County Public Schools	Mark A. Burnette	Director of Middle & Secondary Education	Yes
<b>2</b>	Turman Sawmill, Inc.	John Michael Turman	President	Yes
<b>3</b>	Red Hill General Store	Sarah Jo H. Jones	Direction of Marketing & Business Development	Yes
<b>4</b>	Grayson County Public Schools	Karen Blevins	Principal, CTE	Yes
<b>5</b>	Galax City Public Schools	Rebecca Cardwell	Assistant Superintendent	Yes
<b>6</b>	Chestnut Creek School of the Arts	Chris Shackelford	Director	Yes
<b>7</b>	New River/Mt Roger Workforce Investment Board	Marty Holliday	Program Planner	Yes
<b>8</b>	Crossroads Institute	Oliver McBride	Executive Director	Yes
<b>9</b>	College of Natural Resources and Environment	Paul Winistorfer	Dean	Yes
<b>10</b>	Wytheville Community College	Charlie White	President	Yes
<b>11</b>	Virginia Department of Forestry	Zach Olinger	Forest Management and Educational Specialist	Yes
<b>12</b>				
<b>13</b>				
<b>14</b>				
<b>15</b>				
<b>16</b>				
<b>17</b>				
<b>18</b>				

## Partner Identification Form

### GOVERNOR'S CAREER AND TECHNICAL ACADEMY

**Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.**

**Partner School**

**Division/Institution/Organization:** Carroll County Public Schools

**Primary Contact**

**Name:** Dr. James Greg Smith

**Title:** Superintendent

**Address:** 605-9 Pine Street

Hillsville, VA 24343

**Telephone:** 276-728-3191      **Fax:** 276-728-3195

**E-Mail:** JGSMITH@ccpsd.k12.va.us

**Type of**

**Entity/Institution/Organization:** Educational

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Greg Smith

**Typed Name**  
Superintendent

**Position Title**

  
**Signature**

June 29, 2010

**Date**

## Partner Identification Form

### GOVERNOR'S CAREER AND TECHNICAL ACADEMY

**Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.**

**Partner School**

**Division/Institution/Organization:** Wytheville Community College

**Primary Contact**

**Name:** Dr. Charlie White

**Title:** President

**Address:** 1000 East Main Street

Wytheville, VA 24382

**Telephone:** 276-223-4848      **Fax:** 276-223-4770

**E-Mail:** wcwhite@wcc.vccs.edu

**Type of**

**Entity/Institution/Organization:** Educational

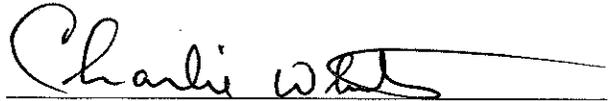
My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Charlie White

**Typed Name**

President

**Position Title**



**Signature**

June 29, 2010

**Date**

## Partner Identification Form

## GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

## Partner School

Division/Institution/Organization: College of Natural Resources  
and Environment

## Primary Contact

Name: PAUL WINISTORFER

Title: DEAN

Address: 324 CHEATHAM HALL  
VIRGINIA TECH  
BLACKSBURG, VA 24061

Telephone: 540-231-5481 Fax: \_\_\_\_\_

E-Mail: \_\_\_\_\_

## Type of

Entity/Institution/Organization: HIGHER EDUCATION

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

PAUL M. WINISTORFER

Typed Name

DEAN

Position Title

PAUL M. WINISTORFER

Signature

6/21/10

Date

## Partner Identification Form

## GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

## Partner School

Division/Institution/Organization: CROSSROADS INSTITUTE

## Primary Contact

Name: OLIVER A. MCBRIDE

Title: EXECUTIVE DIRECTOR

Address: 1117 E. STUART DRIVE

GALAX, VA 24333

Telephone: 276-236-0391 Fax: 276-236-0485

E-Mail: omcbride@crossroadsva.org

## Type of

Entity/Institution/Organization: Non-Profit

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

OLIVER A. MCBRIDE

Typed Name

EXECUTIVE DIRECTOR

Position Title

Oliver A. McBride

Signature

6-18-10

Date

## Partner Identification Form

## GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

## Partner School

Division/Institution/Organization: New River / Mount Rogers Workforce  
Investment Board/Area

## Primary Contact

Name: Marty Holliday

Title: Program Planner

Address: 6580 Valley Center Dr., Suite 119  
Radford VA 24141

Telephone: 540 357-0651 cell  
540 633 6764 Fax: 540 633 2502

E-Mail: mhollday@nrvc.org

## Type of

Entity/Institution/Organization: Workforce

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Marty Holliday

Typed Name

Planner

Position Title

Marty Holliday

Signature

6/18/10

Date

## Partner Identification Form

## GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

Partner School

Division/Institution/Organization:

Chestnut Creek School  
of the Arts

Primary Contact

Name:

Chris Shackelford

Title:

Director

Address:

100 North Main Street  
Galaxy, VA 24333

Telephone:

270 ) 236 3500 Fax:

E-Mail:

Chris @ chestnutcreekarts.org

Type of

Entity/Institution/Organization:

Residential Crafts School

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Chris Shackelford

Typed Name

Director

Position Title

Chris Shackelford

Signature

Date

6/18/10

## Partner Identification Form

## GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

## Partner School

Division/Institution/Organization: Galax City Public Schools

## Primary Contact

Name: Rebecca Cardwell

Title: Assistant superintendent

Address: 223 Long St.

Galax, VA 24333

Telephone: 236-2911 Fax: 236-5776

E-Mail: rebeccacardwell@gcps.k12.va.us

## Type of

Entity/Institution/Organization: Public Schools

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Rebecca Cardwell  
Typed Name

Assistant Superintendent  
Position Title

Rebecca W. Cardwell  
Signature

6-18-10  
Date

## Partner Identification Form

## GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

## Partner School

Division/Institution/Organization: Grayson County Public Schools

## Primary Contact

Name: Karen Blevins

Title: Principal, CTE

Address: P.O. Box 707

110 Blue Devil Drive

Independence, VA 24348

Telephone: 276-773-2951 Fax: 276-773-2396

E-Mail: karen@grayson.k12.va.us

## Type of

Entity/Institution/Organization: public schools

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Karen H. Blevins

Typed Name

CTE Administrator

Position Title

Karen H. Blevins

Signature

6-18-10

Date

## Partner Identification Form

## GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

## Partner School

Division/Institution/Organization: Red Hill General Store

## Primary Contact

Name: Sarah Jo H. Jones

Title: Director of Marketing + Business Development

Address: 1035 Sylvatus Hwy  
Hillsville, VA 24343

Telephone: (276) 730-4324 Fax: (276) 728-5885

E-Mail: jones@redhillgeneralstore.com

## Type of

Entity/Institution/Organization: Retail / Agriculture / Renewable Energy / eCommerce

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Sarah Jo H. Jones

Typed Name

Director of Marketing + Business Dev.

Position Title

Sarah Jo H. Jones

Signature

June 18<sup>th</sup>, 2010

Date

## Partner Identification Form

## GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

## Partner School

Division/Institution/Organization:

Turman Sawmill, Inc.

## Primary Contact

Name:

John Michael Turman

Title:

President

Address:

P.O. Box 475

Hillsville, VA 24343

Telephone:

276-728-7974  
733-4534

Fax:

276-728-9133

E-Mail:

jerry@theturmangroup.com

## Type of

Entity/Institution/Organization:

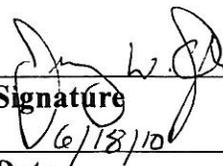
Turman Sawmill, Inc.

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Jeremy Ogale  
 Typed Name  
 Project Manager  
 Position Title

Signature

Date

  
 6/18/10

Partner Identification Form

GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

Partner School

Division/Institution/Organization: Virginia Department of Forestry

Primary Contact

Name: Zach Olinger

Title: Forest Management & Educational Specialist

Address: 106 Forestry Ln  
Galax, VA

Telephone: 276 236 2322 Fax: 276 236 4114

E-Mail: zachary.olinger@dof.virginia.gov

Type of

Entity/Institution/Organization: State Agency

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Zach Olinger  
Typed Name  
Forest Management & Educational Specialist  
Position Title

Zach Olinger  
Signature  
8 Feb 11  
Date

## Advisory Committee

## Blue Ridge Crossroads Governor's Academy for Technical Education

<b>Partner</b>	<b>Representative</b>	<b>MOA Included</b>
Carroll County Public Schools	Mark A. Burnette	Yes
The Turman Group	Jeremy w. Ogle	Yes
Red Hill General Store	Thomas Largen	Yes
Grayson County Public Schools	Karen H. Blevins	Yes
Galax City Public Schools	Rebecca Cardwell	Yes
Chestnut Creek School of the Arts	Chris Shackelford	Yes
New River/Mt. Rogers Workforce Investment Board	Marty Holliday	Yes
Crossroads Institute	Oliver McBride	Yes
College of Natural Resources and Environment	Paul Winistorfer	To Be Determined
Wytheville Community College	Charlie White	Yes

**MEMORANDUM OF AGREEMENT  
BETWEEN  
PARTNER  
AND BLUE RIDGE CROSSROADS GOVERNOR'S ACADEMY FOR  
TECHNICAL EDUCATION (BRCGATE)**

**PARTNERS AND BLUE RIDGE CROSSROADS GOVERNOR'S ACADEMY FOR TECHNICAL EDUCATION (BRCGATE)** agrees to enter into this Agreement to support the Governor's Career and Technical Academy to broaden the scope of K-12 Science, Technology, Engineering, and Mathematic (STEM) educational experiences. Carroll County Public Schools (CCPSD) will serve as the lead partner for the Blue Ridge Crossroads Governor's Academy for Technical Education hereafter referred to as BRCGATE. CCPSD's role as lead partner will be to facilitate the vision, direction and implementation of BRCGATE.

**BRCGATE Vision:**

The **Blue Ridge Crossroads Governor's Academy for Technical Education (BRCGATE)** will help foster a progressive economy for the Twin Counties and the Commonwealth by creating a culture that educates and trains the future workforce of our rural community in emerging technologies that will allow us to compete in a global economy. The Academy will direct its initial focus on the STEM career clusters with the development of pathways in Pre-Engineering and Information Technologies, Agriculture, Food and Natural Resources, Architecture and Construction, and Scientific Research and Engineering. An additional focus will be to raise awareness, increase literacy, and provide opportunities for internships into STEM careers. The Technical Academy model will plan to expand into other STEM career areas such as robotics, modeling, simulation and animation, nanotechnology, biotechnology, renewable energy, and other fields of innovation, based upon the workforce needs of the region.

**MOA TIMEFRAME:**

The MEMORANDUM OF AGREEMENT period of performance Agreement shall be January 1, 2011 through June 30, 2012 and will be extended forward annually unless modified or terminated by a partner.

## **PARTNERS' AGREEMENTS:**

### **Carroll County Public Schools agrees to:**

- Serve as the governing body (Carroll County School Board) to reflect current Board of Education regulations relative to jointly operated school and programs as directed by the Department of Education and the Code of Virginia
- Serve as lead Agency and Fiscal Agent for the Academy to the Virginia Department of Education
- Coordinate and report all grant revenue and expenditure with the BRCGATE Advisory Council
- Provide leadership for developing and communicating the vision, direction and implementation of BRCGATE
- Assure that BRCGATE complies with all state standards for Governor's Career and Technical Academy as established by the Virginia Department of Education and The State Council of Higher Education for Virginia
- Establish and facilitate a BRCGATE Advisory Council with partners and sponsors
- Assume responsibility for BRCGATE program evaluation to include data collection, analysis and state reporting
- Provide Academy documentation and information as requested by the Department of Education
- Coordinate the development and distribution of recruitment and marketing materials
- Coordinate and monitor the implementation of the Academy Program of Studies
- Coordinate the implementation of staff development initiatives
- Provide for its share of operational costs, technology and space required for the BRCGATE Coordinator
- Coordinate all Academy initiatives with the divisional Superintendents and Career and Technical Directors
- Provide BRCGATE updates to the School Boards and Superintendents

**Twin County Public Schools:** Carroll County Public Schools, Grayson County Public Schools and Galax City Public Schools that enter the partnership agree to:

- Assure that resources are provided to implement Divisional approved BRCGATE programs
- Designate a key contact person to serve as liaison and active participant on the BRCGATE Advisory Council
- Provide school based leadership for the communication and implementation of Academy Programs as approved
- Provide counseling and other services that promote STEM education, career pathways, educational advancement and employment opportunities
- Market, recruit, select and enroll students for Academy Programs

- Implement strategies to recruit nontraditional and minority representation into BRCGATE initiatives
- Provide support and resources for Divisional approved programs and activities to be offered at Crossroads Institute
- Assure that all Divisional approved BRCGATE courses meet accreditation and DOE standards
- Assure that all faculty teaching Divisional approved BRCGATE courses meet DOE licensure requirements
- Assure that all Divisional approved BRCGATE courses, whereby students receive dual enrollment college credits, are aligned with content standards and faculty requirements as specified by the college credit granting agency
- Assure that Divisional approved BRCGATE curriculum represents well-articulated career pathways that meet the requirements for the Governor's Exemplary Standards Award Program, Commonwealth Scholars Course of Study, Workplace Readiness Skills for the Commonwealth, and Virginia Technical or Advanced Technical Diploma
- Provide or assure adequate staff development, support, and credentialing for faculty as required by BRCGATE courses
- Assure adequate IT hardware, software and technical support to instruction for Divisional approved BRCGATE courses, i.e., classroom, video, or web-based learning
- Provide a contact for the collection and reporting of data required for the BRCGATE assessment and evaluation

**Postsecondary Education Partners:** Wytheville Community College, Virginia Polytechnic Institute and State University and future partners agree to:

- Provide the resources, as agreed upon, to implement BRCGATE courses or activities that meet enrollment requirements
- Designate a key contact person to serve as liaison and active participant on the BRCGATE Advisory Council
- Provide organizational leadership for the communication and implementation of agreed upon Academy Programs within the participating schools
- Assure that all courses and faculty teaching BRCGATE courses meet accrediting standards
- Implement strategies to retain and provide a successful experience for nontraditional and minority BRCGATE students enrolled in courses and/or activities
- Assure that agreements with school divisions and other postsecondary educational entities regarding the earning and transfer of college credits or course work meets compliance requirements for all parties
- Provide for the staff development and release time to support training and credentialing for faculty as needed for BRCGATE within policies and budget
- Provide IT hardware, software and technical support to instruction as approved, whether that be classroom, video, or web-based learning

- Provide a contact person for the submission of demographic and instructional data for assessment and evaluation of BRCGATE as appropriate according to organizational policies

**Business Sponsors:** The Turman Group, Lowes Home Center, Red Hill General Store, Wyatt Carpenter Woodworking, and future partners agree to:

- Designate a key contact person to serve as liaison and active participant on the BRCGATE Advisory Council
- Provide resources, as agreed upon, to assist in the planning, delivery, or offering of BRCGATE Academy Programs
- Provide technical expertise to assure that the BRCGATE curriculum and instruction reflects industry standards and prepares students for the intended workforce
- Share BRCGATE information with other business leaders and recruit additional partners and sponsors
- Provide opportunities, as agreed upon, for BRCGATE students to receive real world experiences through internships, mentorships, and/or project-based learning
- Offer BRCGATE graduates access to employment opportunities within each organization as agreed upon
- Assist in procuring instructional and professional development resources

**Non-Profit Organizations and Local Governments:** New River/Mt. Rogers Council for Workforce Development, Crossroads Institute, Chestnut Creek School of the Arts, Virginia Cooperative Extension Office, Carroll County Board of Supervisors, City of Galax, Grayson County Board of Supervisors, agree to:

- Designate a key contact person to serve as liaison and active participant on the BRCGATE Advisory Council
- Provide resources, as agreed upon, to assist in the planning, delivery, or offering of BRCGATE Academy Programs
- Share BRCGATE information with other business leaders and organizations to recruit additional partners and sponsors
- Assist in developing and implementing strategies for the recruitment and enrollment of nontraditional and minority students as agreed upon
- Provide or assist in procuring instructional and professional development resources
- Provide organizational leadership for the communication and implementation of agreed upon Academy Programs

By signing this agreement both institutions agree to be active partners and agree to abide by this agreement.

**BLUE RIDGE CROSSROADS GOVERNOR'S  
ACADEMY FOR TECHNICAL EDUCATION**

6/29/10  
Date

**PARTNER**

**Carroll County Public Schools**  
Partner Cluster (K-12)

  
\_\_\_\_\_  
Approving Signature

\_\_\_\_\_  
Superintendent  
Title

\_\_\_\_\_  
June 29, 2010  
Date

By signing this agreement both institutions agree to be active partners and agree to abide by this agreement.

**BLUE RIDGE CROSSROADS GOVERNOR'S  
ACADEMY FOR TECHNICAL EDUCATION**

**PARTNER**

6/29/10  
Date

WgfhEvillo  
Community College  
Organization

Charlie White  
Approving Signature

President  
Title

6/29/10  
Date

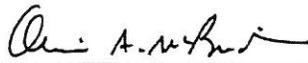
By signing this agreement both institutions agree to be active partners and agree to abide by this agreement.

**BLUE RIDGE CROSSROADS GOVERNOR'S  
ACADEMY FOR TECHNICAL EDUCATION**

**PARTNER**

6-21-10  
Date

CROSSROADS INSTITUTE  
Organization

  
Approving Signature

EXEC. DIRECTOR  
Title

6-21-10  
Date

By signing this agreement both institutions agree to be active partners and agree to abide by this agreement.

**BLUE RIDGE CROSSROADS GOVERNOR'S  
ACADEMY FOR TECHNICAL EDUCATION**

**PARTNER**

June 22, 2010  
Date

New River / Mount Rogers  
Organization workforce Investment  
Board

Marty Holliday  
Approving Signature

Program Planner  
Title

June 22, 2010  
Date

By signing this agreement both institutions agree to be active partners and agree to abide by this agreement.

**BLUE RIDGE CROSSROADS GOVERNOR'S  
ACADEMY FOR TECHNICAL EDUCATION**

**PARTNER**

June 21, 2010  
Date

Chestnut Creek School  
Organization of the Arts

Chin Shakerford  
Approving Signature

Director  
Title

6-21-10  
Date

By signing this agreement both institutions agree to be active partners and agree to abide by this agreement.

**BLUE RIDGE CROSSROADS GOVERNOR'S  
ACADEMY FOR TECHNICAL EDUCATION**

**PARTNER**

June 21, 2010  
Date

Galax City Public Schools  
Organization

Rebecca Cardwell  
Approving Signature

Assistant Superintendent  
Title

June 21, 2010  
Date

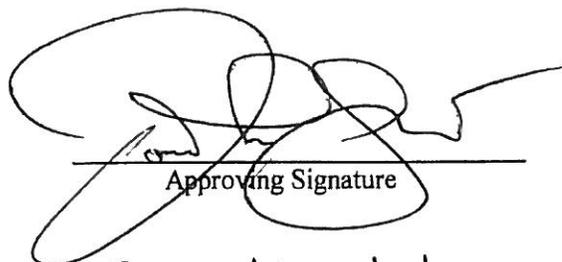
By signing this agreement both institutions agree to be active partners and agree to abide by this agreement.

**BLUE RIDGE CROSSROADS GOVERNOR'S  
ACADEMY FOR TECHNICAL EDUCATION**

**PARTNER**

7-1-10  
Date

Grayson Co.  
Organization

A large, stylized handwritten signature in black ink, written over a horizontal line. The signature is highly cursive and loops around itself.

Approving Signature

County Administrator  
Title

7-1-10  
Date

By signing this agreement both institutions agree to be active partners and agree to abide by this agreement.

**BLUE RIDGE CROSSROADS GOVERNOR'S  
ACADEMY FOR TECHNICAL EDUCATION**

**PARTNER**

6-21-10  
Date

Grayson County Public Schools  
Organization

Karen A. Blawie  
Approving Signature

CTE Principal  
Title

6-21-10  
Date

By signing this agreement both institutions agree to be active partners and agree to abide by this agreement.

**BLUE RIDGE CROSSROADS GOVERNOR'S  
ACADEMY FOR TECHNICAL EDUCATION**

**PARTNER**

6/21/10  
Date

Red Hill General Store  
Organization

  
Approving/Signature

President  
Title

6-21-2010  
Date

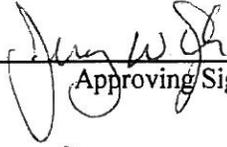
By signing this agreement both institutions agree to be active partners and agree to abide by this agreement.

**BLUE RIDGE CROSSROADS GOVERNOR'S  
ACADEMY FOR TECHNICAL EDUCATION**

**PARTNER**

6/21/10  
Date

The Turman Group  
Organization

  
Approving Signature

Project Manager  
Title

6/23/2010  
Date

By signing this agreement both institutions agree to be active partners and agree to abide by this agreement.

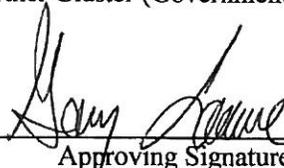
**BLUE RIDGE CROSSROADS GOVERNOR'S  
ACADEMY FOR TECHNICAL EDUCATION**

7-9-2010

Date

**PARTNER**

**Carroll County  
Board of Supervisors  
Partner Cluster (Government)**

  
Approving Signature

County Administrator  
Title

7-9-2010  
Date

By signing this agreement both institutions agree to be active partners and agree to abide by this agreement.

**BLUE RIDGE CROSSROADS GOVERNOR'S  
ACADEMY FOR TECHNICAL EDUCATION**

**PARTNER**

20 Sep 10  
Date

Virginia Department of Forestry  
Organization

Zach Olmiger  
Approving Signature

Forest Management & Education Specialist  
Title

20 Sep 10  
Date

## 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.

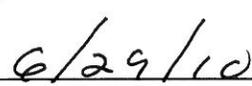
Dr. James G. Smith

Superintendent

Typed or Printed Name of Authorized Official

Title





Signature of Authorized Official

Date



*Virginia Governor's*  
**CAREER & TECHNICAL EDUCATION**  
**EXEMPLARY STANDARDS AWARDS PROGRAM**

**2010-2011 Nomination Form due June 30, 2010**

We have a Career and Technical Education program that we want to be considered for a Governor's Award for CTE Exemplary Standards. We have reviewed the Governor's Career and Technical Education Exemplary Standards and believe our program qualifies. We understand that documentation must be posted to a Web site by February 11, 2011.

School	Carroll County High School	
Division	Carroll County Public Schools	
Program	Building Trades	
Contact Information:	Mark Burnette	
Phone (276)730-3217	FAX (276)730-3210	E-mail maburnet@ccpsd.k12.va.us
Briefly describe the program and why you think it is exemplary:		
<p>The Building Trades program at Carroll County High School is a two year sequential program with a third year option. In addition to teaching the competencies required by the Virginia Department of Education and the standards of the National Center for Construction Education and Research (NCCER), the program performs many projects both at the school and in the community. Projects have included the following: construction of a decorative retaining wall at the front of the school and at a veteran's memorial, remodeling of the stadium press box and entryway, modification of a school bus into a 21<sup>st</sup> century learning lab, renovations of storage areas within the school into classrooms, storage building projects for other schools and patrons from the community, construction of a staging area for modular housing construction, and participation in the development of a partnership with the Fuller Center housing project just to list a few.</p> <p>Through an agreement with Wytheville Community College students have the opportunity to earn 21 dual college credits while enrolled in the secondary program toward a post-secondary Construction Technology Diploma. Students are introduced to "Green Careers" through training in the design and installation of solar photocell and passive water heating technology. Students enrolled in the program also participate in the NCCER industry certification program.</p>		
Signatures: (Please print or type and sign)		
Teacher: Rusty Warren	Vance Leggett	
Principal: Dr. Scott Watson		
Division CTE Administrator: Dr. Mark A. Burnette		
Division Superintendent: Dr. James G. Smith		
Date: June 1, 2010		

Mail to: Virginia Career Education Foundation  
2002 Bremo Road, Lower Level  
Richmond, VA 23226

Or Fax to: 804-545-0577

# Appendix J

## Virginia School Board Association Property and Casualty Pool

### Renewal Cover Page to Member Agreement

<b>Member Number:</b>		<b>VSBA 10-076</b>
<b>Name of Member:</b>		<b>Carroll County School Board</b>
<b>Coverage Period:</b>	<b>Effective Date:</b>	<b>July 1, 2010</b>
	<b>Expiration Date:</b>	<b>July 1, 2011</b>

**I. Coverages and Limits of Liability**

- |                                     |   |   |
|-------------------------------------|---|---|
| <input checked="" type="checkbox"/> | Automobile Liability                          |   |
|                                     | Each Occurrence Limit                         | \$1,000,000 Combined Single Limit                         |
|                                     | Uninsured Motorists                           | \$1,000,000 Combined Single Limit                         |
|                                     | Automobile Medical Payments                   | \$5,000   |
| <input checked="" type="checkbox"/> | Automobile Physical Damage                    |   |
|                                     | Comprehensive/Collision                       | Actual Cash Value or Cost of Repair,<br>whichever is less |
| <input checked="" type="checkbox"/> | General Liability                             |   |
|                                     | Each Occurrence Limit                         | \$1,000,000   |
|                                     | Personal & Advertising Injury Limit           | \$1,000,000   |
|                                     | Fire Damage (Any One Fire)                    | \$300,000   |
|                                     | Medical Expense Limit                         | \$10,000  |
|                                     | General Aggregate Limit                       | \$2,000,000   |
|                                     | Products/Completed Operations Aggregate Limit | \$2,000,000   |
| <input checked="" type="checkbox"/> | School Leaders Errors and Omissions Liability |   |
|                                     | Limit of Liability                            | \$1,000,000   |
|                                     | Aggregate                                     | \$1,000,000   |
| <input checked="" type="checkbox"/> | Excess Liability                              |   |
|                                     | Limit of Coverage                             | \$2,000,000   |
| <input checked="" type="checkbox"/> | Property and Inland Marine                    |   |
|                                     | Limit of Coverage                             | Per Schedule  |
| <input checked="" type="checkbox"/> | Fidelity Coverage                             |   |
|                                     | Each Occurrence Limit                         | \$250,000   |
| <input checked="" type="checkbox"/> | Equipment Breakdown Coverage                  |   |
|                                     | Limit of Coverage                             | \$10,000,000  |

## Appendix J

### II. Deductibles

Automobile Liability	\$0
Automobile Physical Damage	\$500
General Liability	\$0
School Leaders Errors & Omissions	\$0
Property/Inland Marine	\$1,000
Fidelity	\$250
Equipment Breakdown	\$1,000

### III. Excess Insurance

#### Liability:

The Pool maintains reinsurance coverage up to the limit of liability coverage shown above in excess of the Pool's \$100,000 per occurrence retention.

#### Property/Inland:

The Pool maintains reinsurance coverage up to \$200,000,000 per occurrence in excess of the Pool's \$100,000 per occurrence retention.

#### Equipment Breakdown:

The Pool maintains reinsurance coverage up to \$10,000,000 per occurrence in excess of the Pool's \$0 per occurrence retention.

### IV. Contribution, Assessment

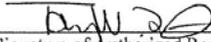
\$117,721.00 due July 1, 2010. See Declaration Pages attached to Coverage Forms for contributions by individual coverage lines. The contribution was determined based on actuarially approved rates. In the event of a deficit in the Pool's fund, additional assessments as provided in the Member Agreement may be imposed by the Member Supervisory Board.

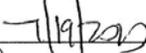
### V. Servicing Company

PMA Management Corp except for Equipment Breakdown coverage serviced by CNA.

### IV. Virginia Insurance Guaranty Association

A local government group self-insurance pool is not protected by the Virginia Insurance Guaranty Association against default due to insolvency. In the event of insolvency, members and persons filing claims against members may be unable to collect any amount owed to them by the Group regardless of the terms of the member agreement. In the event the Group is in a deficit position, a member may be liable for any and all unpaid claims against such member.

  
\_\_\_\_\_  
(Signature of Authorized Representative)

  
\_\_\_\_\_  
(Date)



**GOVERNOR'S CAREER AND TECHNICAL ACADEMY**  
**ESTIMATED BUDGET**  
**2011-2012**

<b>A. Direct Costs</b>	<b>TOTAL</b>			
	<b>State Funds</b>	<b>Perkins Funds</b>	<b>Other Funds (Describe Source in Budget Narrative)</b>	<b>In-Kind</b>
1. Personnel---1000			Requested Workforce Development Grant Funds Agriculture professor and researcher \$74,000.00 Secretary \$22,000.00	Full and Part-time instructors, part-time director, part-time bus drivers  \$506,524.00
2. Employee Benefits---2000			Requested Workforce Development Funds \$24,106.00	\$127,188.00
3. Purchased/Contractual Services---3000				Software subscription fees, server hosting, etc..., Dual Credit Supplements \$12,126.00
4. Internal Services---4000				Bus transportation for 3 school divisions \$65,852.00
5. Staff Development---5000		Continued professional development for staff \$7000.00	Requested Workforce Development Funds Professional Development for Instructors, Admin., etc... \$16,000.00	Participation in professional organization meetings and conferences \$4000.00
6. Summer Component Activities---5000			Requested Workforce Development Funds Summer Campus Visits, mini camps, etc... \$9000.00	Summer programs \$3000.00
7. Travel --- 5000		Travel for Prof. De Meetings, Bus travel, etc...	Requested Workforce Development Funds Travel for Prof. Dev., Meetings, Bus travel, etc...	Travel for Prof. Dev. Meetings, Bus travel, etc... \$11,000.00
		\$9000.00	\$9000.00	

	Industry Certification testing			Existing subscription fees for software training modules, Utilities
8. Contractual Services---5000	\$6000.00			\$5500.00
9. Materials and Supplies---6000			Requested Workforce Development Funds Marketing and Classroom material \$12,000.00	Classroom and lab materials \$12,000.00
10. Equipment---8000	New lab equipment \$15,000.00	New lab equipment \$50,000.00	Requested Workforce Development Funds \$90,000.00	New and existing computers and percentage of lab equipment \$50,000.00
11. Facilities---8000				Facility rental at Crossroads \$29,056.00
<b>B. Indirect Costs</b>				None
<b>Total</b>	\$21,000.00	\$66,000.00	\$256,106.00	\$826,246.00

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

# **Attachments**

**Attachment A – Career Pathway: Engineering and  
Technology/Pre-engineering**

**Attachment B – Career Pathway: Network Systems**

**Attachment C - Career Pathway: Programming and Software  
Development**

**Attachment D – Career Pathway: Construction**

**Attachment E – Career Pathway: Design/Pre-Construction**

**Attachment F – Career Pathways: Food Products and  
Processing Systems, Animal Systems,  
Power, Structural & Technical Systems**

**Attachment G – Career Pathway: Natural Resource Systems**



**Career Cluster:** Science, Technology, Engineering, and Mathematics

**Career Pathway:** Engineering and Technol/Pre-engineering

**Community College Major:** General Engineering Technology

**Related Industry Certifications Available:** See list below

**Additional Learning Opportunities:** Skills USA

**Work-Based Learning:** Career Research, Internship

	Grade	English	Math	Science	S.S.	<b>*Required Courses or Recommended Electives** and/or CTE Courses</b>		
<b>Middle School</b>	<b>7</b>	English 7	Math 7, Math 8	Life Science	Civics and Economics	Exploratory – Keyboarding, Career Investigation I	Health/P.E. *	Fine Arts **
	<b>8</b>	English 8 English 8 A/B	Math 8, or Algebra I	Physical Science	World History I	Career Interpretation II*, Keyboarding	Health/P.E. *	Foreign Language Level I**, Fine Arts, CTE Elective

**CAREER ASSESSMENT:** Administration of a VA Wizard or another career assessment and interest inventory is provided at both the middle school and secondary level.

	Grade	English <sup>1</sup>	Math <sup>1</sup>	Science <sup>1</sup>	S.S. <sup>1</sup>	<b>Required Courses or Recommended Electives** and/or CTE Courses</b>			<b>Related Careers and Industry Certifications</b>
<b>SECONDARY</b> <i>Career Coaching,</i>	<b>9</b>	English 9	Algebra I, or Geometry	Earth Science	World History II	Health/P.E.* Foreign Language Level I or II**	Industrial Occupational Exploration**	Fine Arts** Elective	Engineer, Engineering Assistant Mechanical Engineer or Engineering Technician Manufacturing Engineer or Engineering Technician Industrial Engineer or Engineering Technician Quality Control Engineer or Technician Material Testing Technician Technical Salesperson ■ NOCTI Pre-engineering Assessment
	<b>10</b>	English 10 or English 10 Honors	Algebra II or Geometry	Biology I	World Geography (elective)	Health/P.E.* Foreign Language Level II or III**	Exploring Entrepreneurship	Intro to Computer Applications DC	
	<b>11</b>	English 11 or English 11 Honors	Algebra II or Advanced Algebra or equivalent	Chemistry or AP Chemistry (	United States and Virginia History	Advanced Math** Economics and Personal Finance*	Introduction to Engineering (MEC 101) Crossroads Institute	Entrepreneurship DC	
	<b>12</b>	English 12, English 12 Honors/AP or English 111/112	Advanced Algebra or equivalent	Physics or Principles of Technology I & II	United States and Virginia Government	Pre-Calculus** DC or Applied Calculus ** DC	Advanced Engineering (MEC 102) Crossroads Institute	Career Applications III (Internship)	

Postsecondary Placement Assessments ( <i>Reading, Writing, &amp; Math</i> )										
<b>POSTSECONDARY</b> <b>Community College</b> <i>Career Placement</i>	<b>Year 1 1<sup>st</sup> Semester</b>	College Composition ENG 111	Tech. Math MTH115 or MTH 163		Social / Behavioral Science Elective	Mech Drafting I DRF 114	Humanities Elective	College Success Skills SDV 100		
	<b>Year 1 2<sup>nd</sup> Semester</b>		Tech Math MTH116 or MTH 164			Machine Lab I MAC 131	Intro to Computer Applications AST 232 if not taken in H.S.	EGR 140 Engineering Mechanics- Statics	Computer Aided Drafting and Design II DRF 202	
	<b>Year 2 1<sup>st</sup> Semester</b>			Applied Physics I PHY 101 or Physics I PHY 201	Health/P.E. Elective	Engineering Metallurgy and Materials EGR 249	Mechanics of Materials EGR 246	Statistical Quality Control IND 235	Technical Elective	
	<b>Year 2 2<sup>nd</sup> Semester</b>			Applied Physics II PHY 102 or Physics II PHY 202	Social/ Behavioral Science Elective	Mechanics III Dynamics for Engineering Tech. MEC 133	Thermodynamics MEC 255	Health/ P.E. Elective	Mechanics of Materials Laboratory EGR 247	
<b>4-year</b> Institution	University/College:					<b>Key</b>	<b>Required Course</b>			Academic Dual Enrollment
	Degree or Major:						Dual Credit course (HS to CC)			
	Number of dual enrollment CC Credits:						Dual enrollment course: CC to 4-yr			

<sup>1</sup>Standard Diploma Requirements: <http://www.doe.virginia.gov/instruction/graduation/standard/shtml>

Advanced Studies Diploma Requirements: [http://www.doe.virginia.gov/instruction/graduation/advanced\\_studies/shtml](http://www.doe.virginia.gov/instruction/graduation/advanced_studies/shtml)



Attachment B



**Career Cluster:** Information Technology  
**Career Pathway:** Network Systems  
**Community College Major:** Networking Systems

**Additional Learning Opportunities:** Skills USA  
 Technology

**Work-Based Learning:** Career Research, Internship

**Related Industry Certifications Available:** See list below

	Grade	English	Math	Science	S.S.	*Required Courses or Recommended Electives** and/or CTE Courses		
						<b>Middle School</b>	<b>7</b>	English 7
<b>8</b>	English 8 English 8 A/B	Math 8, or Algebra I	Physical Science	World History I	Career Interpretation II*, Keyboarding		Health/P.E. *	Foreign Language Level I**, Fine Arts, CTE Elective

**CAREER ASSESSMENT:** Administration of a VA Wizard or another career assessment and interest inventory is provided at both the middle school and secondary level.

	Grade	English <sup>1</sup>	Math <sup>1</sup>	Science <sup>1</sup>	S.S. <sup>1</sup>	*Required Courses or Recommended Electives** and/or CTE Courses			Related Careers and Industry Certifications
						<b>SECONDARY</b> <i>Career Coaching,</i>	<b>9</b>	English 9	
<b>10</b>	English 10 or English 10 Honors	Algebra II or Geometry	Biology	World Geography (Elective)	Health/P.E.* Foreign Language Level III**		Exploring Entrepreneurship	Computer Applications or Computer Info. Systems DC	
<b>11</b>	English 11 or English 11 Honors	Algebra II or Advanced Algebra or equivalent	Chemistry or AP Chemistry (	United States and Virginia History	Advanced Math** Economics and Personal Finance*		Computer Networking Hardware Operations I and II DC	Entrepreneurship Education DC	
<b>12</b>	English 12, English 12 Honors/AP or English 111/112	Advanced Algebra or equivalent	Physics or Principles of Technology I & II	United States and Virginia Government	Pre-Calculus ** DC or DC Applied Calculus		Computer Networking Hardware Operations III and IV DC	Career Integration (Internship)	

Postsecondary Placement Assessments ( <i>Reading, Writing, &amp; Math</i> )									
<b>POSTSECONDARY</b> Community College <i>Career Placement</i>	<b>Year 1 1<sup>st</sup> Semester</b>	College Composition ENG 111				Intro. To Business BUS 100	Intro. to Information Systems ITE 100	College Success Skills SDV 100	Intro to Computer Applications AST 232 (if not taken in H.S.)
	<b>Year 1 2<sup>nd</sup> Semester</b>	Intro to Speech Communication s PD 110		Health/P.E. Elective		Web Page Design ITD 110		Java Programming ITP 120	
	<b>Year 2 1<sup>st</sup> Semester</b>		Mathematics for Liberal Arts MTH 151		Social / Behavioral Science Elective			System Analysis and Design ITP 251	Java Data Structures and Algorithms ITP 200
	<b>Year 2 2<sup>nd</sup> Semester</b>				Social/ Behavioral Science Elective		LAN Administration ITM 195	Humanities Elective	Internship or Co-op ITE 290
<b>4-year</b> Institution	University/College:					<b>Key</b>	<b>Required Course</b>		Academic Dual Enrollment
	Degree or Major:						Dual Credit course (HS to CC)		
	Number of dual enrollment CC Credits:						Dual enrollment course: CC to 4-yr		

<sup>1</sup>Standard Diploma Requirements: <http://www.doe.virginia.gov/instruction/graduation/standard.shtml>

Advanced Studies Diploma Requirements: [http://www.doe.virginia.gov/instruction/graduation/advanced\\_studies.shtml](http://www.doe.virginia.gov/instruction/graduation/advanced_studies.shtml)



**Career Cluster:** Information Technology  
**Career Pathway:** Programming and Software Development  
**Community College Major:** Information Systems Technology  
**Related Industry Certifications Available:** See list below

**Additional Learning Opportunities:** Skills USA  
**Work-Based Learning:** Career Research, Internship

	Grade	English	Math	Science	S.S.	<b>*Required Courses or Recommended Electives** and/or CTE Courses</b>		
<b>Middle School</b>	<b>7</b>	English 7	Math 7, Math 8	Life Science	Civics and Economics	Exploratory – Keyboarding, Career Investigation I	Health/P.E. *	Fine Arts **
	<b>8</b>	English 8 English 8 A/B	Math 8, or Algebra I	Physical Science	World History I	Career Interpretation II*, Keyboarding	Health/P.E. *	Foreign Language Level I**, Fine Arts, CTE Elective

**CAREER ASSESSMENT:** Administration of VA Wizard or another career assessment and interest inventory is provided at both the middle school and secondary level.

	Grade	English <sup>1</sup>	Math <sup>1</sup>	Science <sup>1</sup>	S.S. <sup>1</sup>	<b>Required Courses or Recommended Electives** and/or CTE Courses</b>			<b>Related Careers and Industry Certifications</b>
<b>SECONDARY</b> <i>Career Coaching,</i>	<b>9</b>	English 9	Algebra I, or Geometry	Earth Science	World History II	Health/P.E.* Foreign Language Level I or II**	CTE Elective**	Fine Arts** Elective	Entry-Level Programmer Computer Installer Computer Repairer Senior-Level Programmer Database Software Technician Software/Application Support Database Developer/Administrator Software Designer Operating Systems Specialist Systems Analyst Programmer/Analyst Tester  <ul style="list-style-type: none"> <li>• IT Essentials</li> <li>• IC3 (Certiport)</li> <li>• MOS</li> <li>• A+ Certifications</li> </ul>
	<b>10</b>	English 10 or English 10 Honors	Algebra II or Geometry	Biology	World Geography (Elective)	Health/P.E.* Foreign Language Level II or III**	Computer Systems Technology I	Computer Info. Systems DC	
	<b>11</b>	English 11 or English 11 Honors	Algebra II or Advanced Algebra or equivalent	Chemistry or AP Chemistry	United States and Virginia History	Computer Math DC Economics and Personal Finance*	Computer Systems Technology II DC Database Design and Management DC	Entrepreneurship DC  Design, Multimedia, and Web Technologies DC	
	<b>12</b>	English 12, or English 12 Honors/AP or English 111 or 112	Advanced Algebra or equivalent	Physics or Principles of Technology I & II	United States and Virginia Government	Pre-Calculus ** DC DC Applied Calculus	Computer Systems Technology III DC Advanced Database Design and Management DC	Career Applications III (Internship)  College Psychology** DC	

Postsecondary Placement Assessments (Reading, Writing, & Mathematics )									
<b>POSTSECONDARY</b> <b>Community College</b> <i>Career Placement</i>	<b>Year 1 1<sup>st</sup> Semester</b>	College Composition Eng 111			Social/ Behavioral Science Elective	Intro. To Business BUS 100	Introduction to Computer Applications and Concepts ITE 115	College Success Skills SDV 100	Intro to Computer Application AST 232 (if not taken in H.S.) Survey of Internet Services ITE 131
	<b>Year 1 2<sup>nd</sup> Semester</b>	Intro. to Speech Communication SPD 110		Health/P.E. Elective		Web Page Design II ITD 210	Computer Aided Modeling and Rendering DRF 238	Java Programming ITP 120	Networking Fundamentals CISCO ITN 154 (if not taken in H.S.) Software Design ITP 100
	<b>Year 2 1<sup>st</sup> Semester</b>		Mathematics for Liberal Arts MTH 151 or College Algebra MTH 158 or Pre-Calculus MTH 163				C+ Programming I ITP 136	Introductory Routing – CISCO ITN 155	Java Data Structures and Algorithms ITP 200
	<b>Year 2 2<sup>nd</sup> Semester</b>				Principles of Macroeconomics ECO 201	Advanced Computer Applications and Integration ITE 215	Administration of Network Resources ITN 200	Humanities Elective C+ Programming II ITP 236	Internship or Co-op ITE 290
<b>4-year</b> <i>Institution</i>	University/College:					<b>Key</b>	Required Course		Academic Dual Enrollment
	Degree or Major:						Dual Credit course (HS to CC)		
	Number of dual enrollment CC Credits:						Dual enrollment course: CC to 4-yr		

<sup>1</sup>Standard Diploma Requirements: <http://www.doe.virginia.gov/instruction/graduation/standard.shtml>

Advanced Studies Diploma Requirements: [http://www.doe.virginia.gov/instruction/graduation/advanced\\_studies.shtml](http://www.doe.virginia.gov/instruction/graduation/advanced_studies.shtml)



**Additional Learning Opportunities:** Skills USA  
**Work-Based Learning:** Career Research, Service Learning Projects, Internship, Apprenticeship

**Career Cluster:** Architecture and Construction  
**Career Pathway:** Construction  
**Related Industry Certifications Available:** NCCER Core

	Grade	English	Math	Science	S.S.	<b>*Required Courses or Recommended Electives** and/or CTE Courses</b>		
<b>Middle School</b>	<b>7</b>	English 7	Math 7, Math 8	Life Science	Civics and Economics	Exploratory-Keyboarding, Career Investigation I	Health/P.E.*	Fine Arts**
	<b>8</b>	English 8 English 8 A/B	Math 8, or Algebra I	Physical Science	World History I	Career Interpretation II*, Keyboarding	Health/P.E.*	Foreign Language Level I**, CTE or Fine Arts Elective

**CAREER ASSESSMENT:** Administration of a career assessment instrument (VA Wizard) is provided in the Career Interpretation Phase II class to help students and their parents plan for high school. The VA Wizard career assessment is also given in 10<sup>th</sup> grade.

	Grade	English <sup>1</sup>	Math <sup>1</sup>	Science <sup>1</sup>	S.S. <sup>1</sup>	<b>*Required Courses or **Recommended Electives and/or CTE Courses</b>			<b>Related Careers and Industry Certifications</b>
<b>SECONDARY</b> <i>Career Coaching,</i>	<b>9</b>	English 9	Algebra I, or Geometry	Earth Science	World History II	Health/P.E.* Foreign Language** Level I or II**	CTE or Fine Arts Elective	CTE or Fine Arts Elective	Concrete Finisher Masonry Helper Masonry Apprentice Carpenter's Helper Carpenter Electrical Helper Journey Electrician Master Electrician Plumber's Helper Journey Plumber Master Plumber Contractor/Builder Building Materials Sales Green Energy Installer
	<b>10</b>	English 10 or English 10 Honors	Algebra II or Geometry	Biology	World Geography (Elective)	Building Trades I-A DC	Building Trades I-B DC	Foreign Language II or III	
	<b>11</b>	English 11 or English II Honors	Algebra II or Advanced Algebra or equivalent	Chemistry or AP Chemistry	United States and Virginia History	Building Trades II DC Economics and Personal Finance*	Building Trades II DC	Foreign Language III	
	<b>12</b>	English 12 or English 12 Honors/AP or English 111 and 112	Advanced Algebra or equivalent	Physics or Principles of Technology I & II	United States and Virginia Government	Building Trades III DC	Building Trades III DC	Career Application III Elective	

## Carpentry Concentration

Postsecondary Placement Assessments ( <i>Reading, Writing, &amp; Mathematics</i> )									
<b>POSTSECONDARY</b> Community College <i>Career Placement</i>	<b>Year 1 1<sup>st</sup> Semester</b>		Basic Tech Math 1 MTH 103			College Success Skills SDV 100	Building Construction Mgmt. BLD 101	Intro to Computer App. & Concepts – AST 232	
	<b>Year 1 2<sup>nd</sup> Semester</b>	Blueprint Reading BLD III					Communicati on Processes I ENG 137	Basic Carpentry Principles BLD 126	
	<b>Year 2 1<sup>st</sup> Semester</b>		Construction Estimating BLD 231			Computer Aided Drafting DRF 231	Carpentry Framing I BLD 131	The House as a System BLD 240	BLD 197 If Career Application not completed in H.S.
	<b>Year 2 2<sup>nd</sup> Semester</b>					Carpentry Framing II BLD 132	Carpentry Framing III BLD 133	Cooperative Education BLD 297	
<b>4-year Institution</b>	University/College:					<b>Key</b>	Required Course		Academic Dual Enrollment
Degree or Major:					Dual Credit course (HS to CC)				
Number of dual enrollment CC Credits:					Dual enrollment course: CC to 4-yr				

<sup>1</sup>Standard Diploma Requirements: <http://www.doe.virginia.gov/instruction/graduation/standard.shtml>

Advanced Studies Diploma Requirements: [http://www.doe.virginia.gov/instruction/graduation/advanced\\_studies.shtml](http://www.doe.virginia.gov/instruction/graduation/advanced_studies.shtml)

## Electrical Concentration

Postsecondary Placement Assessments ( <i>Reading, Writing, &amp; Mathematics</i> )									
<b>POSTSECONDARY</b> Community College <i>Career Placement</i>	<b>Year 1 1<sup>st</sup> Semester</b>		Basic Tech Math MTH 103				Construction Mgmt. BLD 101	Intro to Computer App. & Concepts AST 232	College Success Skills SDV 100
	<b>Year 1 2<sup>nd</sup> Semester</b>	Blueprint Reading BLD 111					Communicati on Processes 1 ENG 137	Commercial Wiring Methods ELE 173	
	<b>Year 2 1<sup>st</sup> Semester</b>		Construction Estimating BLD 231			The House as a System BLD 240	Computer Aided Drafting DRF 231	BLD 197 in Career App. if not taken in H.S.	Industrial Wiring ELE 245
	<b>Year 2 2<sup>nd</sup> Semester</b>		Principles of Plumbing Trades BLD 140				National Electric Code ELE 131	Cooperative Education BLD 297	
<b>4-year</b> Institution	University/College:					<b>Key</b>	Required Course		Academic Dual Enrollment
Degree or Major:					Dual Credit course (HS to CC)				
Number of dual enrollment CC Credits:					Dual enrollment course: CC to 4-yr				

<sup>1</sup>Standard Diploma Requirements: <http://www.doe.virginia.gov/instruction/graduation/shtml>

Advanced Studies Diploma Requirements: [http://www.doe.virginia.gov/instruction/graduation/advanced\\_studies.shtml](http://www.doe.virginia.gov/instruction/graduation/advanced_studies.shtml)

## Plumbing Concentration

Postsecondary Placement Assessments ( <i>Reading, Writing, &amp; Mathematics</i> )									
<b>POSTSECONDARY Community College Career Placement</b>	<b>Year 1 1<sup>st</sup> Semester</b>		Technical Math MTH 103				Intro to Computer App & Concepts AST 232	Construction Mgmt. BLD 101	College Success Skills SDV 100
	<b>Year 1 2<sup>nd</sup> Semester</b>	Blueprint Reading and Building Code BLD 111					Communication Processes I ENG 137	Carpentry Principles BLD 126	Principles Plumbing I BLD 140
	<b>Year 2 1<sup>st</sup> Semester</b>				Principles Plumbing II BLD 141	Principles Plumbing III BLD 142	Cooperative Education BLD 197	Construction Estimating BLD 231	House as a System BLD 240
	<b>Year 2 2<sup>nd</sup> Semester</b>	Plumbing & Blueprint Read BLD 143					Plumbing Code & Certification Prep. BLD 144	Cooperative Education BLD 297	Computer Aided Drafting DRF 231
<b>4-year Institution</b>	University/College:					<b>Key</b>	Required Course		Academic Dual Enrollment
	Degree or Major:						Dual Credit course (HS to CC)		
	Number of dual enrollment CC Credits:						Dual enrollment course: CC to 4-yr		

<sup>1</sup>Standard Diploma Requirements: <http://www.doe.virginia.gov/instruction/graduation/standard.shtml>

Advanced Studies Diploma Requirements: [http://www.doe.virginia.gov/instruction/graduation/advanced\\_studies.shtml](http://www.doe.virginia.gov/instruction/graduation/advanced_studies.shtml)



Attachment E



**Additional Learning Opportunities:** Skills USA

**Career Cluster:** Architecture and Construction

**Career Pathway:** Design/Pre-Construction

**Related Industry Certifications Available:** CAD Assessment (NOCTI)

Drafting and Design Assessment (NOCTI)

**Work-Based Learning:** Career Research, Service Learning Projects, Internship

	Grade	English	Math	Science	S.S.	Required Courses or Recommended Electives and/or CTE Courses		
<b>Middle School</b>	<b>7</b>	English 7	Math 7, Math 8	Life Science	Civics and Economics	Exploratory – Keyboarding, Career Investigation I	Health/P.E. *	Fine Arts **
	<b>8</b>	English 8 English 8 A/B	Math 8, or Algebra I	Physical Science	World History I	Career Interpretation II*, Keyboarding	Health/P.E. *	Foreign Language Level **, CTE or Fine Arts Elective

**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 (VA Wizard® or other assessment product).

	Grade	English <sup>1</sup>	Math <sup>1</sup>	Science <sup>1</sup>	S.S. <sup>1</sup>	Required Courses or Recommended Electives and/or CTE Courses			Related Careers
<b>SECONDARY</b> <i>Career Coaching,</i>	<b>9</b>	English 9	Algebra I, or Geometry	Earth Science	World History II	Health/PE* Foreign Language Level I or II**	Keyboarding Computer Applications**	Elective	<ul style="list-style-type: none"> <li>• CAD Specialist</li> <li>• Computer-Aided Drafter</li> <li>• Designer</li> <li>• Drafter</li> <li>• Drafting Supervisor</li> <li>• Electrical Drafter</li> <li>• Electronic Drafter</li> <li>• Fixture Design Drafter</li> <li>• Machine Design Drafter</li> <li>• 3D Solid Modeling</li> </ul>
	<b>10</b>	English 10 or English 10 Honors	Algebra II or Geometry	Biology	World Geography (elective)	Health/PE* Foreign Language Level II or III**	Industrial Occup. Expl: Drafting/Electronics	Elective	
	<b>11</b>	English 11 or English 11 Honors	Algebra II, or Advanced Algebra or equivalent	Chemistry	United States and Virginia History	Drafting I DC Economics and Personal Finance*	Intro to Computer Applications ** DC	Elective	
	<b>12</b>	English 12, or English 12 Honors/AP or English 111 and 112	Advanced Algebra or equivalent	Physics or Principles of Technology I & II	United States and Virginia Government	Drafting II DC	Career Applications III	Elective	

Postsecondary Placement Assessments ( <i>Reading, Writing, &amp; Mathematics</i> )									
<b>POSTSECONDARY</b> Community College <i>Career Placement</i>	<b>Year 1</b> <b>1<sup>st</sup></b> <b>Semester</b>		Technical Math I (MTH 115) or MTH 151 or MTH 163			Intro to Graphic Representation DRF 120	Intro to Computer Applications AST 232	Machine Lab I MAC 131	Preparation for Employment (SDV 106)
	<b>Year 1</b> <b>2<sup>nd</sup></b> <b>Semester</b>		Descriptive Geometry for Drafting (DRF 136)	Computer – Aided Drafting & Design I (DRF 201)	Computer-Aided Machining (DRF 226)	Machine and Processes (IND 113)	Machine Lab II (MAC 132)	Social Science Elective	Health or PE
	<b>Year 2</b> <b>1<sup>st</sup></b> <b>Semester</b>	English 111 or 112 If not taken in H.S. ENG 115		Fundamentals of Architectural Drafting (DRF 155)		Computer Aided Drafting & Design II (DRF 202)	Parametric Solid Modeling I (DRF 241)	Mechanics I (MEC 131)	Oral Interpretation (SPD 137)
	<b>Year 2</b> <b>2<sup>nd</sup></b> <b>Semester</b>		Computer-Aided Modeling & Rendering I (DRF 238)	Parametric Solid Modeling II (DRF 242)	Soc Science Elective	Computer Aided Drafting & Design III (DRF 203)	Design Capstone Project (DRF 280)	Health or PE	Parametric Solid Modeling II (DRF 243)
<b>4-year</b> Institution	University/College:					<b>Key</b>	<b>Required Course</b>		Academic Dual Enrollment
	Degree or Major:						Dual Credit course (HS to CC)		
	Number of dual enrollment CC Credits:						Dual enrollment course: CC to 4-yr		

<sup>1</sup>Standard Diploma Requirements: <http://www.doe.virginia.gov/instruction/graduation/standard.shtml>

Advanced Studies Diploma Requirements: [http://www.doe.virginia.gov/instruction/graduation/advanced\\_studies.shtml](http://www.doe.virginia.gov/instruction/graduation/advanced_studies.shtml)



**Career Cluster:** Agriculture, Food, and Natural Resources

**Career Pathways:** Food Products and Processing Systems, Animal Systems

**Work-Based Learning:** Career Research, Service Learning Projects, Internship

**Related Industry Certifications Available:**

**Additional Learning Opportunities:** FFA

See below

	Grade	English	Math	Science	S.S.	<b>*Required Courses or Recommended Electives** and/or CTE Courses</b>		
<b>Middle School</b>	<b>7</b>	English 7	Math 7, Math 8	Life Science	Civics and Economics	Exploratory-Keyboarding, Career Investigation I	Health/P.E.*	Fine Arts**
	<b>8</b>	English 8 English 8 A/B	Math 8, or Algebra I	Physical Science	World History I	Career Interpretation II*, Keyboarding	Health/P.E.*	Foreign Language Level I**, Agriscience Technology 8004

**CAREER ASSESSMENT:** Administration of a career assessment instrument (VA Wizard) is provided in the Career Interpretation Phase II class to help students and their parents plan for high school. The VA Wizard career assessment is also given in 10<sup>th</sup> grade.

	Grade	English <sup>1</sup>	Math <sup>1</sup>	Science <sup>1</sup>	S.S. <sup>1</sup>	<b>*Required Courses or Recommended Electives** and/or CTE Courses</b>			Related Careers
<b>SECONDARY</b> <i>Career Coaching,</i>	<b>9</b>	English 9	Algebra I, or Geometry	Earth Science	World History II	Health/P.E.* Foreign Language Level I or II**	Introduction to Animal Systems 8008 and/or Foundations of Agriculture 8006	CTE or Fine Arts Elective	<ul style="list-style-type: none"> <li>• Farm Worker</li> <li>• Farm Manager</li> <li>• Veterinary Assistant</li> <li>• Veterinarian</li> <li>• Biochemist</li> <li>• Food Scientist</li> <li>• Food Packaging Processor</li> </ul>
	<b>10</b>	English 10 or English 10 Honors	Algebra II, , or Geometry	Biology	World Geography (Elective)	Foreign Language Level II or III**	Agriculture Production Technology 8010 or Applied Agricultural Concepts 8073	CTE or Fine Arts Elective	<p><b>Related Certifications</b></p> <ul style="list-style-type: none"> <li>• Outdoor Power Equipment Certification</li> <li>• Agriculture Mechanics Assessment NOCTI</li> <li>• Commercial Pesticide Applicator Assessment</li> <li>• Production Agriculture Assessment NOCTI</li> </ul>
	<b>11</b>	English 11 or English 11 Honors	Algebra II, Advanced Algebra or equivalent	Chemistry	United States and Virginia History	Agriculture Production Management 8012 (Production Track)	Veterinary Science 8088 DC (Animal Systems Track)	Economics and Personal Finance* Entrepreneurship Education 9093	
	<b>12</b>	English 12 or English 12 Honors/AP or English 111 and 112	Advanced Algebra or equivalent	Physics or Principles of Technology	United States and Virginia Government	Biotechnology Foundations 8085 DC	Biotechnology Applications in Agriculture 8087 DC	CTE or Other Elective Career Applications III (Internship) 9072	

<b>POST SECONDARY</b>	<b>SAMPLE POSTSECONDARY PROGRAMS RELATED TO THIS CAREER PATHWAY</b>			
	<b>Pathway</b>	<b>Associate Degree, College Certificate, or Apprenticeship</b>	<b>Bachelors Degree</b>	<b>Postgraduate Degree</b>
	<b>Food Products and Processing Systems, Animal Systems</b>	<b>AS&amp;S Agriculture Science Specialization</b>	<b>Animal and Poultry Science, Food Science and Technology</b>	

**College: Wytheville Community College**

**School Division(s): Carroll, Grayson, Galax**

**Postsecondary:** Placement Assessments such as COMPASS & SAT II

<b>POSTSECONDARY - COMMUNITY COLLEGE or APPRENTICESHIP</b>	Semester	English	Mathematics	Science	Social Studies	Required Courses or Recommended Electives				
	<b>POSTSECONDARY PLAN OF STUDIES MUST INCLUDE POSTSECONDARY ACADEMIC, CTE, AND OTHER ELECTIVE COURSES APPROPRIATE FOR AN ASSOCIATE DEGREE.</b>									
	Year 1 1 <sup>st</sup> Semester		MTH 163 Pre-calculus I	BIO 101 General Biology I	ECO 201 Principles of Macroeconomics	SDV 100 College Success Skills				
	Year 1 2 <sup>nd</sup> Semester	ENG 112 College Composition II	MTH 271 Applied Calculus I	BIO 102 General Biology II	ECO 202 Principles of Microeconomics	AGR Elective  Biological Applications In Agriculture 8086 DE				
	Year 2 1 <sup>st</sup> Semester	ENG 241 or 243 Survey of American Lit. I Survey of English Lit. I		CHM 111 College Chemistry I	GEO 220 World Regional Geography	AGR Elective  Biotechnology Foundations 8085 DE	CST 110 Introduction to Speech Communications			
Year 2 2 <sup>nd</sup> Semester	ENG 242 or 244 Survey of American Lit. II Survey of English Lit. II		CHM 112 College Chemistry II		AGR Elective Biotechnology Applications in Agriculture 8087 DE	HLT/PED Elective	HUM Humanities Elective			
<b>College courses offered locally in the high school for college credit should be coded: DE (Dual Enrollment) and/or VC (Validated Credit)</b>										

**Related Industry Certifications Available:**

**Additional Suggested Learning Opportunities:**

**Work-Based Learning:**

- Cooperative Education   
 Internship   
 Mentorship  
 Job Shadowing   
 Service Learning Project   
 Registered Apprenticeship

<b>UNIVERSITY</b>	University/College: <b>Virginia Polytechnic Institute</b> Degree or Major: Number of dual enrollment CC Credits:
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**Career Cluster:** Agriculture, Food, and Natural Resources

**Career Pathway:** Power, Structural & Technical Systems

**Additional Learning Opportunities:** FFA

**Related Industry Certifications**

**Work-Based Learning:** Career Research, Service Learning Projects, Internship

**Available:** See below

	Grade	English	Math	Science	S.S.	<b>*Required Courses or Recommended Electives** and/or CTE Courses</b>		
<b>Middle School</b>	<b>7</b>	English 7	Math 7, Math 8	Life Science	Civics and Economics	Exploratory-Keyboarding, Career Investigation I	Health/P.E.*	Fine Arts**
	<b>8</b>	English 8 English 8 A/B	Math 8, or Algebra I	Physical Science	World History I	Career Interpretation II*, Keyboarding	Health/P.E.*	Foreign Language Level I**, Agriscience Technology 8004

**CAREER ASSESSMENT:** Administration of a career assessment instrument (VA Wizard) is provided in the Career Interpretation Phase II class to help students and their parents plan for high school. The VA Wizard career assessment is also given in 10<sup>th</sup> grade.

	Grade	English <sup>1</sup>	Math <sup>1</sup>	Science <sup>1</sup>	S.S. <sup>1</sup>	<b>*Required Courses or Recommended Electives** and/or CTE Courses</b>			Related Careers
<b>SECONDARY Career Coaching,</b>	<b>9</b>	English 9	Algebra I, or Geometry	Earth Science	World History II	Health/P.E.* Foreign Language Level I or II**	Agriculture Mechanics and Basic Animal Science 8008 and/or Foundations of Agriculture 8006	CTE or Fine Arts Elective	<ul style="list-style-type: none"> <li>• Farm Worker</li> <li>• Farm Manager</li> <li>• Outdoor Power Equipment Operator</li> <li>• Farm Equipment Mechanic</li> <li>• Farm Maintenance</li> <li>• Metal Fabricator</li> </ul>
	<b>10</b>	English 10 or English 10 Honors	Algebra II or Geometry	Biology	World Geography (Elective)	Foreign Language Level II or III**	Agriculture Production Technology 8010 or Applied Agricultural Concepts 8073	CTE or Fine Arts Elective	<p><b>Related Certifications</b></p> <ul style="list-style-type: none"> <li>• Outdoor Power Equipment Certification</li> <li>• Agriculture Mechanics Assessment NOCTI</li> <li>• Commercial Pesticide Applicator Assessment</li> <li>• Production Agriculture Assessment NOCTI</li> </ul>
	<b>11</b>	English 11 or English 11 Honors	Algebra II, or Advanced Algebra or equivalent	Chemistry	United States and Virginia History	Introduction to Power, Structural and Technical Systems 8016	CTE or Fine Arts Elective	Economics and Personal Finance*	
	<b>12</b>	English 12 or English 12 Honors/AP or English 111 and 112	Advanced Algebra or equivalent	Physics or Principles of Technology I & II	United States and Virginia Government	Agriculture or other CTE Elective	Agriculture Fabrication and Emerging Technologies 8019 DC	CTE or Other Elective Career Applications III Internship 9072	



**Career Cluster:** Agriculture, Food, and Natural Resources

**Career Pathway:** Natural Resources Systems

**Additional Learning Opportunities:** FFA

**Related Industry Certifications Available:** Forestry Products and Processing

**Work-Based Learning:** Career Research, Service Learning Project, Internship

- NOCTI, Commercial Pesticide Applicator Certification

	Grade	English	Math	Science	S.S.	<b>*Required Courses or Recommended Electives** and/or CTE Courses</b>		
<b>Middle School</b>	<b>7</b>	English 7	Math 7, Math 8	Life Science	Civics and Economics	Exploratory-Keyboarding, Career Investigation I	Health/P.E.*	Fine Arts**
	<b>8</b>	English 8 English 8 A/B	Math 8, or Algebra I	Physical Science	World History I	Career Interpretation II*, Keyboarding	Health/P.E.*	Foreign Language Level I**, Agriscience Technology 8004

**CAREER ASSESSMENT:** Administration of a career assessment instrument (VA Wizard) is provided in the Career Interpretation Phase II class to help students and their parents plan for high school. The VA Wizard career assessment is also given in 10<sup>th</sup> grade.

	Grade	English <sup>1</sup>	Math <sup>1</sup>	Science <sup>1</sup>	S.S. <sup>1</sup>	<b>*Required Courses or Recommended Electives** and/or CTE Courses</b>			<b>Related Careers</b>
<b>SECONDARY Career Coaching,</b>	<b>9</b>	English 9	Algebra I, Geometry	Earth Science	World History II	Health/P.E.* Foreign Language Level I or II**	Foundations of Agriculture 8006 and/or Agriculture Mechanics and Basic Animal Science 8008	Technology Laboratory** or Fine Arts Elective**	Game Warden Park Ranger Parks & Recreation Worker Maintenance Worker Lumber Grader Conservationist Equipment Operator Environmentalist
	<b>10</b>	English 10 or English 10 Honors	Algebra II or Geometry	Biology	World Geography (Elective)	Health/P.E.* Intro to Natural Resources and Ecology Systems* 8040	Keyboarding /Computer Applications** Foreign Language Level II or III**	CTE or Fine Arts Elective**	
	<b>11</b>	English 11 or English 11 Honors	Algebra II, or Advanced Algebra or equivalent	Chemistry y	United States and Virginia History	Forestry Management 8042 FOR 105 DC Biotechnology Foundations 8085 DC	Computer Applications**	Economics and Personal Finance*	
	<b>12</b>	English 12 or English 12 Honors/AP or English 111 and 112	Advanced Algebra or equivalent	Physics or Principles of Technology I & II	United States and Virginia Government	Advanced Forestry Management 8044	Career Applications III Internship 9072**	Entrepreneurship Education 9093 or Other CTE Elective	

POST SECONDARY	SAMPLE POSTSECONDARY PROGRAMS RELATED TO THIS CAREER PATHWAY			
	Pathway	Associate Degree, College Certificate, or Apprenticeship	Bachelors Degree	Postgraduate Degree
	Natural Resources Systems	AS&S Agriculture Science Specialization	Natural Resource Conservation Wood Science and Forest Products	

College: Wytheville Community College

School Division(s): Carroll, Grayson, Galax

**Postsecondary: Placement Assessments such as COMPASS & SAT II**

POSTSECONDARY - COMMUNITY COLLEGE OF APPRENTICESHIP	Semester	English	Mathematics	Science	Social Studies	Required Courses or Recommended Electives			
	<b>POSTSECONDARY PLAN OF STUDIES MUST INCLUDE POSTSECONDARY ACADEMIC, CTE, AND OTHER ELECTIVE COURSES APPROPRIATE FOR AN ASSOCIATE DEGREE.</b>								
	Year 1 1 <sup>st</sup> Semester	ENG 111 College Composition I	MTH 163 Pre-calculus I	BIO 101 General Biology I	ECO 201 Principles of Macroeconomics	SDV 100 College Success Skills	AGR Elective Forestry Management 8042 FOR 105 DC		
	Year 1 2 <sup>nd</sup> Semester	ENG 112 College Composition II	MTH 271 Applied Calculus I	BIO 102 General Biology II	ECO 202 Principles of Microeconomics	AGR Elective Biological Applications In Agriculture 8086 DE			
	Year 2 1 <sup>st</sup> Semester	ENG 241 or 243 Survey of American Lit. I Survey of English Lit. I		CHM 111 College Chemistry I	GEO 220 World Regional Geography	AGR Elective Biotechnology Foundations 8085 DE	CST 110 Introduction to Speech Communications		
Year 2 2 <sup>nd</sup> Semester	ENG 242 or 244 Survey of American Lit. II Survey of English Lit. II		CHM 112 College Chemistry II		AGR Elective Biotechnology Applications in Agriculture 8087 DE	HLT/PED Elective	HUM Humanities Elective		

College courses offered locally in the high school for college credit should be coded: DE (Dual Enrollment) and/or VC (Validated Credit)

**Related Industry Certifications Available:**

**Additional Suggested Learning Opportunities:**

**Work-Based Learning:**

- Cooperative Education     Internship     Mentorship  
 Job Shadowing     Service Learning Project     Registered Apprenticeship

UNIVERSITY

University/College: **Virginia Polytechnic Institute**

Degree or Major:

Number of dual enrollment courses: \_\_\_\_\_



# Board of Education Agenda Item

Item: G.

Date: July 28, 2011

Topic: Final Review of Proposed State Approved Textbooks for K-12 Mathematics

Presenter: Dr. Linda Wallinger, Assistant Superintendent for Instruction

Telephone Number: (804) 225-2034

E-Mail Address: linda.wallinger@doe.virginia.gov

## Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other:

Action requested at this meeting  Action requested at future meeting: \_\_\_\_\_

## Previous Review/Action:

No previous board review/action

Previous review/action

date May 19, 2011

action Accepted for first review the proposed state approved textbooks for K-12 mathematics

## Background Information:

The Board of Education's authority for approving textbooks and other instructional materials is prescribed in the Virginia Constitution and in the *Code of Virginia*.

*Virginia Constitution, Article VIII, § 5 (d)*

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

*Code of Virginia, § 22.1-238*

- A. The Board of Education shall have the authority to approve textbooks suitable for use in the public schools and shall have authority to approve instructional aids and materials for use in the public schools. The Board shall publish a list of all approved textbooks on its website and shall list the publisher and the current lowest wholesale price of such textbooks.
- B. Any school board may use textbooks not approved by the Board provided the school board selects such books in accordance with regulations promulgated by the Board.
- C. For the purposes of this chapter, the term "textbooks" means print or electronic media for student use that serve as the primary curriculum basis for a grade-level subject or course.

The Board of Education’s current textbook regulations specify the types of materials that may be adopted.

*Regulations Governing Textbook Adoption, 8 VAC 20-220-30*

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

The Board of Education approved the list of current state-approved K-12 mathematics textbooks on January 12, 2005, following revisions to the *Mathematics Standards of Learning* in 2001 and to the *Mathematics Curriculum Framework* in 2002. The *Mathematics Standards of Learning* were revised in 2009, followed by revisions to the *Mathematics Curriculum Framework* the same year. The revised standards and curriculum framework then prompted the need to review textbooks for correlation to the revised content.

On March 18, 2010, the Board of Education authorized the Department to begin the process of the K-12 mathematics textbooks review using a timeline approved by the Board. The Department of Education used the approved process and criteria to conduct the textbook review. In June 2010, committees of Virginia educators received the mathematics textbook samples along with K-12 *Mathematics Standards of Learning* textbook correlations from publishers. Members of these committees conducted individual analyses of the materials prior to meeting with the full committee. In July 2010, the committees convened in Richmond to reach consensus on their reviews of the submitted materials. The consensus evaluations were shared with publishers, and publishers were given an opportunity to respond to the committees’ reviews and recommendations. Requests by publishers for reconsideration were examined carefully by Department of Education staff, and staff members began preparing the list of proposed approved mathematics textbooks for presentation to the Board.

In late fall 2010, further action was deferred as questions about the textbook review process arose, and the Board indicated interest in revising the textbook review and approval process in January 2011. In order to conform with the revised process approved on March 24, 2011, that required additional information from publishers, publishers of the reviewed mathematics textbooks were asked to complete Publisher’s Certification and Agreement forms for each textbook being considered for approval by the Board. Department of Education staff members reviewed all textbook publishers’ certifications and agreements to ensure they were completed correctly, sufficient information had been provided, and they were signed by an appropriate representative of the publishing company.

**Summary of Major Elements**

On May 19, 2011, the Board of Education accepted for first review the proposed state approved textbooks for K-12 mathematics. A 30-day public comment period began on May 20, 2011, and ended on June 20, 2011. No public comments were received concerning the proposed approved textbooks for K-12 mathematics.

The list of 61 proposed recommended mathematics textbooks, including the status of the Publisher’s Certification and Agreement forms for each, is included as Attachment A.

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education approve the attached list of proposed recommended textbooks for K-12 mathematics.

**Impact on Resources:**

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

**Timetable for Further Review/Action:**

Upon approval, the Department of Education will publish the list of approved textbooks on its Web site in accordance with section § 22.1-238 of the *Code of Virginia*.

**Proposed Mathematics Textbooks Recommended for Approval**  
**July 28, 2011**

Course	Publisher	Title	Copyright	Satisfactory Completion of Publisher's Certifications and Agreements	
				Yes	No
<b>Kindergarten</b>					
	Houghton Mifflin Harcourt	Math Expressions, Kindergarten	2009	✓	
	Pearson Education, Inc., publishing as Scott Foresman	enVisionMATH, Kindergarten	2012	✓	
	The McGraw-Hill Companies School Education Group	Virginia Math Connects, Kindergarten	2012	✓	
<b>Grade 1</b>					
	Houghton Mifflin Harcourt	Math Expressions, Grade 1	2009	✓	
	Pearson Education, Inc., publishing as Scott Foresman	enVisionMATH, Grade 1	2012	✓	
	The McGraw-Hill Companies School Education Group	Virginia Everyday Mathematics, Grade 1	2007	✓	
	The McGraw-Hill Companies School Education Group	Virginia Math Connects, Grade 1	2012	✓	
<b>Grade 2</b>					
	Houghton Mifflin Harcourt	Math Expressions, Grade 2	2009	✓	
	Pearson Education, Inc., publishing as Scott Foresman	enVisionMATH, Grade 2	2012	✓	
	The McGraw-Hill Companies School Education Group	Virginia Everyday Mathematics, Grade 2	2007	✓	
	The McGraw-Hill Companies School Education Group	Virginia Math Connects, Grade 2	2012	✓	

Course	Publisher	Title	Copyright	Satisfactory Completion of Publisher's Certifications and Agreements	
				Yes	No
<b>Grade 3</b>					
	Houghton Mifflin Harcourt	Math Expressions, Grade 3	2009	✓	
	Pearson Education, Inc., publishing as Scott Foresman	enVisionMATH, Grade 3	2012	✓	
	The McGraw-Hill Companies School Education Group	Virginia Everyday Mathematics, Grade 3	2007	✓	
	The McGraw-Hill Companies School Education Group	Virginia Math Connects, Grade 3	2012	✓	
<b>Grade 4</b>					
	Houghton Mifflin Harcourt	Math Expressions, Grade 4	2009	✓	
	Pearson Education, Inc., publishing as Scott Foresman	enVisionMATH, Grade 4	2012	✓	
	The McGraw-Hill Companies School Education Group	Virginia Math Connects, Grade 4	2012	✓	
<b>Grade 5</b>					
	Houghton Mifflin Harcourt	Math Expressions, Grade 5	2009	✓	
	Pearson Education, Inc., publishing as Scott Foresman	enVisionMATH, Grade 5	2012	✓	
	The McGraw-Hill Companies School Education Group	Virginia Everyday Mathematics, Grade 5	2007	✓	
	The McGraw-Hill Companies School Education Group	Virginia Math Connects, Grade 5	2012	✓	

Course	Publisher	Title	Copyright	Satisfactory Completion of Publisher's Certifications and Agreements	
				Yes	No
<b>Grade 6</b>					
	Big Ideas Learning, LLC	Big Ideas Math 6, Virginia Edition	2012	✓	
	Houghton Mifflin Harcourt	Holt McDougal Mathematics Course 1, Virginia Edition	2012	✓	
	Pearson Education, Inc., publishing as Scott Foresman	enVisionMATH, Grade 6	2012	✓	
	Pearson Education, Inc., publishing as Prentice Hall	Mathematics, Course 1 Virginia Edition	2012	✓	
	The McGraw-Hill Companies School Education Group	Virginia Everyday Mathematics, Grade 6	2007	✓	
	The McGraw-Hill Companies School Education Group	Virginia Math Connects Course 1	2012	✓	
<b>Grade 7</b>					
	Big Ideas Learning	Big Ideas Math 7, Virginia Edition	2012	✓	
	Houghton Mifflin Harcourt	Holt McDougal Mathematics Course 2, Virginia Edition	2012	✓	
	Houghton Mifflin Harcourt	McDougal Littell Pre-Algebra	2008	✓	
	Pearson Education, Inc., publishing as Prentice Hall	Mathematics, Course 2 Virginia Edition	2012	✓	
	The McGraw-Hill Companies School Education Group	Virginia Math Connects Course 2	2012	✓	

Course	Publisher	Title	Copyright	Satisfactory Completion of Publisher's Certifications and Agreements	
				Yes	No
<b>Grade 8</b>					
	Big Ideas Learning	Big Ideas Math 8, Virginia Edition	2012	✓	
	Carnegie Learning, Inc.	Bridge to Algebra, Virginia Edition	2010	✓	
	CORD Communications, Inc.	Bridges to Algebra and Geometry	2010	✓	
	Houghton Mifflin Harcourt	Holt McDougal Mathematics Course 3, Virginia Edition	2012	✓	
	Houghton Mifflin Harcourt	McDougal Littell Pre-Algebra	2008	✓	
	Pearson Education, Inc., publishing as Prentice Hall	Mathematics, Course 3 Virginia Edition	2012	✓	
	The McGraw-Hill Companies School Education Group	Virginia Math Connects Course 3	2012	✓	
	The McGraw-Hill Companies School Education Group	Virginia Pre-Algebra	2012	✓	
<b>Algebra I</b>					
	Houghton Mifflin Harcourt	Holt McDougal Algebra 1 (Burger et al)	2012	✓	
	Houghton Mifflin Harcourt	Holt McDougal Algebra 1 Concepts and Skills	2010	✓	
	Houghton Mifflin Harcourt	Holt McDougal Algebra 1 (Larson et al)	2011	✓	
	Key Curriculum Press	Discovering Algebra 1	2007	✓	
	The McGraw-Hill Companies School Education Group	Virginia Algebra 1	2012	✓	
	Pearson Education, Inc., publishing as Prentice Hall	Algebra 1 Virginia Edition	2012	✓	

Course	Publisher	Title	Copyright	Satisfactory Completion of Publisher's Certifications and Agreements	
				Yes	No
<b>Geometry</b>					
	Carnegie Learning, Inc.	Geometry, Virginia Edition	2010	✓	
	CORD Communications, Inc.	Geometry	2009	✓	
	Houghton Mifflin Harcourt	Holt McDougal Geometry (Burger et al)	2012	✓	
	Houghton Mifflin Harcourt	Holt McDougal Geometry Concepts and Skills	2010	✓	
	Houghton Mifflin Harcourt	Holt McDougal Geometry (Larson et al)	2011	✓	
	Key Curriculum Press	Discovering Geometry	2007	✓	
	Pearson Education, Inc., publishing as Prentice Hall	Geometry Virginia Edition	2012	✓	
	The McGraw-Hill Companies School Education Group	Virginia Geometry	2012	✓	
<b>Algebra II</b>					
	Carnegie Learning, Inc.	Algebra II, Virginia Edition	2010	✓	
	Houghton Mifflin Harcourt	Holt McDougal Algebra 2 (Burger et al)	2012	✓	
	Houghton Mifflin Harcourt	Holt McDougal Algebra 2 (Larson et al)	2012	✓	
	Pearson Education, Inc., publishing as Prentice Hall	Algebra 2 Virginia Edition	2012	✓	
	The McGraw-Hill Companies School Education Group	Virginia Algebra 2	2012	✓	
<b>Algebra, Functions, and Data Analysis</b>					
	Pearson Education, Inc., publishing as Prentice Hall	Algebra, Functions, and Data Analysis: A Virginia Course	2009	✓	

# Board of Education Agenda Item

Item: \_\_\_\_\_ H. \_\_\_\_\_

Date: \_\_\_\_\_ July 28, 2011 \_\_\_\_\_

**Topic:** Final Review of a Modified Academic Review Process for High Schools

**Presenter:** Dr. Kathleen M. Smith, Director of the Office of School Improvement

**Telephone Number:** (804) 225-2865

**E-Mail Address:** Kathleen.Smith@doe.virginia.gov

## Origin:

Topic presented for information only (no board action required)

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 June 28, 2011

action Accepted for first review the modified academic review process for high schools

**Background Information:** In February 2009, the Board of Education revised *Regulations Establishing Standards for Accrediting Public Schools in Virginia* to require high schools to meet an annual benchmark for graduation beginning with the 2011-2012 school year, and to create a graduation and completion index for high schools (8 VAC 20-131-280). The graduation and completion index includes weighted points for diploma graduates (100 points), GED recipients (75 points), students not graduating but still in school (70 points), and students earning certificates of program completion (25 points). Schools with a twelfth grade must meet a benchmark of 85 points for a rating of fully accredited. A school may be *Accredited with Warning* in specific academic areas and/or in achievement of the minimum threshold for the graduation and completion index. Until the 2015-2016 school year, a school will be designated *Provisionally Accredited–Graduation Rate* if its eligible students meet Virginia’s Standards of Learning pass rates but the school fails to achieve a minimum of 85 points on the graduation and completion index while meeting a lower benchmark (8VAC 20-131-300). For a school to be rated *Provisionally Accredited–Graduation Rate* in school years 2011- 2015, the required graduation and completion index will increase by one point each year with a range of 80-84

points.

Further, each school that is *Accredited with Warning* (in specific academic areas and/or in achievement of the minimum threshold for the graduation and completion index) or *Provisionally Accredited–Graduation Rate* must undergo an academic review process and must develop a three-year School Improvement Plan (8VAC 20-131-310).

The proposed modified academic review process may be used as an alternative to the process approved by the Board in 2005, *School-Level Academic Review Process* (Attachment B).

**Summary of Major Elements:** The Department of Education is required to develop academic review guidelines to support schools that are *Accredited with Warning* (in specific academic areas and/or in achievement of the minimum threshold for the graduation and completion index) or *Provisionally Accredited–Graduation Rate* (8VAC 20-131-310). Guidelines are proposed that establish a modified process designed to address graduation and academic issues as well as the required elements of three-year school improvement plans for high schools that are *Accredited with Warning* (in specific academic areas and/or in achievement of the minimum threshold for the graduation and completion index) or *Provisionally Accredited–Graduation Rate*.

In order to address the needs of these schools, the Department of Education proposes the modified academic review process as outlined in Attachment A. The Office of School Improvement, the Virginia Association of Secondary School Principals, the Appalachia Regional Comprehensive Center, the Center on Innovation and Improvement, and the National High School Center have collaboratively developed this proposed process over the past three years.

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education approve the proposed modifications to the school-level academic review process guidelines for high schools *Accredited with Warning* (in specific academic areas and/or in achievement of the minimum threshold for the graduation and completion index) or *Provisionally Accredited–Graduation Rate*.

**Impact on Resources:**

The General Assembly appropriates funds to conduct the academic reviews. These funds will be used to conduct the proposed school-level academic reviews.

**Timetable for Further Review/Action:**

Upon board approval, the attached guidelines for the school-level academic review process will be implemented for the 2011-2012 school year.

**Proposed Modified Academic Review Process for High Schools**  
***Accredited with Warning* (in specific academic areas and/or in achievement of the minimum threshold for the graduation and completion index) or**  
***Provisionally Accredited–Graduation Rate***

**Part I: Modified Academic Review Process for High Schools Rated *Accredited with Warning* (in specific academic areas and/or in achievement of the minimum threshold for the graduation and completion index) or *Provisionally Accredited–Graduation Rate***

A. Introduction

The Board of Education approved the *School-Level Academic Review Process* in September 2005. (Attachment B). Guidelines are proposed that establish a modified process to the School-Level Academic Review Process that address graduation and academic issues as well as the required elements of three-year school improvement plans for high schools that are *Accredited with Warning* (in specific academic areas and/or in achievement of the minimum threshold for the graduation and completion index) or *Provisionally Accredited–Graduation Rate*. In order to customize the current School-Level Academic Review Process, the proposed modified process may be used for high schools that are *Accredited with Warning* (in specific academic areas and/or in achievement of the minimum threshold for the graduation and completion index) or *Provisionally Accredited–Graduation Rate* (8VAC 20-131-310).

B. Data Driven Strategy Development–Virginia’s Early Warning System (VEWS)

Early Warning Systems are data tracking tools designed to assist schools in identifying which students show signs that they are at-risk of failure or drop out. Identified students are provided with interventions to get them back on-track for graduation, and are monitored throughout the school year. Early Warning Systems are intended to assist schools as they work towards improved outcomes for students and increased graduation rates.

The Virginia Early Warning System (VEWS) was developed for the Department of Education in collaboration with the National High School Center. The VEWS indicators are based upon predictors of drop out and graduation that have been validated by national research and by four Virginia school divisions that participated in a pilot program. The use of VEWS is required for high schools that are *Accredited with Warning* (in specific academic areas and/or in achievement of the minimum threshold for the graduation and completion index) or *Provisionally Accredited–Graduation Rate*. The VEWS data will provide quarterly reports to the school team to track progress on selected indicators. These indicators include attendance, grades, credits earned, scores on SOL assessments, and behavior.

A regional liaison that is assigned by the Department of Education and division team will review the VEWS data as well as other available data. This data may include identifying the number of over-age students at each grade, reviewing PALS data in grades K-3, identifying the percent of students not reading on grade-level at third grade over the past three years, and other significant data the division may find relevant to strategies needed to prevent students from entering high school at risk of not graduating on time or at all.

### C. Regional Liaisons and Other Technical Assistance

Regional liaisons will be assigned to each school by the Department of Education, Office of School Improvement. The liaisons will identify the needs of each school *Accredited with Warning* (in specific academic areas and/or in achievement of the minimum threshold for the graduation and completion index) or *Provisionally Accredited–Graduation Rate* by reviewing the same data as the division and school team. The regional liaison, in collaboration with the school and division team, will customize a framework for improvement developed by either the National High School Center and/or the Center on Innovation and Improvement. These tools are described in Part II. B. of this attachment.

Although training will be conducted regionally, technical assistance will be provided to each school as needed and determined by the regional liaison. Guided by the systematic review of the VEWS data and the division's and school's self-assessment report (from the National High School Center and/or the Center on Innovation and Improvement discussed in Part II. B. of this attachment), the regional liaison will identify and will communicate to the Office of School Improvement the priority needs for technical assistance for each school and division. All technical assistance needs will be considered and addressed within the budget appropriated for the academic review process. Regional training serves two purposes: first, the cost of training is greatly reduced; and second, schools with similar needs and demographics can learn from each other.

Web conferences developed by the regional liaisons, a select group of principals, and other educational leaders, will be provided throughout the year. The web conferences will meet the needs of Virginia's schools that have low graduation rates and/or low academic achievement and will be aligned with the research-based strategies available from the National High School Center and the Center on Innovation and Improvement.

### D. Division- and School-Level Teams

As part of the academic review process, two teams will be established. The division team will include the principal of the school rated *Accredited with Warning* (in specific academic areas and/or in achievement of the minimum threshold for the graduation and completion index) or *Provisionally Accredited–Graduation Rate*, the division's top elementary, middle and secondary leaders, and membership from Title I and special education. The division team will review data from the VEWS to make decisions about resources, policies, and strategies that will impact high school achievement (academic and graduation) at all grade levels.

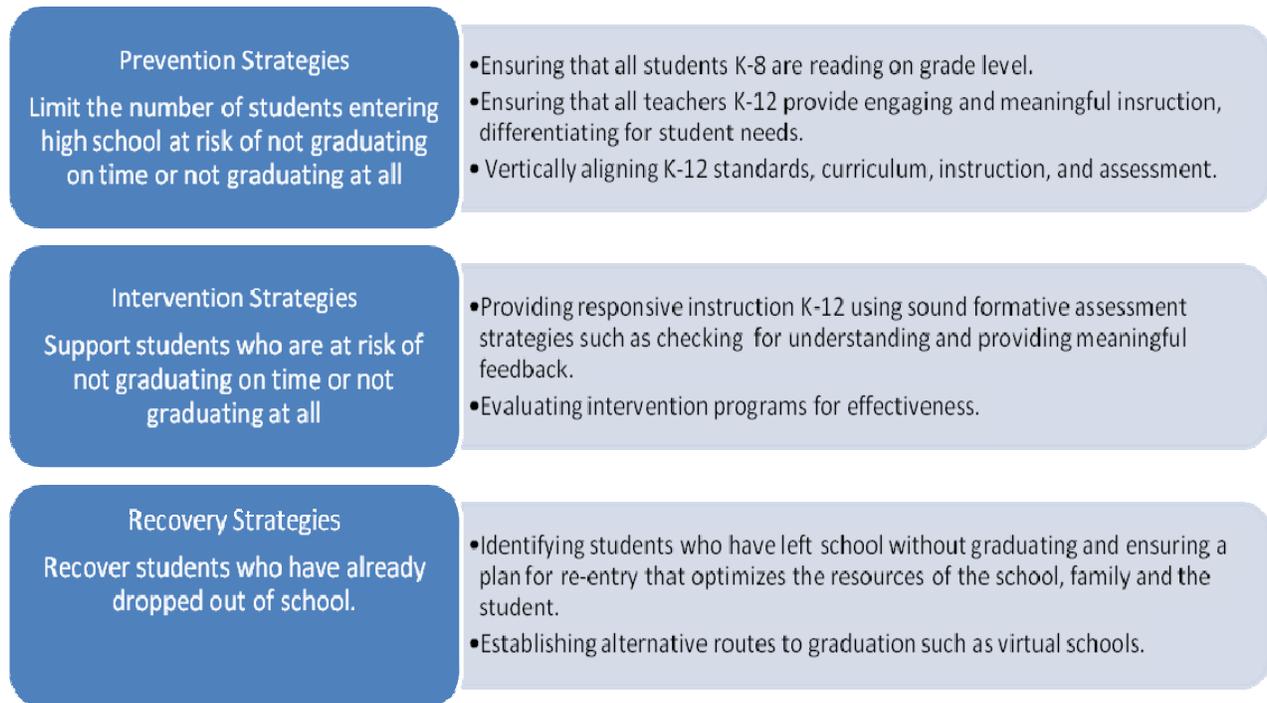
The school team will include the school's principal and membership from guidance, special education and instruction. At least one member (other than the principal) of the division team will serve on the school team as well, preferably the division's top instructional leader. The school team will execute the 7-step VEWS implementation process in order to identify and intervene with students at-risk of failure or drop out. The VEWS process is outlined below in Part II. A. of this attachment.

The Office of School Improvement will provide technical assistance to both the division and school team as described in Part II of this attachment.

The Office of School Improvement, the National High School Center, the Appalachia Regional Comprehensive Center, the Center on Innovation and Improvement, and the Virginia Association of

Secondary School Principals have collaborated to develop a framework of technical assistance that provides intensive systems of support for the division and the school. Recovery and intervention strategies need to be considered for students who have entered high school at-risk for failure and drop out. Prevention strategies need to be considered for students in grades K-8 to ensure that all students are prepared to be successful in high school.

Figure 1. Strategies Considered by Schools and Divisions as Part of the Academic Review Process



**Part II: Tools Developed for the Academic Review Process for High Schools Rated *Accredited with Warning* (in specific academic areas and/or in achievement of the minimum threshold for the graduation and completion index) or *Provisionally Accredited–Graduation Rate***

**A. 7-Step VEWS Implementation Process**

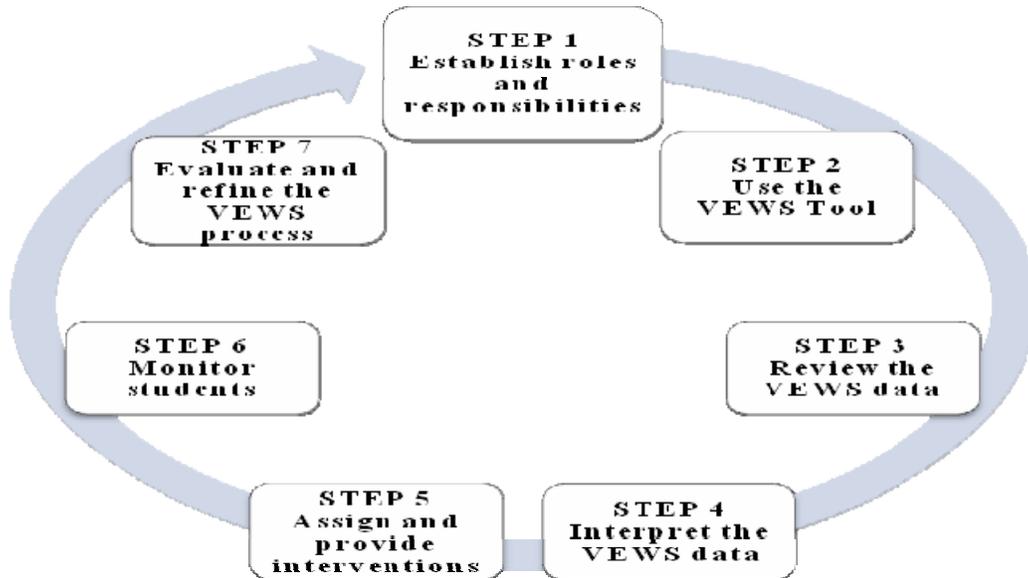
In order to comprehensively address the barriers to student success that lead to drop out, a strategic process of data-driven decision making that includes systematic student identification, intervention, monitoring, and evaluation must be implemented. The 7-Step VEWS implementation process, developed by the National High School Center, will be executed over the course of the year in alignment with the academic calendar.

Specific steps are undertaken during defined periods of the year, many in a recurring or continuous manner, so that the process of reviewing VEWS data and identifying appropriate dropout strategies and interventions is timely and responsive to individual student needs. In the longer term, the process allows ongoing evaluation and revision across academic years to ensure that the VEWS achieves maximum efficiency and efficacy in the local context. The process is defined below:

Step 1: Establish Roles and Responsibilities

A diverse, well-informed school team is essential to the success of this process. The team should include a broad representation of staff within the school and, ideally, the division. Membership may include the school principal or assistant principal, representatives from feeder middle and elementary schools, guidance counselors, teachers, and division central office representatives. The school team will meet regularly throughout the school year.

Figure 2. 7-Step VEWS Implementation Process Developed by the National High School Center



Step 2: Use the VEWS Tool

The VEWS tool uses information about student attendance, course failures, grade point average (GPA), and credits earned to identify, or flag, students who are at-risk for dropping out. The tool is designed to primarily monitor students while they are in high school; however, a pre-high school risk indicator has also been integrated into the tool. Once data are imported into the tool using an Excel file format, the tool automatically flags students as “at-risk” on the basis of the indicators that are predictive of whether students will graduate or drop out. The school team ensures that the tool is regularly updated and that VEWS information is disseminated appropriately to maintain confidentiality while facilitating the decision making process. The VEWS tool is available at

[http://www.doe.virginia.gov/support/school\\_improvement/early\\_warning\\_system/index.shtml](http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtml).

Step 3: Review the VEWS Data

In Step 3, VEWS data are reviewed to identify students at risk for dropping out and to understand patterns in student engagement and academic performance. This is a critical step when using any type of early warning data, although the focus here is on information and reports that are in the VEWS tool. A wide variety of reports are available to disaggregate data into manageable pieces that can be sorted, organized, and prioritized so that the school team can take action. The VEWS tool provides student- and school-level reports that the team can then review to better understand patterns and begin to consider the allocation of dropout prevention resources to flagged students. These reports allow the team to review

summary information on the number and percentage of students in the school who are flagged (for any reason) and who are flagged for particular indicators.

#### *Step 4: Interpret the VEWS Data*

This step builds on the review of VEWS data conducted in Step 3 by encouraging the team to look more closely at the characteristics of flagged students. Indicators of risk are merely signs of deeper and likely more complex problems related to student disengagement with school and academic failure. The team should gather data from a variety of sources. These sources may include classroom teachers or other adults in the school who interact with flagged students. Additionally, the team should consider conducting one-on-one meetings with individual students, their parents, or both. On the basis of their investigations, the team should be able to identify some common and individual needs among students, and prepare to identify and implement appropriate intervention strategies (Step 5) and monitor students' responses to these interventions (Step 6).

#### *Step 5: Assign and Provide Interventions*

During Step 5, the school team matches individual students to specific interventions after having gathered information about: (1) potential root causes for individual flagged students, and (2) the available dropout prevention and academic and behavioral support programs in the school, division, and community. A tiered approach to intervention, in which increasingly intensive levels of intervention are provided to the students with the greatest needs, is recommended. The VEWS tool allows schools to identify and prescribe multiple levels of intervention for flagged students. Interventions are then assigned by tier, date, and person responsible.

[tercipschools.org](http://tercipschools.org)

#### *Step 6: Monitor Students*

In this step, the school team uses progress monitoring information to evaluate the impact of interventions on individual students and on students with common needs. Students who were previously flagged and assigned to one or more interventions should be monitored closely to determine whether they are again flagged and for which reasons. Issues that arise with students who are receiving supports and who continue to show signs that they are at risk for dropping out should be addressed. New interventions that are not currently available to meet the needs of students may be identified. In these cases, the team must conduct a search and develop a list of potential interventions and strategies that may serve the need, with the associated costs of implementing the intervention or strategy (e.g., resources, funding, staff time). After the team shares the level of need and potential solutions and shares the information with leadership and staff, appropriate intervention(s) can be implemented. Families should be informed when students appear to make improvements, and they should also be informed when there is lack of improvement or further decline.

#### *Step 7: Evaluate and Refine the VEWS Process*

On an annual basis (at a minimum), the school team should reflect on the VEWS implementation process. In this step, the team reflects on the VEWS process based upon data and evidence and identifies successes and challenges. As part of this step, the team makes recommendations for improving the process. Finally, the current school team, in addition to other school and division leadership, identifies new school team members and ensures that they are trained and that they understand the implementation process. Step 7 also includes an analysis of the VEWS risk indicators to determine the extent to which they

are accurately predicting students who are at-risk of dropping out of high school. Having multiple years of data to look at these percentages is critical to testing the predictive power of the VEWS indicators for the local context. If the validation analysis shows that the system is not very predictive in the local context, modification of the indicators or the thresholds/benchmarks may be warranted.

**B. Needs Assessment and Framework for Improvement**

Throughout the course of the first year, the division and school team will use the VEWS data and other data to complete an in-depth and thorough needs assessment using tools developed by the Center on Innovation and Improvement or the National High School Center. These tools can be customized by the regional liaison to meet the needs of each school. The selection of the appropriate tool will be decided by the regional liaison, in collaboration with the division and school team, based on the review of VEWS and other data. The division and school team will use selected indicators to develop a single comprehensive plan that includes division and school strategies. The division strategies will focus on K-12 needs, while the school strategies will focus on what is needed for student success at the high school.

*High School Rapid Improvement Indicators from the Center on Innovation and Improvement*

The Center on Innovation and Improvement has developed a set of targeted indicators focused on the school’s current practices that are critical to the rapid improvement of the graduation rate and academic achievement at the school-level. The division indicators provide a framework for the division strategies that support the school in its improvement plan.

Table 1

High School Rapid Improvement Indicators from the Center on Innovation and Improvement

<b>Element</b>	<b>Indicators of Effectiveness</b>
<b>Team Structure</b>	<ul style="list-style-type: none"> <li>▪ The division and school teams regularly examine individual and collective student data (e.g., course grades and completion, overall grade point average, attendance rates, behavior referrals, suspensions, end-of-course exams, state exam results) to identify areas for improvement across all content areas and throughout the school.</li> <li>▪ The division and school teams monitor rates of student transfer, dropout, graduation, and post-high school outcome (e.g., student enrollment in college, students in careers) using a longitudinal data system.</li> <li>▪ The division and school teams implement, monitor, and analyze results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out of high school.</li> <li>• A team structure is officially incorporated into the school improvement plan and school governance policy.</li> <li>• All teams have written statements of purpose and bylaws for their operation.</li> <li>• All teams operate with work plans for the year and specific work products to produce.</li> <li>• All teams prepare agendas for their meetings.</li> </ul>

	<ul style="list-style-type: none"> <li>• All teams maintain official minutes of their meetings.</li> <li>• The principal maintains a file of the agendas, work products, and minutes of all teams.</li> <li>• The division and school teams meet regularly (twice a month or more for an hour each meeting).</li> <li>• The division and school team serve as a conduit of communication to the faculty and staff.</li> <li>• The division and school teams regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs.</li> <li>• Teachers are organized into grade-level, grade-level cluster, or subject-area instructional teams.</li> <li>• Instructional teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning.</li> </ul>
<p><b>Principal's Role</b></p>	<ul style="list-style-type: none"> <li>• The traditional roles of the principal and other administrators (e.g., management, discipline, security) are distributed to allow adequate time for administrative attention to instruction and student supports.</li> <li>• The principal keeps a focus on instructional improvement and student learning outcomes.</li> <li>• The principal monitors curriculum and classroom instruction regularly.</li> <li>• The principal spends at least 50 percent of his/her time working directly with teachers to improve instruction, including classroom observations.</li> <li>• The principal challenges, supports and monitors the correction of unsound teaching practices.</li> <li>• The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.</li> <li>• The division and school teams review the principal's summary reports of classroom observations and take them into account in planning professional development.</li> <li>• Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.</li> <li>• Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.</li> <li>• Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management.</li> <li>• Teachers are required to make individual professional development plans based on classroom observations.</li> </ul>

	<ul style="list-style-type: none"> <li>• Professional development of individual teachers includes an emphasis on indicators of effective teaching.</li> <li>• Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.</li> <li>• The principal plans opportunities for teachers to share their strengths with other teachers.</li> </ul>
<p><b>Opportunity to Learn: Content Mastery and Graduation</b></p>	<ul style="list-style-type: none"> <li>▪ The school confirms that a student has mastered prerequisite content knowledge before allowing the student to take higher-level courses.</li> <li>▪ All students demonstrating prerequisite content mastery are given access to higher-level courses.</li> <li>▪ The curriculum and schedule provide pathways for all students to acquire missing content knowledge.</li> <li>▪ The school provides all students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on-track for graduation.</li> <li>▪ The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs) to keep them on-track for graduation.</li> <li>▪ The school provides all students with opportunities for content and credit recovery that are integrated into the regular school day to keep them on-track for graduation.</li> <li>▪ Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.</li> <li>▪ Teachers re-teach based on post-test results.</li> <li>▪ All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.</li> <li>▪ All teachers test frequently using a variety of evaluation methods and maintain a record of the results.</li> <li>▪ All teachers develop weekly lesson plans based on aligned units of instruction.</li> </ul>
<p><b>Opportunity to Learn: Extended Learning Opportunities</b></p>	<ul style="list-style-type: none"> <li>▪ The school expects all students to participate in activities to develop skills outside of the classroom (e.g., service learning, athletics, enrichment, internships).</li> <li>▪ The school provides all students with opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, work-based internships).</li> <li>▪ The school provides all students with formal supports and a network of contacts with school personnel, community members, and workplace personnel to ensure the social capital necessary to make informed life decisions.</li> </ul>
<p><b>Opportunity to Learn: Transitions</b></p>	<ul style="list-style-type: none"> <li>▪ The school provides freshman students with formal supports as they make the transition to high school (e.g., summer bridge programs, freshman academies).</li> <li>▪ The school provides senior students with formal supports as they</li> </ul>

	<p>make the transition out of high school (e.g., college and career planning, job fairs).</p> <ul style="list-style-type: none"> <li>▪ The school tracks the postsecondary school placements and experiences of their graduates and reports the results to the school board, faculty, and school community.</li> </ul>
<p><b>Opportunity to Learn: Post-Secondary School Options</b></p>	<ul style="list-style-type: none"> <li>▪ Guidance counselors provide all students with assessment feedback and reports to facilitate student-driven decisions about their own work and college and career goals.</li> <li>▪ The school provides all students with opportunities to enroll in and master rigorous coursework for college and career readiness.</li> <li>▪ The school provides all students with academic supports (e.g., supplemental interventions) when needed to enable them to succeed in rigorous courses designed for college and career readiness.</li> <li>▪ The school provides all students with supports and guidance to prepare them for college and careers (e.g., career awareness activities, career exploration, college visits, advising).</li> <li>▪ All teachers integrate college and career guidance and supports relevant to their subject areas into their taught curricula.</li> <li>▪ The school routinely provides all students with information and experience in a variety of career pathways.</li> <li>▪ The school provides all students with access to relevant data to make decisions about their course of study as they progress toward their college and career goals.</li> <li>▪ The school provides all students with information, guidance, and support to secure financial assistance and scholarships for college or other postsecondary education.</li> </ul>
<p><b>Division Indicators</b></p>	<ul style="list-style-type: none"> <li>▪ The division makes reference to guidance from <i>What Works Clearinghouse</i> (an online data-base housing scientific evidence of best practices in education) regarding how to assess what the best restructuring options are given its unique division and school context.</li> <li>▪ The division provides collaboration between high schools and their respective feeder schools prior to a cohort’s freshman year.</li> <li>▪ The superintendent and other central office staff are accountable for school improvement and student learning outcomes.</li> <li>▪ The school board and superintendent present a unified vision for school improvement.</li> <li>▪ The division works with the school to provide early and intensive intervention for students not making progress.</li> <li>▪ The division examines existing school improvement strategies being implemented across the division and determines their value, expanding, modifying, and culling as evidence suggests.</li> <li>▪ The division provides the technology, training, and support to facilitate the school’s data management needs.</li> <li>▪ The division provides a cohesive division curriculum guide aligned with state standards or otherwise places curricular expectation on the school.</li> <li>▪ The division is prepared for setbacks, resistance, and obstacles</li> </ul>

	<p>on the path to substantial improvement.</p> <ul style="list-style-type: none"> <li>▪ Professional development is built into the school schedule by the division, but the school is allowed discretion in selecting training and consultation that fit the requirements of its improvement/restructuring plan and its evolving needs.</li> <li>▪ Division policies and procedures clarify the scope of site-based decision making granted a school and are summarized in a letter of understanding.</li> <li>▪ The division regularly reallocates resources to support school, staff, and instructional improvement.</li> <li>▪ The division designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress.</li> <li>▪ The division operates with division-level and school-level improvement teams.</li> <li>▪ Division and school decision makers meet at least twice a month to discuss the school’s progress and require the school to report and document its progress monthly to the superintendent, and the superintendent reports the school’s progress to the school board.</li> <li>▪ The division includes community organizations in division and school improvement planning and maintains regular communication with them.</li> <li>▪ The division ensures that the change agent (typically the principal) is skilled in motivating staff and the community, communicating clear expectations, and focusing on improved student learning.</li> <li>▪ The division includes parental organizations and municipal and civic leaders in the division and school improvement planning and maintains regular communication with them.</li> <li>▪ All teams have written statements of purpose and by-laws for their operation.</li> </ul>
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*The Eight Elements of High School Improvement from the National High School Center*

The National High School Center has developed a research-supported comprehensive framework that consists of eight core elements to inform and guide school improvement efforts at both the division and school level. Below are sample critical indicators of effectiveness that will be examined by the division and school team throughout the year. The entire document is available at [http://www.doe.virginia.gov/support/school\\_improvement/early\\_warning\\_system/index.shtml](http://www.doe.virginia.gov/support/school_improvement/early_warning_system/index.shtml).

Table 2  
The Eight Elements of High School Improvement from the National High School Center

Element	Sample Indicators of Effectiveness
<b>Rigorous Curriculum and Instruction</b>	<ul style="list-style-type: none"> <li>▪ Rigorous content and instruction are aligned to local, state, and national standards.</li> <li>▪ Research- and evidence-based instructional strategies are incorporated across all content areas for all students.</li> <li>▪ College and career readiness skills are incorporated across all</li> </ul>

	content areas.
<b>Assessment and Accountability</b>	<ul style="list-style-type: none"> <li>▪ Multiple assessment strategies, including formative assessment, are implemented across all content areas.</li> <li>▪ Instructional staff members regularly analyze assessment data of instructional planning.</li> <li>▪ An early warning system is used to identify students at risk for failure and dropping out; identified students are provided appropriate interventions.</li> </ul>
<b>Teacher Quality and Professional Development</b>	<ul style="list-style-type: none"> <li>▪ Teachers have the necessary content and pedagogical knowledge, as well as prerequisite training and pre-service experiences.</li> <li>▪ Instructional staff members work collaboratively to meet student needs across all content areas and in all categorical programs.</li> <li>▪ Professional development is job-embedded, ongoing throughout each school year, and aligned with school and division improvement initiatives.</li> </ul>
<b>Student and Family Supports</b>	<ul style="list-style-type: none"> <li>▪ Programs that engage and support family members are provided.</li> <li>▪ Transition programs are in place that support students as they transition in and out of high school.</li> <li>▪ A positive school climate which includes school safety and respect is fostered.</li> </ul>
<b>Stakeholder Engagement</b>	<ul style="list-style-type: none"> <li>▪ Multiple stakeholders are engaged in high school improvement strategies and initiatives.</li> <li>▪ Partnerships with stakeholders are fostered to enhance teaching and learning opportunities.</li> <li>▪ Multiple communication strategies are implemented.</li> </ul>
<b>Leadership and Governance</b>	<ul style="list-style-type: none"> <li>▪ A distributed leadership approach is in place to promote high school improvement.</li> <li>▪ High school improvement strategies and initiatives are guided by an effective high school improvement team.</li> <li>▪ School leaders possess the prerequisite knowledge of school change to support high school initiatives and improvement strategies.</li> </ul>
<b>Organization and Structure</b>	<ul style="list-style-type: none"> <li>▪ Organizational structures that foster collaboration among instructional staff are in place.</li> <li>▪ Schoolwide structures that support effective classroom management across all content areas are implemented.</li> <li>▪ Organizational structures to support innovative instruction and opportunities to learn through nontraditional settings are in place.</li> </ul>
<b>Resources for Sustainability</b>	<ul style="list-style-type: none"> <li>▪ Appropriate time and necessary fiscal support are provided so that high school improvement strategies and initiatives can be implemented and sustained.</li> <li>▪ Facilities and materials are continually assessed and upgraded to keep pace with evolving standards and technology.</li> <li>▪ Teachers and principals continuously develop their knowledge and skills to incorporate high school improvement strategies and initiatives within their instructional leadership practices.</li> </ul>

### C. Electronic Comprehensive Improvement Planning Tool

The Center on Innovation and Improvement, the National High School Center, and the Office of School Improvement have collaboratively developed an electronic comprehensive improvement planning tool. This tool will be used by the division and school team to develop, implement and monitor a comprehensive three-year improvement plan using either the targeted indicators from the Center on Innovation and Improvement or the broader indicators provided by the National High School Center. Once the team reviews data and develops a comprehensive school improvement plan, the plan will be monitored for three years. In years two and three, the team will continue to meet, discuss data, modify, and implement the school improvement plan. This process meets the requirements of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, Section 8 VAC 20-131-310 G.:

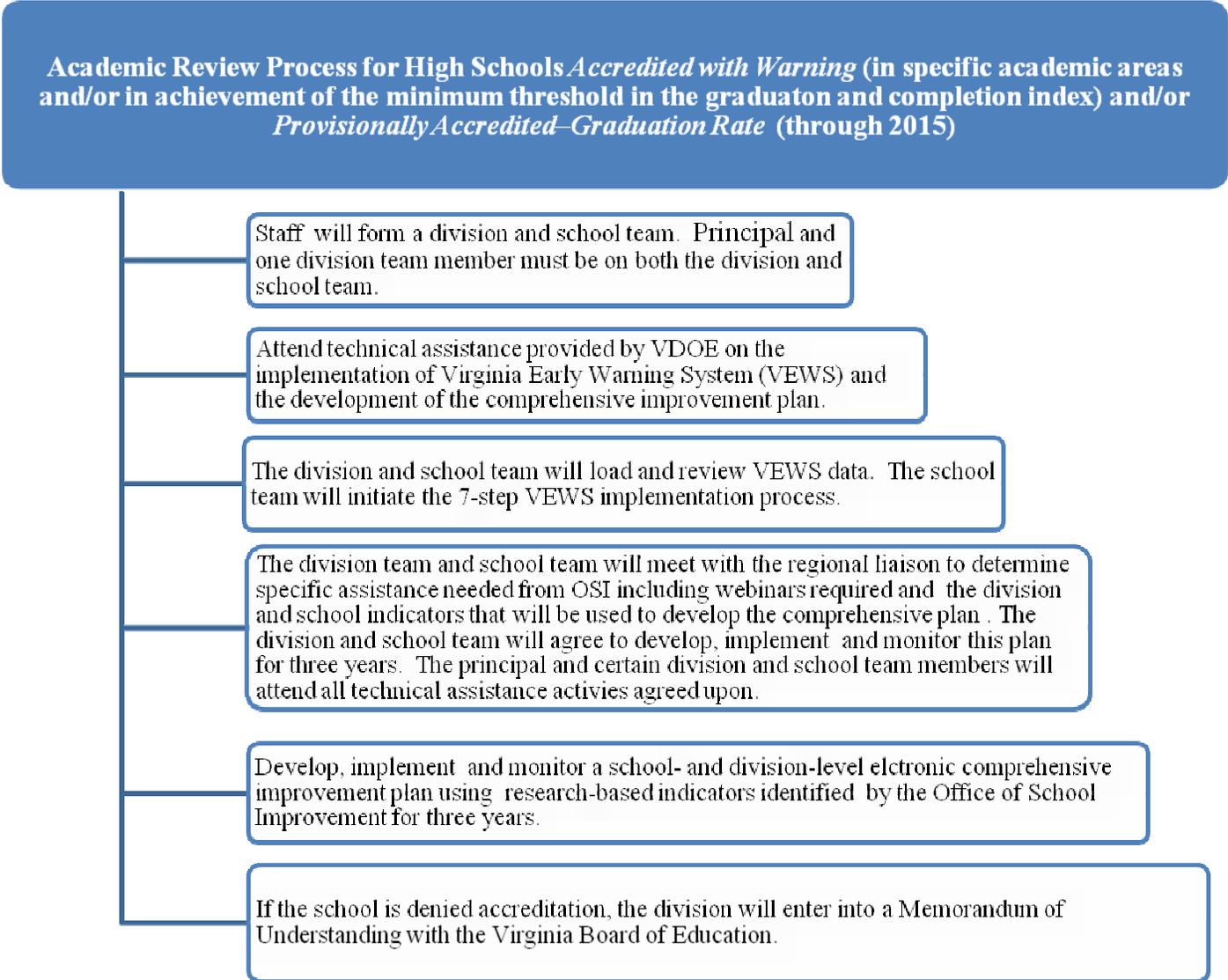
The improvement plan shall include the following:

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

### **Part III: Summary of the Steps of the Academic Review Process for High Schools Rated *Accredited with Warning* (in specific academic areas and/or in achievement of the minimum threshold for the graduation and completion index) or *Provisionally Accredited-Graduation Rate***

Below is a summary of the steps of the academic review process for high schools rated *Accredited with Warning* (in specific academic areas and/or in achievement of the minimum threshold for the graduation and completion index) or *Provisionally Accredited-Graduation Rate*.

Figure 3: Steps of the Academic Review Process for High Schools *Accredited with Warning* (in specific academic areas and/or in achievement of the minimum threshold for the graduation and completion index) or *Provisionally Accredited–Graduation Rate*



**SCHOOL-LEVEL ACADEMIC REVIEW PROCESS GUIDELINES**  
**Approved by the Virginia Board of Education, September 21, 2005**

**Purpose of the School-level Academic Review**

The school-level academic review is designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus of the review process is on the systems, processes, and practices that are being implemented at the school and division levels. Specifically, information is gathered that relates to the following areas of review:

- Implementation of curriculum aligned with the Standards of Learning
- Use of time and scheduling practices that maximize instruction
- Use of data to make instructional and planning decisions
- Design of ongoing, school-based program of professional development
- Implementation of a school improvement plan addressing identified areas of weakness
- Implementation of research-based instructional interventions for schools warned in English or mathematics
- Organizational systems and processes
  - Use of school improvement planning process that includes data analysis and input of faculty, parents, and community
  - School culture, including engagement of parents and the community
  - Use of learning environments that foster student achievement
  - Allocation of resources aligned to areas of need

These areas of review provide a framework for the school-level academic review process. Within each of these areas, indicators reflecting effective practices have been identified for review. These areas of review are based on state and federal regulations, and research-based practices found to be effective in improving student achievement. The academic review team collects and analyzes data that demonstrate the school's status in implementing these practices. Based on their findings, the academic review team provides the school and the division with information that can be used to develop or revise, and implement the school's three-year school improvement plan, as required by the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.

The school-level academic review process is tailored to meet the unique needs and circumstances presented by the school. The first year that a school is rated "accredited with warning" an academic review team conducts a comprehensive review of the areas related to the systems, processes, and practices that are being implemented at the school and division levels as indicated above. Throughout the school's continued status in warning, the academic review process is designed to monitor the implementation of the school improvement plan and provide technical assistance to support the school's improvement efforts.

The division superintendent may request that the school division be allowed to conduct their own academic review process of schools accredited with warning, using their own established processes. Such requests must be sent to the Superintendent of Public Instruction for approval. The request must show that the proposed process and areas of review address the components of the school-level academic review process approved by the Board of Education.

## **Overview of the Academic Review Process**

The school-level academic review is a continuous process. An overview of the process for identifying and supporting schools in the academic review process is described in Chart 1. The focus of the academic review is on the development, monitoring, and implementation of the school improvement plan. Table 1 provides an overview of the implementation steps of the school-level academic review process.

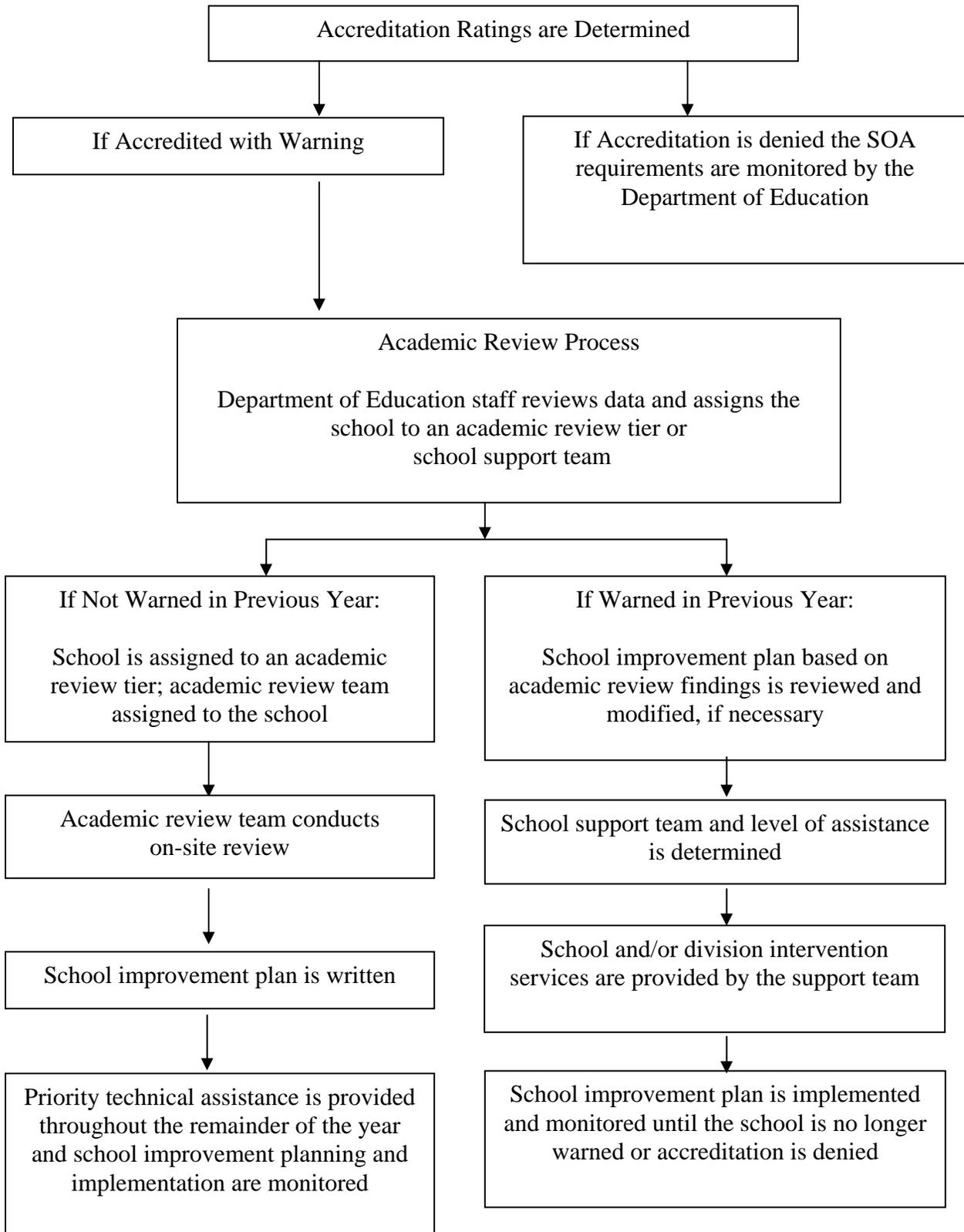
In the first year of warning, the Department of Education assigns the school to one of three academic review “tiers” based on the circumstances of the school. Table 2 describes the tiered approach that is used to assign schools to an academic review process in their first year of warning.

An academic review team, either state or locally directed, will conduct an on-site review and assist the school in identifying areas of need and writing an effective three-year school improvement plan. Concurrent with developing a school improvement plan, priority assistance is prescribed by the academic review team and approved by the Department of Education for immediate delivery.

If the school is not fully accredited in the year following the academic review team visit, the Department of Education will identify a school support team to provide technical assistance to the school and/or division to modify, monitor, and implement the school improvement plan.

**Chart 1**

**ACADEMIC REVIEW: A CONTINUOUS PROCESS**



**Table 1: Overview of the Academic Review Process**

**Step One: Review of Accountability Data**

The Department of Education reviews accountability data for all schools accredited with warning.

Based on the review of data, if the school was not warned in the previous year, the school is assigned to one of three tiers of review (see Table 2) and the Department of Education identifies the membership of the **academic review team**.

If the school was warned in the previous year, based on the review of data and report of academic review findings, the Department of Education assigns the school to a level of intervention (technical assistance) and identifies the membership of the **school support team**. Step two, the on-site review, will be omitted since it was completed in the prior year.

**Step Two: On-Site Review (Omitted if on-site review conducted in prior year)**

The **academic review team** completes an on-site review of the school resulting in a draft report of findings that is shared with the principal and superintendent or his/her designee.

The principal and division superintendent will have 15 business days to respond to the Department of Education concerning the draft report of findings. The department will approve the final report of findings and within 15 business days send a copy of the report to the division superintendent and local school board chair.

**Step Three: School Improvement Planning**

For schools not warned in the previous year, the **academic review team** assists the school in writing an effective school improvement plan based on the team's report of findings. Immediate priority assistance is provided throughout the remainder of the year.

For those schools warned in the previous year, the Department of Education reviews accountability data, identifies the membership of the **school support team**, and assigns the school to a level of technical assistance. The school support team monitors the implementation of the school improvement plan and assists, if necessary, with modifications to the plan.

**Step Four: School Support Team**

The **school support team** provides focused technical assistance and monitoring of the school improvement plan throughout the year as prescribed by the level of intervention (technical assistance).

**Table 2: Tier Assignments for Academic Review Teams**

<b>Tier*</b>	<b>Characteristics of Schools</b>	<b>Academic Review Team Members Provided by VDOE</b>	<b>Academic Review Team Members Provided by LEA (certified in process)</b>
<b>Tier I: State Directed</b>	Any school warned in 2 or more content areas OR Title I school warned in English or mathematics that DID NOT meet requirements in the content area(s) to make adequately yearly progress (AYP) under NCLB	Team leader  Department of Education staff or contractors assigned to assist in the school in the area(s) of improvement	None
<b>Tier II: Locally Assisted</b>	Title I school warned in English or mathematics that DID meet requirements in the content area(s) to make AYP under NCLB OR Non-Title I school warned in English or mathematics that DID NOT meet requirements in the content area(s) to make AYP under NCLB OR Any school warned in science or history social sciences with a pass rate more than 14 points lower than that required for full accreditation	Team Leader  May include Department of Education staff or contractors assigned to assist the school in the area(s) of improvement	Local education agency (LEA) staff assigned to assist the school in the area(s) of improvement
<b>Tier III: Locally Directed</b>	Non-Title I school warned in English or mathematics that DID meet requirements in the content area(s) to make AYP under NCLB OR Any school warned in science or history social sciences with pass rate within 14 points of that required for full accreditation	Team leader	LEA staff assigned to assist the school in the area(s) of improvement

\*The Superintendent of Public Instruction may approve other School-level Academic Review tiers or other department initiatives as alternatives to approved review processes dependent upon the special needs and circumstances of the warned school.

## **Implementation of the Academic Review Process**

### Academic Review Team

For those schools not warned in the previous year, the **academic review team** completes the on-site review to identify and analyze instructional and organizational factors affecting student achievement. The focus of the review process is on the systems, processes, and practices that are being implemented at the school and division levels. The academic review team consists of Department of Education staff and/or independent contractors trained in the academic review process. The academic review team assists the school in writing the school improvement plan based on the final report of findings. Concurrent with developing a school improvement plan, priority assistance is prescribed by the academic review team and approved by the Department of Education for immediate delivery.

The academic review team conducts an on-site review for those schools not warned in the previous year based on a three-tiered approach. Table 2 describes the three tier assignments of the academic review. Those schools assigned to Tier I remain a priority for the Department of Education for ongoing technical assistance. The department staff and/or independent contractors trained in the academic review process conduct the review and provide needed priority technical assistance following the review. For schools assigned to Tiers II and III, the tiered approach allows local education agency (LEA) staff trained in the school-level academic review process to conduct the academic review with oversight by a Department of Education staff or a contracted educational consultant.

The Superintendent of Public Instruction may approve other academic review tiers or other department initiatives as alternatives to approved review processes dependent upon the special needs and circumstances of the warned school.

### School Support Team

For those schools that were warned in the previous year and received an on-site academic review, the school support team reviews the current plan and provides technical assistance to the school to update the school improvement plan based on new accountability data. The school support team consists of Department of Education staff and/or independent contractors trained in developing, implementing, and monitoring the school improvement plan. The school support team provides focused technical assistance and monitors the school improvement plan throughout the year as prescribed by the level of assistance assigned.

The school support team provides technical assistance based on the specific needs of the school and/or division. In some schools, only school intervention is needed, while in other schools, division intervention and allocation of resources may have to be diverted to support the efforts of the school(s) to improve. Schools are required by 8 VAC 20-131-310 to develop a three-year school improvement plan. The school support team monitors and provides technical assistance to the school during the time it is rated accredited with warning.

## Levels of Intervention and Assistance

A division-level review as prescribed by the Board of Education regulation 8 VAC 20-700 is defined as “Level A: Division Intervention.” As part of the division-level review process, the Department of Education will conduct on-site compliance monitoring of relevant state and federal laws and regulations.

For “Level B: School and Division Intervention” assistance, the school support team provides technical assistance at least monthly to the school and division. In addition, the Department of Education may complete a federal program monitoring review or conduct follow-ups to a previous visit. Eligibility for this level of technical assistance is determined primarily by considering the following criteria:

- A school that has been warned for two or more consecutive years in the same content area and did not reduce its failure rate in the subject(s) warned by at least 10% from the previous year
- A Title I school that is in school improvement status

For “Level C: School Intervention” assistance, the school support team provides technical assistance at least quarterly to schools that have demonstrated a 10 percent decrease in the failure rate from the previous year’s assessment scores in the warned areas. For Title I schools in school improvement, the team leader determines compliance with federal regulations regarding school choice, supplemental services, or required restructuring and reports any deficiencies to department staff. The Department of Education provides technical assistance and follow-up accordingly.

Table 3 provides an overview of the three levels of technical assistance provided by the school support team.

## Team Leaders

A team leader is assigned to each school rated accredited with warning for both the academic review team and the school support team. Typically, the team leader is an independent contractor; however, the team leader may be a Department of Education staff member assigned to the school. The team leader is primarily responsible for coordinating schedules and activities with review team members and the school. This person is also responsible for facilitating the data collection and analysis process during on-site visits, entering the team’s findings into the academic review database, and developing and distributing reports.

For those schools that were not warned in the previous year, the team leader leads the **academic review team** during the on-site review. The team leader is responsible for coordinating follow-up visits to develop the school improvement plan and provide technical assistance necessary for the school’s improvement throughout the remainder of the year.

For those schools that were warned in the previous year, the team leader leads the **school support team** to review and update the current school improvement plan and coordinates follow-up technical assistance necessary for the school’s improvement.

**Table 3: Levels of Assistance Provided by the School Support Team**

<b>Level of Technical Assistance</b>	<b>Description of Intervention and Support Services Provided</b>
<p><b>Level A</b></p> <p><b>Division Intervention</b></p>	<p>The Department of Education conducts on-site reviews for both accountability and federal program monitoring or conduct follow-up to previous visits, interview school division personnel, review operational practices, and complete an analysis of data related to compliance with state and federal regulations. A division-level review is conducted as prescribed by Board of Education regulation 8 VAC 20-700.</p>
<p><b>Level B</b></p> <p><b>School and Division Intervention</b></p> <p>Follow-up monthly</p>	<p>The school support team:</p> <ul style="list-style-type: none"> <li>▪ Reviews action steps completed in the school improvement plan based on the most recent report of findings.</li> <li>▪ Analyzes most current data.</li> <li>▪ Reviews allocation of needed resources required for school improvement</li> <li>▪ Determines the school’s priority area(s) of need to support improvement (i.e., professional development, remediation) and modifies the plan based on these areas.</li> <li>▪ Assists the school to involve community and parents in updating the school improvement plan based on data.</li> </ul> <p>The Department of Education conducts a division-level federal program monitoring review or follow-up to a previous visit.</p> <p>The division assigns a LEA representative to the school to meet with the school support team and principal monthly to monitor the implementation of the school’s improvement plan.</p> <p>The school support team provides monthly technical assistance to the principal and LEA to support the school in implementing the school improvement plan and provide support as needed for the school’s improvement.</p>

<b>Level of Technical Assistance</b>	<b>Description of Intervention and Support Services Provided</b>
<p><b>Level C</b></p> <p><b>School intervention</b></p> <p>Follow-up quarterly</p>	<p>The school support team:</p> <ul style="list-style-type: none"> <li>▪ Reviews action steps completed in the school improvement plan based on the most recent report of findings.</li> <li>▪ Analyzes most current data.</li> <li>▪ Reviews allocation of needed resources required for school improvement</li> <li>▪ Determines the school’s priority area(s) of need to support improvement (i.e., professional development, remediation) and modifies the plan based on these areas.</li> <li>▪ Assists the school to involve community and parents in updating the school improvement plan based on data.</li> </ul> <p>For Title I schools in improvement status, the team leader and school support team determine compliance with federal regulations regarding school choice, supplemental services, or required restructuring and report any deficiencies to department staff. The Department of Education provides technical assistance and follow-up accordingly.</p> <p>The team leader and school support team, if needed, provide quarterly follow-up assistance to the principal and school improvement team to monitor continued implementation of school improvement plan.</p>

Evaluation of the School-level Academic Review Process

The Department of Education will continue to report annually to the Board on the findings of the school-level academic reviews and on the effectiveness of the academic review processes being used. Implementation of the school-level academic review process will be monitored and evaluated throughout the school year.

# Board of Education Agenda Item

Item: \_\_\_\_\_ I. \_\_\_\_\_

Date: \_\_\_\_\_ July 28, 2011 \_\_\_\_\_

**Topic:** First Review of a Request for Approval of an Alternative Accreditation Plan from Chesterfield County Public Schools for Chesterfield Community High School

**Presenters:** Dr. Kathleen M. Smith, Director of the Office of School Improvement  
Dr. Marcus Newsome, Superintendent, Chesterfield County Public Schools

**Telephone Number:** (804) 225-2865

**E-Mail Address:** Kathleen.Smith@doe.virginia.gov

## Origin:

\_\_\_\_\_ Topic presented for information only (no board action required)

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

\_\_\_\_\_ Action requested at this meeting X Action requested at future meeting: September 22, 2011

## Previous Review/Action:

X No previous board review/action

\_\_\_\_\_ Previous review/action  
date \_\_\_\_\_  
action \_\_\_\_\_

## Background Information:

Section 8 VAC 20-131.280.C. of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states:

Subject to the provisions of 8 VAC 20-131-350, the governing school board of special purpose schools such as those provided for in § 22.1-26 of the Code of Virginia, Governor's schools, special education schools, alternative schools, or career and technical schools that serve as the student's school of principal enrollment may seek approval of an alternative accreditation plan from the Board of Education. Schools offering alternative education programs and schools with a graduation cohort of 50 or fewer students as defined by the graduation rate formula adopted by the board may request that the board approve an alternative accreditation plan to meet the graduation and completion index benchmark. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.

**Summary of Major Elements:**

As indicated in Attachment A, Chesterfield Community High School has just completed its 12th year as an alternative school, specializing in dropout recovery and dropout prevention. Most students who come to Chesterfield Community High School are behind their academic cohort by about two years. Chesterfield Community High School has been *Fully Accredited* for the last three consecutive years and has made Adequate Yearly Progress (AYP) for the last two years.

As part of its request for an alternative accreditation plan for Chesterfield Community High School, Chesterfield County Public Schools is requesting a waiver of the following section of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* so that adjustments may be made to the accreditation calculations for accountability purposes.

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

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

1. The percentage of students passing the Virginia assessment program tests in the four core academic areas administered in the school, with the accreditation rating calculated on a trailing three-year average that includes the current year scores and the scores from the two most recent years in each applicable academic area, or on the current year's scores, whichever is higher.
2. The percentage of students graduating from or completing high school based on a graduation and completion index prescribed by the Board of Education. The accreditation rating of any school with a twelfth grade shall be determined based on achievement of required SOL pass rates and percentage points on the board's graduation and completion index. School accreditation shall be determined by the school's current year index points or a trailing three-year average of index points that includes the current year and the two most recent years, whichever is higher. The Board of Education's graduation and completion index shall include weighted points for diploma graduates (100 points), GED recipients (75 points), students not graduating but still in school (70 points), and students earning certificates of program completion (25 points). The Board of Education's graduation and completion index shall account for all students in the graduating class's ninth-grade cohort, plus students transferring in, minus students transferring out and deceased students. Those students who are not included in one of the preceding categories will also be included in the index.

Chesterfield County Public Schools is not requesting a waiver from section 8 VAC 20-131-100 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Virginia Board of Education accept for first review the request for an alternative accreditation plan from Chesterfield County Public Schools for Chesterfield Community High School.

**Impact on Resources:**

None

**Timetable for Further Review/Action:**

Final action will be requested at the meeting on September 22, 2011.

COMMONWEALTH OF VIRGINIA  
DEPARTMENT OF EDUCATION  
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN –  
SPECIAL PURPOSE SCHOOLS

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

8 VAC 20-131-280 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states (in part):

*Subject to the provisions of 8 VAC 20-131-350, the governing school board of special purpose schools such as those provided for in § 22.1-26 of the Code of Virginia, Governor's schools, special education schools, alternative schools, or career and technical schools that serve as the student's school of principal enrollment may seek approval of an alternative accreditation plan from the Board of Education. Schools offering alternative education programs and schools with a graduation cohort of 50 or fewer students as defined by the graduation rate formula adopted by the board may request that the board approve an alternative accreditation plan to meet the graduation and completion index benchmark. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.*

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

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

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

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

6/7/11  
Date Approved by the Local School Board

*Dianne E. Pettitt*  
Signature, Chairman of the School Board

6/2/11  
Submission Date

*Marcus J. Newson*  
Signature, Division Superintendent

**CHESTERFIELD COUNTY PUBLIC SCHOOLS  
CHESTERFIELD COMMUNITY HIGH SCHOOL  
CHESTERFIELD, VIRGINIA**

**REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN**

**School Name:** Chesterfield Community High School

**Division:** Chesterfield County

**School Address:** 12400 Branders Bridge Road, Chester, VA 23831

**Contact Person:** Dr. Traci Teasley      **Phone:** (804) 594-1694

**Email:** Traci\_Teasley@ccpsnet.net

**Proposed Duration of the Plan:** Three Years

**Grade Levels Served:** 9-12

**No. of Students Enrolled by Grade Level:**

9 <sup>th</sup> Grade	– 97 Students
10 <sup>th</sup> Grade	– 124 Students
11 <sup>th</sup> Grade	– 44 Students
12 <sup>th</sup> Grade	– 101 Students

**INTRODUCTION:**

Chesterfield Community High School has just completed its 12th year as an alternative school, specializing in dropout recovery and dropout prevention, in the Chesterfield County Public School System. Community High School has been *Fully Accredited* for the last three consecutive years and has made Adequate Yearly Progress (AYP) for the last two years. Most students who come to Community HS are behind their academic cohort by about two years. Because of the additional graduation requirement for full accreditation and the nature of the population that Community High School serves, the continued recognition of achievement by the staff and students at Community is at risk. As a result, the Chesterfield Community High School seeks an alternative accreditation plan, wherein the school shall be evaluated on standards appropriate to the programs offered in the school.

Community High School meets the state definition of a special purpose school and seeks approval for an alternative accreditation plan as provided in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, Part VIII, Section 8 VAC 20-131-280 D.

**INTENT:**

Chesterfield Community High School strives to provide a high school setting with innovative programs and supportive services for students.

**VISION/MISSION:**

Chesterfield Community High School strives to be a caring educational setting with high expectations for academic achievement, appropriate social behavior, and preparation for the work place and higher education.

**TARGET POPULATION:**

Community High School serves students in grades 9-12 who are overage, behind academically, and who prefer a smaller setting, with increased personal attention. Most of the students at Community High School are already behind their cohort for graduation when they enroll. Some transfer in after one to three years of high school with few or no course or verified credits. Despite the discrepancy, many Community High School students are able to recover credits through the school's unique instructional program.

**INSTRUCTIONAL PROGRAM:**

- The academic program for grades 9-12 will focus on the Virginia Standards of Learning and Virginia requirements for a standard diploma with elective courses offering vocational training, career counseling, job readiness and college preparation,
- Students take four courses each fall and spring term,
- Students are supported through Communities in Schools,
- Credit recovery programs will be provided to students in grades 9-12 using on-site technology and after-school programs,
- Students are given additional time to master specific course objectives, particularly in courses that have an end-of- course (EOC) *Standards of Learning* (SOL) test. This decision will be based on students' performance on four-week assessments, and/or social/environmental issues,
- Students have a variety of avenues to career and technical preparation. At the school, students may gain skills and experience in culinary arts, building trades, and information technology; as well as opportunities to take courses at the Chesterfield Career and Technical Center, and
- GED preparation is available on site.

**STAFFING:**

Chesterfield Community High School is staffed with a faculty of highly qualified teachers certified to teach the core subject areas proposed. The average class size is 17. Paraprofessionals are assigned to the school as instructional assistants.

**STUDENT ASSESSMENT AND EVALUATION:**

Students will be administered assessments each four weeks in the core subject area with the achievement data tracked and analyzed. All students take the Degrees of Reading Power test to measure their ability to comprehend the meaning of text and place students in the appropriate level of reading materials. Students will participate in the Virginia Standards of Learning Assessment Program.

**WAIVER REQUESTED:**

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

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

1. The percentage of students passing the Virginia assessment program tests in the four core academic areas administered in the school, with the accreditation rating calculated on a trailing three-year average that includes the current year scores and the scores from the two most recent years in each applicable academic area, or on the current year's scores, whichever is higher.
2. The percentage of students graduating from or completing high school based on a graduation and completion index prescribed by the Board of Education. The accreditation rating of any school with a twelfth grade shall be determined based on achievement of required SOL pass rates and percentage points on the board's graduation and completion

index. School accreditation shall be determined by the school's current year index points or a trailing three-year average of index points that includes the current year and the two most recent years, whichever is higher. The Board of Education's graduation and completion index shall include weighted points for diploma graduates (100 points), GED recipients (75 points), students not graduating but still in school (70 points), and students earning certificates of program completion (25 points). The Board of Education's graduation and completion index shall account for all students in the graduating class's ninth-grade cohort, plus students transferring in, minus students transferring out and deceased students. Those students who are not included in one of the preceding categories will also be included in the index.

**ACCREDITATION:**

***Alternate SOL Core Subject Composite Index Point System***

Students will participate in SOL end-of-course tests as required by *No Child Left Behind Act of 2001* and the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*. Student performance for accreditation will be determined based on students passing the SOL end-of-course tests, as shown in Table 1. The SOL scores of students, who receive an AYP Adjustment Code of A, B, or C, will be considered transfer students for the purpose of calculating the state accreditation rating.

Due to the small student population, a composite pass rate is necessary to create a larger number of student scores upon which to calculate state accreditation. An Alternate SOL Core Subject Composite Index score of at least 70 points and an Alternate Graduation and Completion Composite Index score of 85 points must be earned for Community High School will serve as the criteria for a rating of full accreditation.

- For purposes of calculating the Alternate SOL Core Subject Composite Index:
  - test results for all students in reading and mathematics will be included as follows:
    - A scaled score of 500-600 will be weighted at 100 points,
    - A scaled score of 400-499 will be weighted at 100 points,
    - A scaled score of 375-399 will be weighted at 75 points, and
    - A scaled score below 375 will carry no points in the calculation.

Table 1

*SOL Core Subject Composite Index Points*

Number of Tests Meeting Criteria	SOL Scaled Score	Tiers	Points Awarded for Each Tier	Points Awarded
	500-600	1	100	
	400-499	2	100	
	375-399	3	75	
	Below 374	4	0	
(A) Total Number of Points Awarded				
(B) Total Number of Student Scores				
SOL Core Subject Index Score = (A)/(B)				
Met Alternative Accreditation Requirements: YES/NO				
Yes = Index Score of 70 or above				

**Alternate Graduation and Completion Composite Index Point System**

An *Alternate Graduation and Completion Composite Index (GCI)* will be used to determine the score for the school's graduation and completion index. The index includes points assigned for the type of diplomas awarded during the school year. The Board of Education's graduation and completion index shall include weighted points for diploma graduates (100 points), GED recipients (75 points), students not graduating but still in school (70 points), and students earning certificates of program completion (25 points). The total points awarded, not to exceed 25, will be divided by the total number of students in the on-time graduation cohort (see Table 2).

**Table 2**

*Alternate Graduation and Completion Index Points*

Number of Graduates	Type of Diplomas	Points Awarded for Each Diploma	Points Awarded
	Advanced	100	
	Standard	100	
	Modified Standard	100	
	Special	100	
	GED	75	
	Still in School	70	
	Certificate of Program Completion	25	
(C)Number of Points Awarded			
(D)Number of Students in the Cohort			
Graduation and Completion Index Score (C)/(D)			

Additional GCI points may be earned by meeting the performance criteria in the other GCI indicator category (see Table 3).

**Table 3**

*Additional Graduation and Completion Index Points*

Other GCI Indicator	Points Awarded
Increase from the previous year in the percentage of students who complete high school with an Advanced, Standard diploma, or modified standard diploma	5
Increase from the previous year in the percentage of students who pass industry certification tests	5
Increase from the previous year in the percentage of students who successfully complete coursework for industry certification, but lack an overall B average (students will not be counted twice in the item below)	5
Increase in the percentage of students who complete high school with a GED and industry certification (students will not be counted twice in the item above)	5
Increase from the previous year in the percentage of students who enter post-secondary studies in a two- or four-year college, vocational school, enter the military, or obtain a full-time job	10
Increase from the previous year in the percentage of students who have 18 or more credits	5
Fifty percent of the student population placed by the Hearings Office are still enrolled or graduate	5
Increase the graduation rate by 10 points	10

In addition, the plan proposes that certain students be removed from the cohort as indicated:

- Students who discontinue school because of incarceration, and
- Students who are placed in a juvenile detention center.

The categories used to calculate the Alternate Graduation and Completion Index Score are summarized in Table 4.

**Table 4**

*Alternate Graduation and Completion Index Score Calculations*

Categories	Points Awarded
Graduation and Completion Index Score = (C)/(D)	
Total Number of Additional Index Points (up to 25 points)	
Alternate Graduation and Completion Index Composite Index Score = [(C)/(D)] + Total number of additional GCI indicator points up to 25 points	

**Alternate Accreditation Composite Index Point System**

An *Alternate Accreditation Composite Index Point System* will be used to determine the accreditation rating (see Table 5).

**Table 5**

*Accreditation Status*

Accreditation Category	Score	Score Required	Status (Met or Not Met)
Alternate SOL Core Subject Composite Index Score = [(A)/(B)]		Must Meet or Exceed 70 points	
Alternate Graduation and Completion Composite Index Score = [(C)/(D)] + Total no. of additional GCI points		Must Meet or Exceed 85 points	
<b>Accreditation Rating</b>			

**PROGRAM EVALUATION:**

The effectiveness of the program will be evaluated using several criteria. Student achievement will be monitored using report card grades; six-week benchmark assessments; and summer, fall and spring SOL test results. Student attendance and behavior will be monitored weekly by using the Star Base student management system to track attendance and violations of the *Student Standards of Conduct*. Surveys will be distributed to students, faculty/staff and students to gather data for school improvement.

**TRANSITION PLAN:**

Upon enrollment in Chesterfield Community High School, students and their parents will participate in a two-day orientation in which they are interviewed by the principal and guidance counselor of Community High School. The purposes of the interview are to explain the academic and behavioral expectations of students and to describe the different support services available to students and parents. Also, during the two-day orientation, students take reading, mathematics, and career assessments.

**Virginia Department of Education  
Evaluation Criteria  
Chesterfield Community High School, Chesterfield County Public Schools  
Alternative Accreditation Plans for Special Purpose Schools**

Criteria	Yes	No	N/A
<b>School characteristics and instructional program:</b>			
1. The mission, purpose, and target population of the school justify its categorization as a "special purpose" school and, therefore, eligible to request an alternative accreditation plan.	X		
2. The characteristics and special needs of the student population are clearly defined, and the criteria for student placement require parental consultation and agreement.	X		
3. The program of instruction provides all students with opportunities to study a comprehensive curriculum that is customized to support the mission of the school.  <i>The plan requests a waiver of 8 VAC 20-131-90 A-C and 8 VAC 20-131-100 A-B</i>	X		
4. The school provides transition planning to help students be successful when they return to a regular school setting.			X
5. Strategies used to evaluate student progress are aligned to the mission/purpose of the school and include academic achievement measures.	X		
6. Convincing evidence has been provided that students enrolled in the school have not been successful in other schools subject to all the accrediting standards.	X		
7. Students will be taught with highly qualified teachers who meet the Board of Education's licensure requirements for instructional personnel.	X		

<b>Alternative Accreditation Accountability Criteria:</b>			
<b>School characteristics and instructional program:</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
8. Rationale and documentation provide convincing evidence that the “special purpose” nature of the school precludes its being able to reach and maintain full accreditation status as defined in the <i>Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA)</i> .	X		
9. Alternative accreditation criteria described in the plan include academic achievement measures that are objective, measurable, and directly related to the mission and purpose of the school.	X		
10. The plan includes use of statewide assessment student achievement results of English and mathematics.	X		
11. The plan meets the testing requirements of the SOA.	X		
12. The plan meets the testing requirements of NCLB and describes how the school plans to meet “adequate yearly progress” requirements of the federal law.	X		
13. The plan provides convincing evidence that all pre-accreditation eligibility criteria are met for standards in which waivers have not been requested.	X		
14. Waivers have been requested for accrediting standards that are not being met, and the rationale for the waivers are clear and appropriate for the mission/purpose of the school.	X		

# Board of Education Agenda Item

Item: J.

Date: July 28, 2011

**Topic:** First Review of Requests for Approval of Alternative Accreditation Plans from Bland County Public Schools, Colonial Beach Public Schools, Craig County Public Schools, Danville City Public Schools, Dickenson County Public Schools, Highland County Public Schools, Richmond City Public Schools, Scott County Public Schools and York County Public Schools for High Schools with a Graduation Cohort of Fifty (50) Students or Less

**Presenters:** Dr. Kathleen M. Smith, Director, Office of School Improvement, Division of Student Assessment and School Improvement

**Telephone Number:** (804) 225-2865

**E-Mail Address:** Kathleen.Smith@doe.virginia.gov

## Origin:

Topic presented for information only (no board action required)

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

Action requested at this meeting     Action requested at future meeting:

## Previous Review/Action:

No previous board review/action  
 Previous review/action  
date \_\_\_\_\_  
action \_\_\_\_\_

## Background Information:

Section 8 VAC 20-131.280.C. of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA) states:

Subject to the provisions of 8 VAC 20-131-350, the governing school board of special purpose schools such as those provided for in § 22.1-26 of the Code of Virginia, Governor's schools, special education schools, alternative schools, or career and technical schools that serve as the student's school of principal enrollment may seek approval of an alternative accreditation plan from the Board of Education. Schools offering alternative education programs and schools with a graduation cohort of 50 or fewer students as defined by the graduation rate formula adopted by the board may request that the board approve an alternative accreditation plan to meet the graduation and completion index benchmark. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.

## Summary of Major Elements:

The following school divisions request approval of an alternative accreditation plan for the high schools indicated below to meet the Graduation and Completion Index (GCI) benchmark for schools with a graduation cohort of 50 or fewer students. Only three of these schools (Colonial Beach High School, Ervington High School and York River Academy) had a GCI below 85 in 2010.

Name of School Division	Name of School(s) Submitting Alternative Accreditation Plan	2010 GCI Index
Bland County	Bland High	97
	Rocky Gap High	98
Colonial Beach City	Colonial Beach High	82
Craig County	Craig County High	89
Danville City	Galileo Magnet High	97
Dickenson County	Ervington High	83
Highland County	Highland High	98
Richmond City	Franklin Military Academy	94
	Open High	100
	Richmond Community High	99
	Amelia Street Special Education Center	100
Scott County	Twin Springs High	98
York County	York River Academy	81

Due to the small cohort size, one student can make a significant difference in the GCI. For this reason, the GCI alone is not an appropriate measure for these schools; additional criteria are needed to determine accreditation. Each school division is requesting a waiver to 8VAC 20-131-280 (as provided in the background information) of the SOA so that adjustments may be made to the accreditation calculations for accountability purposes. The following are being requested by each school division for the accreditation cycles for five years beginning in 2011:

1. The proposed alternative accreditation plan will be used only if the school fails to meet the GCI benchmark for full accreditation AND the cohort size for the graduating class is less than 50.
2. The maximum number of GCI bonus points allowable for alternative accreditation will be based upon the size of the On-Time Graduation Rate cohort as follows:
  - 0-14 students, no bonus points assigned: the school division will submit a written appeal to the State Superintendent of Public Instruction.
  - Maximum of 5 points for cohorts of 15-20 students
  - Maximum of 4 points for cohorts of 21-40 students
  - Maximum of 3 points for cohorts of 41-50 students
3. The division will submit a written appeal of the accreditation rating to the Superintendent of Public Instruction for cohort sizes of less than fifteen students or in cases where special circumstances warrant explanation and consideration in addition to the maximum point values outlined above.

The Superintendent of Public Instruction will make the final determination if the school division appeals the GCI due to cohort sizes of less than fifteen students or in cases where special circumstances warrant explanation and consideration.

Each school division has determined additional criteria and measurable thresholds for achieving bonus points based upon individual school data. Each school has submitted between three and six additional criteria, each of which is worth one bonus point if the benchmark is met. Descriptions of the additional criteria fall into the following categories:

- Advanced Diplomas earned by graduating cohort
- Advanced Placement course enrollment and/or Advanced Placement examination scores
- Completion of internships/mentorships
- Completion of service learning programs
- Career and Technical Education program completion, certification, and/or credential awards
- Dual Enrollment course enrollment
- Enrollment in higher level courses such as chemistry, calculus, and physics
- Post-High School status – postsecondary education, joining the military, full-time employment
- School earns Virginia Index of Performance points that qualify for an award
- SOL pass rates and/or SOL pass advanced pass rates

The proposed school plans are included as Attachments A-I.

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Virginia Board of Education accept for first review the alternative accreditation plans from the nine (9) school divisions as presented.

**Impact on Resources:**

None

**Timetable for Further Review/Action:**

COMMONWEALTH OF VIRGINIA  
DEPARTMENT OF EDUCATION  
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN – GRADUATION  
COHORT OF FIFTY OR FEWER STUDENTS

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

8 VAC 20-131-280 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states (in part):

*Subject to the provisions of 8 VAC 20-131-350 . . . schools offering alternative education programs and schools with a graduation cohort of 50 or fewer students as defined by the graduation rate formula adopted by the board may request that the board approve an alternative accreditation plan to meet the graduation and completion index benchmark. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.*

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

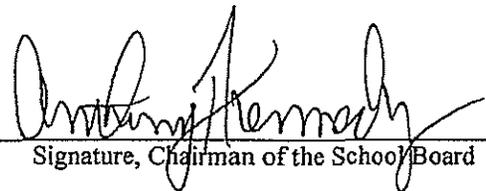
*Schools described in this section are those that serve as a student's school of principal enrollment and where students are reported in fall membership for the school. Fall membership determines whether or not these schools are subject to the provisions of the accrediting standards; therefore, schools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

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

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

*June 27, 2011*

Date Approved by the Local School Board



Signature, Chairman of the School Board

*June 28, 2011*

Submission Date



Signature, Division Superintendent

**ALTERNATIVE ACCREDITATION PLAN  
GRADUATION COHORT OF FIFTY OR FEWER STUDENTS**

**School Name: Bland High School**

**Division Name: Bland**

**School Address: 31 Rocket Drive**

**Contact Person: Temple Musser**

**Phone Number: (276) 688-3621**

**Email: [tmusser@bland.k12.va.us](mailto:tmusser@bland.k12.va.us)**

**Proposed Duration of Plan:** Three Years, including 2013-2014 accreditation cycle

**Grade Levels Served: 8 - 12**

**Number of Students Enrolled by Grade: Grade 8= 49, Grade 9= 27, Grade 10=40, Grade 11=35, Grade 12= 35**

If this school has a graduation cohort of fifty or fewer students and the school does not meet the 85% GCI benchmark, the school would like to apply for an alternative accreditation plan as indicated in 8 VAC 20-131-280 of the Regulations Establishing Standards for Accrediting Public Schools in Virginia.

Due to the small cohort size, one student can make a significant difference in the index. For this reason, the Graduation and Completion Index alone is not an appropriate measure for the school; additional criteria are needed to determine accreditation.

**List the additional performance criteria on which you propose to base the school's accreditation and provide a proposed points award for meeting each criteria. The Graduation and Completion Index cannot be changed. Additional criteria proposed must be objective, measurable, and directly address the school's graduation rate.**

**(This will be different for each school. Use the sample indicators in the PowerPoint as a reference point. The Virginia Index of Performance may provide useful indicators that may be considered. This information can be found at:**

**[http://www.doe.virginia.gov/statistics\\_reports/va\\_index\\_performance\\_awards/index.shtml](http://www.doe.virginia.gov/statistics_reports/va_index_performance_awards/index.shtml))**

Description of Additional Criteria	Points Added to GCI for meeting criteria
GCI bonus for 80% pass rate for all of the EOC SOL's	+1
GCI bonus for when 75% or more graduates enroll in post-secondary education, join the military, or obtain a full-time job	+1
GCI bonus when 50% of the graduating students receive an industry certification or credential	+1
GCI bonus for increased attendance rate for graduating cohort	+1
GCI bonus for 30% of the graduating cohort receiving a pass advanced score on EOC reading or math	+1

The criteria listed above will be applied to the Graduation and Completion Index during one or more accreditation cycles over the next three years (through 2013-2014) only if: a) the school fails to meet the GCI benchmark for full accreditation, and b) the cohort size for the graduating class is 50 or fewer students according to the On-Time Graduation Rate cohort formula. If the criteria are applied, the maximum number of GCI points allowable according to cohort size will be:

- 0-14 students: no bonus points assigned. A written appeal to the State Superintendent of Public Instruction will be submitted
- Maximum of 5 points for cohorts of 15-20 students
- Maximum of 4 points for cohorts of 21-40 students
- Maximum of 3 points for cohorts of 41-50 students

The division will submit a written appeal of the accreditation rating to the State Superintendent of Instruction for cohort sizes of less than fifteen students or in cases where special circumstances warrant explanation and consideration in addition to the maximum point values outlined above.

**III. List those individuals who were involved in the development of the proposed plan.**

**Dr. Kyle Rhodes, Superintendent**  
**Nancy Bralley, Director of Instruction**  
**Temple Musser, Principal Bland High School**  
**Joe Makolandra, Principal Rocky Gap High School**  
**Shellie Hartley, Business Instructor**

**ALTERNATIVE ACCREDITATION PLAN  
GRADUATION COHORT OF FIFTY OR FEWER STUDENTS**

**School Name:** Rocky Gap High School

**Division Name:** Bland County

**School Address:** P. O. Box 9 Rocky Gap, Virginia 24366

**Contact Person:** Joe Makolandra, Principal

**Phone Number:** (276) 928-1100

**Email:** jmakolandra@bland.k12.va.us

**Proposed Duration of Plan:** Three Years, including 2013-2014 accreditation cycle

**Grade Levels Served:** 8 - 12

**Number of Students Enrolled by Grade:** Grade 8= 36, Grade 9= 42, Grade 10= 39, Grade 11= 38, Grade 12= 40

If this school has a graduation cohort of fifty or fewer students and the school does not meet the 85% GCI benchmark, the school would like to apply for an alternative accreditation plan as indicated in 8 VAC 20-131-280 of the Regulations Establishing Standards for Accrediting Public Schools in Virginia.

Due to the small cohort size, one student can make a significant difference in the index. For this reason, the Graduation and Completion Index alone is not an appropriate measure for the school; additional criteria are needed to determine accreditation.

**List the additional performance criteria on which you propose to base the school's accreditation and provide a proposed points award for meeting each criteria. The Graduation and Completion Index cannot be changed. Additional criteria proposed must be objective, measurable, and directly address the school's graduation rate.**

**(This will be different for each school. Use the sample indicators in the PowerPoint as a reference point. The Virginia Index of Performance may provide useful indicators that may be considered. This information can be found at:**

**[http://www.doe.virginia.gov/statistics\\_reports/va\\_index\\_performance\\_awards/index.shtml](http://www.doe.virginia.gov/statistics_reports/va_index_performance_awards/index.shtml))**

<b>Description of Additional Criteria</b>	<b>Points Added to GCI for meeting criteria</b>
GCI bonus for 80% pass rate for all of the EOC SOL's	+1
GCI bonus for when 75% or more graduates enroll in post-secondary education, join the military, or obtain a full-time job	+1
GCI bonus when 50 % of the graduating students receive an industry certification or credential	+1
GCI bonus for increased attendance rate for graduating cohort	+1
GCI bonus for 30% of the graduating cohort receiving a pass advanced score on EOC reading or math	+1

The criteria listed above will be applied to the Graduation and Completion Index during one or more accreditation cycles over the next three years (through 2013-2014) only if: a) the school fails to meet the GCI benchmark for full accreditation, and b) the cohort size for the graduating class is 50 or fewer students according to the On-Time Graduation Rate cohort formula. If the criteria are applied, the maximum number of GCI points allowable according to cohort size will be:

- 0-14 students: no bonus points assigned. A written appeal to the State Superintendent of Public Instruction will be submitted
- Maximum of 5 points for cohorts of 15-20 students
- Maximum of 4 points for cohorts of 21-40 students
- Maximum of 3 points for cohorts of 41-50 students

The division will submit a written appeal of the accreditation rating to the State Superintendent of Instruction for cohort sizes of less than fifteen students or in cases where special circumstances warrant explanation and consideration in addition to the maximum point values outlined above.

**III. List those individuals who were involved in the development of the proposed plan.**

**Dr. Kyle Rhodes, Superintendent**  
**Nancy Bralley, Director of Instruction/Asst. to Superintendent**  
**Joe Makolandra, Principal Rocky Gap High School**  
**Temple Musser, Principal, Bland High School**  
**Marlene Belcher, Counselor**

COMMONWEALTH OF VIRGINIA  
DEPARTMENT OF EDUCATION  
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN – GRADUATION  
COHORT OF FIFTY OR FEWER STUDENTS

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

8 VAC 20-131-280 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states (in part):

*Subject to the provisions of 8 VAC 20-131-350 . . . schools offering alternative education programs and schools with a graduation cohort of 50 or fewer students as defined by the graduation rate formula adopted by the board may request that the board approve an alternative accreditation plan to meet the graduation and completion index benchmark. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.*

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

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

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

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

June 30, 2011  
Date Approved by the Local School Board

July 6, 2011  
Submission Date

Timothy J. Driscoll  
Signature, Chairman of the School Board

Dr. Edward M. Lauer  
Signature, Division Superintendent

**ALTERNATIVE ACCREDITATION PLAN  
GRADUATION COHORT OF FIFTY OR FEWER STUDENTS**

**School Name: Colonial Beach High School**

**Division Name: Colonial Beach**

**School Address: 100 First Street, Colonial Beach, VA 22443**

**Contact Person: Dr. Donna M. Power**

**Phone Number: 804-224-0906**

**Email: dpower@cbschools.net**

**Proposed Duration of Plan: Three Years, including 2013-2014 accreditation cycle**

**Grade Levels Served: 8-12**

**Number of Students Enrolled by Grade: 8<sup>th</sup> Grade – 47; 9<sup>th</sup> Grade – 57; 10<sup>th</sup> Grade – 34; 11<sup>th</sup> Grade - 46**

If this school has a graduation cohort of fifty or fewer students and the school does not meet the 85% GCI benchmark, the school would like to apply for an alternative accreditation plan as indicated in 8 VAC 20-131-280 of the Regulations Establishing Standards for Accrediting Public Schools in Virginia.

Due to the small cohort size, one student can make a significant difference in the index. For this reason, the Graduation and Completion Index alone is not an appropriate measure for the school; additional criteria are needed to determine accreditation.

It is important to note that four-year cohort information was never recorded, as a dedicated data person was not hired until the 2010-2011 school year. Great efforts have been made to educate our technology department on the accurate input of data into PowerSchool, the student database, especially in the areas of special education, GED, and dropouts. With the hiring of a new superintendent in August of 2009, serious deficiencies in data entry were evidenced and a plan of corrective action was implemented in grades pre-k through 12. Over the last three years, the SAT reading scores went from 452 in 2009, to 482 in 2010, and 501 in 2011. The SAT writing scores went from 433 in 2009, to 437 in 2010, and 466 in 2011.

Additional Performance Criteria will be objective, measurable, and directly address the graduation rate. Data progress will be recorded quarterly and reported to the superintendent and the school board. Other changes that have been implemented to help raise the on-time graduation rate are listed below:

<b>Description of Additional Criteria</b>	<b>Points Added to GCI for meeting criteria</b>
GCI bonus when 50% or more of graduating students have taken chemistry, physics, and/or calculus	1
GCI bonus when 25% or more of graduating students have enrolled in AP and/or DE classes	1
GCI bonus when 25% or more of graduating students are CTE Completers	1
GCI bonus for increased percentage of students graduating with an Advanced Diploma	1
GCI bonus for increased percentage of students scoring advanced proficient on EOC reading, writing and/or math SOL assessments	1

The criteria listed above will be applied to the Graduation and Completion Index during one or more accreditation cycles over the next three years (through 2013-2014) only if: a) the school fails to meet the GCI benchmark for full accreditation, and b) the cohort size for the graduating class is 50 or fewer students according to the On-Time Graduation Rate cohort formula. If the criteria are applied, the maximum number of GCI points allowable according to cohort size will be:

- 0-14 students: no bonus points assigned. A written appeal to the State Superintendent of Public Instruction will be submitted
- Maximum of 5 points for cohorts of 15-20 students
- Maximum of 4 points for cohorts of 21-40 students
- Maximum of 3 points for cohorts of 41-50 students

The division will submit a written appeal of the accreditation rating to the State Superintendent of Instruction for cohort sizes of less than fifteen students or in cases where special circumstances warrant explanation and consideration in addition to the maximum point values outlined above.

**III. List those individuals who were involved in the development of the proposed plan.**

**Dr. Donna M. Power, Kathleen F. Beane, and Clinton W. Runyan**

COMMONWEALTH OF VIRGINIA  
DEPARTMENT OF EDUCATION  
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN – GRADUATION  
COHORT OF FIFTY OR FEWER STUDENTS

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

8 VAC 20-131-280 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states (in part):

*Subject to the provisions of 8 VAC 20-131-350 . . . schools offering alternative education programs and schools with a graduation cohort of 50 or fewer students as defined by the graduation rate formula adopted by the board may request that the board approve an alternative accreditation plan to meet the graduation and completion index benchmark. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.*

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

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

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

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

\_\_\_\_\_  
Date Approved by the Local School Board

\_\_\_\_\_  
Signature, Chairman of the School Board

\_\_\_\_\_  
Submission Date  
7/7/2011

  
\_\_\_\_\_  
Signature, Division Superintendent

**ALTERNATIVE ACCREDITATION PLAN  
GRADUATION COHORT OF FIFTY OR FEWER STUDENTS**

**School Name:** Craig County High School

**Division Name:** Craig County Public Schools

**School Address:** 25239 Craigs Creek Road, New Castle, Va. 24127

**Contact Person:** Dan Bowman

**Phone Number:** (540) 8645185

**Email:** dbowman@craig.K12.va.us

**Proposed Duration of Plan:** Three Years, including 2013-2014 accreditation cycle

**Grade Levels Served:** 6-12

**Number of Students Enrolled by Grade:** 12<sup>th</sup> - 52, 11<sup>th</sup> - 53, 10<sup>th</sup> - 51, 9<sup>th</sup> - 51, 8<sup>th</sup> - 42, 7<sup>th</sup> - 59, 6<sup>th</sup> - 62

If this school has a graduation cohort of fifty or fewer students and the school does not meet the 85% GCI benchmark, the school would like to apply for an alternative accreditation plan as indicated in 8 VAC 20-131-280 of the Regulations Establishing Standards for Accrediting Public Schools in Virginia.

Due to the small cohort size, one student can make a significant difference in the index. For this reason, the Graduation and Completion Index alone is not an appropriate measure for the school; additional criteria are needed to determine accreditation.

**List the additional performance criteria on which you propose to base the school's accreditation and provide a proposed points award for meeting each criteria. The Graduation and Completion Index cannot be changed. Additional criteria proposed must be objective, measurable, and directly address the school's graduation rate.**

**(This will be different for each school. Use the sample indicators in the PowerPoint as a reference point. The Virginia Index of Performance may provide useful indicators that may be considered. This information can be found at:**

**[http://www.doe.virginia.gov/statistics\\_reports/va\\_index\\_performance\\_awards/index.shtml](http://www.doe.virginia.gov/statistics_reports/va_index_performance_awards/index.shtml))**

Description of Additional Criteria	Points Added to GCI for meeting criteria
45% of students get a Pass Advance score on English, Math, or Science SOL	1
25% of enrolled students get a 3 or higher on AP exam	1
25% of CTE students have earned certification	1

The criteria listed above will be applied to the Graduation and Completion Index during one or more accreditation cycles over the next three years (through 2013-2014) only if: a) the school fails to meet the GCI benchmark for full accreditation, and b) the cohort size for the graduating class is 50 or fewer students according to the On-Time

Graduation Rate cohort formula. If the criteria are applied, the maximum number of GCI points allowable according to cohort size will be:

- 0-14 students: no bonus points assigned. A written appeal to the State Superintendent of Public Instruction will be submitted
- Maximum of 5 points for cohorts of 15-20 students
- Maximum of 4 points for cohorts of 21-40 students
- Maximum of 3 points for cohorts of 41-50 students

The division will submit a written appeal of the accreditation rating to the State Superintendent of Instruction for cohort sizes of less than fifteen students or in cases where special circumstances warrant explanation and consideration in addition to the maximum point values outlined above.

**III. List those individuals who were involved in the development of the proposed plan.**

**Ron Gordon- Superintendent**

**Dan Bowman- High School Principal**

**Adele Morris- Director of Special Education and Pupil Personnel Services**

**Scott Critzer- Director of Federal Programs and Testing**

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN – GRADUATION  
COHORT OF FIFTY OR FEWER STUDENTS

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

8 VAC 20-131-280 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states (in part):

*Subject to the provisions of 8 VAC 20-131-350 . . . schools offering alternative education programs and schools with a graduation cohort of 50 or fewer students as defined by the graduation rate formula adopted by the board may request that the board approve an alternative accreditation plan to meet the graduation and completion index benchmark. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.*

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

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

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

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

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Date Approved by the Local School Board

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Signature, Chairman of the School Board

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Submission Date

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Signature, Division Superintendent

**ALTERNATIVE ACCREDITATION PLAN  
GRADUATION COHORT OF FIFTY OR FEWER STUDENTS**

**School Name: Galileo Magnet High School**

**Division Name: Danville City**

**School Address: 230 South Ridge Street, Danville, VA 24541**

**Contact Person: Jay Lancaster**

**Phone Number: 434-773-8186**

**Email: jlancast@mail.dps.k12.va.us**

**Proposed Duration of Plan: Three Years, including 2013-2014 accreditation cycle**

**Grade Levels Served: 9-12**

**Number of Students Enrolled by Grade:**

Grade	Number of Students
9	58
10	61
11	78
12	59

If this school has a graduation cohort of fifty or fewer students and the school does not meet the 85% GCI benchmark, the school would like to apply for an alternative accreditation plan as indicated in 8 VAC 20-131-280 of the Regulations Establishing Standards for Accrediting Public Schools in Virginia.

Due to the small cohort size, one student can make a significant difference in the index. For this reason, the Graduation and Completion Index alone is not an appropriate measure for the school; additional criteria are needed to determine accreditation.

**List the additional performance criteria on which you propose to base the school's accreditation and provide a proposed points award for meeting each criteria. The Graduation and Completion Index cannot be changed. Additional criteria proposed must be objective, measurable, and directly address the school's graduation rate.**

**(This will be different for each school. Use the sample indicators in the PowerPoint as a reference point. The Virginia Index of Performance may provide useful indicators that may be considered. This information can be found at:**

**[http://www.doe.virginia.gov/statistics\\_reports/va\\_index\\_performance\\_awards/index.shtml](http://www.doe.virginia.gov/statistics_reports/va_index_performance_awards/index.shtml)**)

Description of Additional Criteria	Points Added to GCI for meeting criteria
Earn at least 80 VIP Achievement Index Points in English	1
Earn at least 80 VIP Achievement Index Points in Mathematics	1
At least 75% of graduates enroll in post-secondary education, join the military, or obtain a full-time job	1

The criteria listed above will be applied to the Graduation and Completion Index during one or more accreditation cycles over the next three years (through 2013-2014) only if: a) the school fails to meet the GCI benchmark for full accreditation, and b) the cohort size for the graduating class is 50 or fewer students according to the On-Time Graduation Rate cohort formula. If the criteria are applied, the maximum number of GCI points allowable according to cohort size will be:

- 0-14 students: no bonus points assigned. A written appeal to the State Superintendent of Public Instruction will be submitted
- Maximum of 5 points for cohorts of 15-20 students
- Maximum of 4 points for cohorts of 21-40 students
- Maximum of 3 points for cohorts of 41-50 students

The division will submit a written appeal of the accreditation rating to the State Superintendent of Instruction for cohort sizes of less than fifteen students or in cases where special circumstances warrant explanation and consideration in addition to the maximum point values outlined above.

**III. List those individuals who were involved in the development of the proposed plan.**

Dr. Sammy Shields, Director of Middle School Instruction and Accountability

Mr. Andrew Tyrrell, Assistant Superintendent for Instruction

Mr. Jay Lancaster, Principal of Galileo Magnet High School

COMMONWEALTH OF VIRGINIA  
DEPARTMENT OF EDUCATION  
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN – GRADUATION  
COHORT OF FIFTY OR FEWER STUDENTS

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

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

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

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

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7-13-11

\_\_\_\_\_  
Date Approved by the Local School Board

*Juan B. Muller*

\_\_\_\_\_  
Signature, Chairman of the School Board

7-11-11

\_\_\_\_\_  
Submission Date

*Haydee L. Robinson*

\_\_\_\_\_  
Signature, Division Superintendent

**ALTERNATIVE ACCREDITATION PLAN  
GRADUATION COHORT OF FIFTY OR FEWER STUDENTS**

**School Name:** Ervinton High School

**Division Name:** Dickenson County Public Schools

**School Address:** 123 Rebel Drive, Nora, VA 24272

**Contact Person:** Rodney Compton

**Phone Number:** 276-835-8604

**Email:** rlcompton@dickenson.k12.va.us

**Proposed Duration of Plan:** Three Years, including 2013-2014 accreditation cycle

**Grade Levels Served:** 8-12

**Number of Students Enrolled by Grade:**

Grade 8-28
Grade 9-38
Grade 10-40
Grade 11-36
Grade 12-41

If this school has a graduation cohort of fifty or fewer students and the school does not meet the 85% GCI benchmark, the school would like to apply for an alternative accreditation plan as indicated in 8 VAC 20-131-280 of the Regulations Establishing Standards for Accrediting Public Schools in Virginia.

Due to the small cohort size, one student can make a significant difference in the index. For this reason, the Graduation and Completion Index alone is not an appropriate measure for the school; additional criteria are needed to determine accreditation.

Description of Additional Criteria	Points Added to GCI for meeting criteria
Have a combined percent of cohort students who dropped out or have unconfirmed status of 10 percent or less.	1
Percentage of high school students enrolled in one or more AP or dual enrollment courses meets or exceeds 25 percent.	1
GCI bonus when an 80% pass rate for all End of Course SOLs is achieved.	1
GCI bonus when 50% of students score advanced proficient on reading and math SOL assessments.	1
GCI bonus when 50% of cohort students receive CTE Industry Certification	1
Percentage of graduates earning an Advanced Studies diploma out of the total number of diplomas awarded meets or exceeds 50 percent	1

The criteria listed above will be applied to the Graduation and Completion Index during one or more accreditation cycles over the next three years (through 2013-2014) only if: a) the school fails to meet the GCI benchmark for full accreditation, and b) the cohort size for the graduating class is 50 or fewer students according to the On-Time Graduation Rate cohort formula. If the criteria are applied, the maximum number of GCI points allowable according to cohort size will be:

- 0-14 students: no bonus points assigned. A written appeal to the State Superintendent of Public Instruction will be submitted

- Maximum of 5 points for cohorts of 15-20 students
- Maximum of 4 points for cohorts of 21-40 students
- Maximum of 3 points for cohorts of 41-50 students

The division will submit a written appeal of the accreditation rating to the State Superintendent of Instruction for cohort sizes of less than fifteen students or in cases where special circumstances warrant explanation and consideration in addition to the maximum point values outlined above.

**III. List those individuals who were involved in the development of the proposed plan.**

Haydee Robinson, Superintendent, [hrobinson@dickenson.k12.va.us](mailto:hrobinson@dickenson.k12.va.us), 276-926-4643  
Mike Setser, Supervisor of Compliance, [msetser@dickenson.k12.va.us](mailto:msetser@dickenson.k12.va.us), 276-926-4643  
Rodney Compton, Principal, [rlcompton@dickenson.k12.va.us](mailto:rlcompton@dickenson.k12.va.us), 276-835-8604

COMMONWEALTH OF VIRGINIA  
DEPARTMENT OF EDUCATION  
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN - GRADUATION  
COHORT OF FIFTY OR FEWER STUDENTS

*Regulations Establishing Standards for Accrediting Public Schools in Virginia*, (8 VAC 20-131-10 et. seq.) set the minimum standards public schools must meet to be accredited by the Board of Education. Accreditation of public schools is required by the Standards of Quality (22.1-259.13:1 et. seq.). The annual accrediting cycle for public schools is July 1 through June 30. This cover sheet, with the supporting documentation, must be submitted to the Department of Education for review and recommendation to the Board at least 90 days prior to August 1 of the school year in which the plan is to be implemented.

8 VAC 20-131-280 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states (in part):

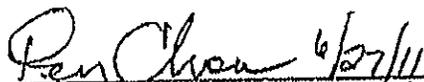
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The Board of Education, in its *Guidelines Governing the Implementation of Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia*, states:

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

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



Date Approved by the Local School Board

6/27/11

Submission Date



Signature, Chairman of the School Board



Signature, Division Superintendent

**ALTERNATIVE ACCREDITATION PLAN  
GRADUATION COHORT OF FIFTY OR FEWER STUDENTS**

**School Name:** Highland High School

**Division Name:** Highland County Public Schools

**School Address:** PO Box 430, Monterey, VA 24465

**Contact Person:** April Goff

**Phone Number:** 540-468-6322

**Email:** agoff@highland.k12.va.us

**Proposed Duration of Plan:** Three Years, including 2013-2014 accreditation cycle

**Grade Levels Served:** 6-12

**Number of Students Enrolled by Grade:** Grade 6—18; Grade 7—19; Grade 8—17; Grade 9—22;

Grade 10—17; Grade 11—21; Grade 12--25

If Highland High School does not meet the 85% GCI benchmark, the school would like to apply for an alternative accreditation plan as indicated in 8 VAC 20-131-280 of the Regulations Establishing Standards for Accrediting Public Schools in Virginia.

Due to the small cohort size, one student can make a significant difference in the index. For this reason, the Graduation and Completion Index alone is not an appropriate measure for the school; additional criteria are needed to determine accreditation.

**List the additional performance criteria on which you propose to base the school's accreditation and provide a proposed points award for meeting each criteria. The Graduation and Completion Index cannot be changed. Additional criteria proposed must be objective, measurable, and directly address the school's graduation rate.**

Description of Additional Criteria	Points Added to GCI for meeting criteria
GCI bonus when 50 % or more of graduating students will have taken chemistry, anatomy/physiology, calculus, and/or physics.	1
GCI bonus when 50% or more of graduating students have scored advanced proficient on EOC reading, writing and/or math SOL assessments.	1
GCI bonus when 25% or more of graduating students have enrolled in AP and/or DE classes.	1
GCI bonus for increased percentage of graduating students receiving CTE certifications.	1
GCI bonus when Highland High School earns points for a VIP award.	1
GCI bonus when 75% or more of graduating students enroll in post-secondary education, join the military, or obtain a full time job.	1

The criteria listed above will be applied to the Graduation and Completion Index during one or more accreditation cycles over the next three years (through 2013-2014) only if: a) the school fails to meet the GCI benchmark for full accreditation, and b) the cohort size for the graduating class is 50 or fewer students according to the On-Time Graduation Rate cohort formula. If the criteria are applied, the maximum number of GCI points allowable according to cohort size will be:

- 0-14 students: no bonus points assigned. A written appeal to the State Superintendent of Public Instruction will be submitted
- Maximum of 5 points for cohorts of 15-20 students
- Maximum of 4 points for cohorts of 21-40 students
- Maximum of 3 points for cohorts of 41-50 students

The division will submit a written appeal of the accreditation rating to the State Superintendent of Instruction for cohort sizes of less than fifteen students or in cases where special circumstances warrant explanation and consideration in addition to the maximum point values outlined above.

**III. List those individuals who were involved in the development of the proposed plan.**

**Mr. Percy C. Nowlin, retiring Superintendent**  
**Dr. William Crawford, incoming Superintendent**  
**Mrs. April Goff, Highland High School Principal**  
**Mrs. Mary G. Stephenson, Executive Director**

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN – GRADUATION  
COHORT OF FIFTY OR FEWER STUDENTS

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

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Date Approved by the Local School Board

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Signature, Chairman of the School Board

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Submission Date

---

Signature, Division Superintendent

**ALTERNATIVE ACCREDITATION PLAN  
GRADUATION COHORT OF FIFTY OR FEWER STUDENTS**

**School Name:** Franklin Military Academy  
**Division Name:** Richmond Public Schools  
**School Address:** 701 North 37<sup>th</sup> Street  
 Richmond, VA 23223  
**Contact Person:** Victoria S. Oakley, Chief Academic Officer  
**Phone Number:** 804-780-7727  
**Email:** voakley@richmond.k12.va.us  
**Proposed Duration of Plan:** Three Years, including 2013-2014 accreditation cycle  
**Grade Levels Served:** sixth, seventh, ninth, tenth, eleventh and twelfth grades  
 Eighth graders will start during the 2011-12 school year.

**Number of Students Enrolled by Grade:**

Ninth Graders:	49	Sixth Graders	84
Tenth Graders:	58	Seventh Graders	79
Eleventh Graders:	36		
Twelfth Graders:	46		

If this school has a graduation cohort of fifty or fewer students and the school does not meet the 85% GCI benchmark, the school would like to apply for an alternative accreditation plan as indicated in 8 VAC 20-131-280 of the Regulations Establishing Standards for Accrediting Public Schools in Virginia.

Due to the small cohort size, one student can make a significant difference in the index. For this reason, the Graduation and Completion Index alone is not an appropriate measure for the school; additional criteria are needed to determine accreditation.

**List the additional performance criteria on which you propose to base the school’s accreditation and provide a proposed points award for meeting each criteria. The Graduation and Completion Index cannot be changed. Additional criteria proposed must be objective, measurable, and directly address the school’s graduation rate.**

Description of Additional Criteria	Points Added to GCI for meeting criteria
90% or more graduates enroll in post-secondary education, join the military, or obtain a full time job	1
Increase the percent of career and technical certifications, state licenses, or successful national occupational assessments	1
Increase the percent of students earning advanced studies diploma	1
Increase the percent of students scoring pass advanced on the English SOL assessments	1

The criteria listed above will be applied to the Graduation and Completion Index during one or more accreditation cycles over the next three years (through 2013-2014) only if: a) the school fails to meet the GCI benchmark for full accreditation, and b) the cohort size for the graduating class is 50 or fewer students according to the On-Time Graduation Rate cohort formula. If the criteria are applied, the maximum number of GCI points allowable according to cohort size will be:

- 0-14 students: no bonus points assigned. A written appeal to the State Superintendent of Public Instruction will be submitted
- Maximum of 5 points for cohorts of 15-20 students
- Maximum of 4 points for cohorts of 21-40 students
- Maximum of 3 points for cohorts of 41-50 students

The division will submit a written appeal of the accreditation rating to the State Superintendent of Instruction for cohort sizes of less than fifteen students or in cases where special circumstances warrant explanation and consideration in addition to the maximum point values outlined above.

**III. List those individuals who were involved in the development of the proposed plan.**

Victoria S. Oakley	Chief Academic Officer
Thomas Beatty	Executive Director of Secondary Education
Maria Crenshaw	Director of Instruction
Sheron Carter-Gunter	Principal of Franklin Military Academy

COMMONWEALTH OF VIRGINIA  
DEPARTMENT OF EDUCATION  
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN – GRADUATION  
COHORT OF FIFTY OR FEWER STUDENTS

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Date Approved by the Local School Board

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Signature, Chairman of the School Board

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Submission Date

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Signature, Division Superintendent

**ALTERNATIVE ACCREDITATION PLAN  
GRADUATION COHORT OF FIFTY OR FEWER STUDENTS**

**School Name:** Open High School  
**Division Name:** Richmond Public Schools  
**School Address:** 600 South Pine Street  
 Richmond, VA 23220  
**Contact Person:** Victoria S. Oakley, Chief Academic Officer  
**Phone Number:** 804-780-7727  
**Email:** voakley@richmond.k12.va.us  
**Proposed Duration of Plan:** Three Years, including 2013-2014 accreditation cycle  
**Grade Levels Served:** ninth, tenth, eleventh and twelfth grades  
**Number of Students Enrolled by Grade:**

Ninth Graders:	56
Tenth Graders:	40
Eleventh Graders:	53
Twelfth Graders:	40

If this school has a graduation cohort of fifty or fewer students and the school does not meet the 85% GCI benchmark, the school would like to apply for an alternative accreditation plan as indicated in 8 *VAC 20-131-280 of the Regulations Establishing Standards for Accrediting Public Schools in Virginia.*

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Description of Additional Criteria	Points Added to GCI for meeting criteria
90% or more graduates enroll in post-secondary education, join the military, or obtain a full time job	1
85% or more graduates earning Advanced Studies Diploma	1
60% or more graduates enrolled in advanced placement and/ or dual enrollment classes	1

The criteria listed above will be applied to the Graduation and Completion Index during one or more accreditation cycles over the next three years (through 2013-2014) only if: a) the school fails to meet the GCI benchmark for full accreditation, and b) the cohort size for the graduating class is 50 or fewer students according to the On-Time Graduation Rate cohort formula. If the criteria are applied, the maximum number of GCI points allowable according to cohort size will be:

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**III. List those individuals who were involved in the development of the proposed plan.**

Victoria S. Oakley	Chief Academic Officer
Thomas Beatty	Executive Director of Secondary Education
Maria Crenshaw	Director of Instruction
Candace Veney-Chaplin	Open High School

COMMONWEALTH OF VIRGINIA  
DEPARTMENT OF EDUCATION  
RICHMOND, VIRGINIA

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Date Approved by the Local School Board

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Signature, Chairman of the School Board

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Submission Date

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Signature, Division Superintendent

**ALTERNATIVE ACCREDITATION PLAN  
GRADUATION COHORT OF FIFTY OR FEWER STUDENTS**

**School Name:** Richmond Community High School  
**Division Name:** Richmond Public Schools  
**School Address:** 201 E. Brookland Park Blvd.  
 Richmond, VA 23222  
**Contact Person:** Victoria S. Oakley, Chief Academic Officer  
**Phone Number:** 804-780-7727  
**Email:** voakley@richmond.k12.va.us  
**Proposed Duration of Plan:** Three Years, including 2013-2014 accreditation cycle  
**Grade Levels Served:** ninth, tenth, eleventh and twelfth grades  
**Number of Students Enrolled by Grade:**

Ninth Graders:	78
Tenth Graders:	70
Eleventh Graders:	56
Twelfth Graders:	62

If this school has a graduation cohort of fifty or fewer students and the school does not meet the 85% GCI benchmark, the school would like to apply for an alternative accreditation plan as indicated in 8 VAC 20-131-280 of the Regulations Establishing Standards for Accrediting Public Schools in Virginia.

Due to the small cohort size, one student can make a significant difference in the index. For this reason, the Graduation and Completion Index alone is not an appropriate measure for the school; additional criteria are needed to determine accreditation.

**List the additional performance criteria on which you propose to base the school's accreditation and provide a proposed points award for meeting each criteria. The Graduation and Completion Index cannot be changed. Additional criteria proposed must be objective, measurable, and directly address the school's graduation rate.**

Description of Additional Criteria	Points Added to GCI for meeting criteria
90% or more graduates enroll in post-secondary education, join the military, or obtain a full time job	1
60% or more graduates enrolled in advanced placement and/ or dual enrollment classes	1
50% of students having taken Calculus, Chemistry and Physics	1

The criteria listed above will be applied to the Graduation and Completion Index during one or more accreditation cycles over the next three years (through 2013-2014) only if: a) the school fails to meet the GCI benchmark for full accreditation, and b) the cohort size for the graduating class is 50 or fewer students according to the On-Time Graduation Rate cohort formula. If the criteria are applied, the maximum number of GCI points allowable according to cohort size will be:

- 0-14 students: no bonus points assigned. A written appeal to the State Superintendent of Public Instruction will be submitted
- Maximum of 5 points for cohorts of 15-20 students
- Maximum of 4 points for cohorts of 21-40 students
- Maximum of 3 points for cohorts of 41-50 students

The division will submit a written appeal of the accreditation rating to the State Superintendent of Instruction for cohort sizes of less than fifteen students or in cases where special circumstances warrant explanation and consideration in addition to the maximum point values outlined above.

**III. List those individuals who were involved in the development of the proposed plan.**

Victoria S. Oakley  
Thomas Beatty  
Maria Crenshaw  
James Brown

Chief Academic Officer  
Executive Director of Secondary Education  
Director of Instruction  
Principal of Richmond Community High School

COMMONWEALTH OF VIRGINIA  
DEPARTMENT OF EDUCATION  
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN – GRADUATION  
COHORT OF FIFTY OR FEWER STUDENTS

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

8 VAC 20-131-280 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states (in part):

*Subject to the provisions of 8 VAC 20-131-350 . . . schools offering alternative education programs and schools with a graduation cohort of 50 or fewer students as defined by the graduation rate formula adopted by the board may request that the board approve an alternative accreditation plan to meet the graduation and completion index benchmark. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.*

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

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

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

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

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Date Approved by the Local School Board

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Signature, Chairman of the School Board

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Submission Date

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Signature, Division Superintendent

**ALTERNATIVE ACCREDITATION PLAN  
GRADUATION COHORT OF FIFTY OR FEWER STUDENTS**

**School Name:** Amelia Street School  
**Division Name:** Richmond Public Schools  
**School Address:** 1821 Amelia Street  
 Richmond, VA 23220  
**Contact Person:** Victoria S. Oakley, Chief Academic Officer  
**Phone Number:** 804-780-7727  
**Email:** voakley@richmond.k12.va.us  
**Proposed Duration of Plan:** Three Years, including 2013-2014 accreditation cycle  
**Grade Levels Served:** PreK – 12<sup>th</sup> Grade  
**Number of Students Enrolled by Grade:**

Ninth Graders:	4
Tenth Graders:	2
Eleventh Graders:	4
Twelfth Graders:	11

If this school has a graduation cohort of fifty or fewer students and the school does not meet the 85% GCI benchmark, the school would like to apply for an alternative accreditation plan as indicated in 8 VAC 20-131-280 of the Regulations Establishing Standards for Accrediting Public Schools in Virginia.

Due to the small cohort size, one student can make a significant difference in the index. For this reason, the Graduation and Completion Index alone is not an appropriate measure for the school; additional criteria are needed to determine accreditation.

**List the additional performance criteria on which you propose to base the school’s accreditation and provide a proposed points award for meeting each criteria. The Graduation and Completion Index cannot be changed. Additional criteria proposed must be objective, measurable, and directly address the school’s graduation rate.**

Description of Additional Criteria	Points Added to GCI for meeting criteria
No bonus points assigned due to cohort size. Amelia Street School will always have a cohort less than 15.	

The criteria listed above will be applied to the Graduation and Completion Index during one or more accreditation cycles over the next three years (through 2013-2014) only if: a) the school fails to meet the GCI benchmark for full accreditation, and b) the cohort size for the graduating class is 50 or fewer students according to the On-Time Graduation Rate cohort formula. If the criteria are applied, the maximum number of GCI points allowable according to cohort size will be:

- 0-14 students: no bonus points assigned. A written appeal to the State Superintendent of Public Instruction will be submitted
- Maximum of 5 points for cohorts of 15-20 students
- Maximum of 4 points for cohorts of 21-40 students
- Maximum of 3 points for cohorts of 41-50 students

The division will submit a written appeal of the accreditation rating to the State Superintendent of Instruction for cohort sizes of less than fifteen students or in cases where special circumstances warrant explanation and consideration in addition to the maximum point values outlined above.

**III. List those individuals who were involved in the development of the proposed plan.**

Victoria S. Oakley  
Maria Crenshaw  
Harley Tomey  
Evelyn Waddell

Chief Academic Officer  
Director of Instruction  
Director of Exceptional Education  
Principal of Amelia Street School

July 7, 2011

Dr. Patricia Wright  
State Superintendent of Public Instruction  
Virginia Department of Education  
P.O. Box 2120  
Richmond, VA 23218

Dear Dr. Wright:

Please consider this letter as an official appeal of the accreditation rating for graduation cohort sizes of less than fifteen students for Amelia Street School.

Amelia Street School is one of the continuum options for students with low incidence disabilities in Richmond City Public Schools. It is a center based program (Pre-K – 12<sup>th</sup> grade) that provides intensive services in a public day setting. Intensive services that are available for students include: Occupational Therapy, Physical Therapy, Speech/Language Therapy, Adaptive Physical Education, Music Therapy, and Vision and Hearing Services. Students attending this public day setting have disabilities such as: Autism (AUT), Intellectual Disabilities (ID), Severe Disabilities and Multiple Disabilities (MD) with varying degrees of severity. Many of these students are medically fragile. These students may also be non-verbal, motorically involved and present with other disabilities including: hearing impairments, deafness, visual impairments and behavioral disorders. Due to the nature and severity of the disability, the student's IEP team has determined that the educational needs of the student can only be achieved in an intense and structured special education program in a public day school for students with disabilities.

Students attending this program stay in school through age 21 and graduate with either a certificate of completion or a special diploma. Therefore, these students do not complete high school within a four year period. All of the students in this program meet the criteria for participating in the Virginia Alternate Assessment Program (VAAP).

Additionally, in calculating the Virginia Graduation and Completion Index (GCI), the Virginia Department of Education (VDOE) will "slide" the students with disabilities at Amelia Street School into the next year's cohort until they graduate with a certificate of completion or a special diploma.

Amelia Street School meets the criteria for accreditation rating for graduation cohort sizes of less than fifteen students with special circumstances. If you need additional information or have any questions, please do not hesitate to contact me.

Sincerely,

Yvonne Brandon  
Division Superintendent

Cc: Kathleen Smith, Director of School Improvement  
Virginia Department of Education

COMMONWEALTH OF VIRGINIA  
DEPARTMENT OF EDUCATION  
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN – GRADUATION  
COHORT OF FIFTY OR FEWER STUDENTS

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

8 VAC 20-131-280 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states (in part):

*Subject to the provisions of 8 VAC 20-131-350 . . . schools offering alternative education programs and schools with a graduation cohort of 50 or fewer students as defined by the graduation rate formula adopted by the board may request that the board approve an alternative accreditation plan to meet the graduation and completion index benchmark. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.*

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

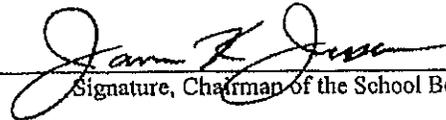
*Schools described in this section are those that serve as a student's school of principal enrollment and where students are reported in fall membership for the school. Fall membership determines whether or not these schools are subject to the provisions of the accrediting standards; therefore, schools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

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

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

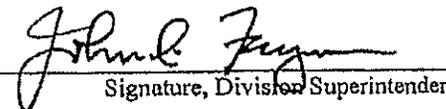
July 5, 2011

\_\_\_\_\_  
Date Approved by the Local School Board

  
\_\_\_\_\_  
Signature, Chairman of the School Board

July 7, 2011

\_\_\_\_\_  
Submission Date

  
\_\_\_\_\_  
Signature, Division Superintendent

**ALTERNATIVE ACCREDITATION PLAN  
GRADUATION COHORT OF FIFTY OR FEWER STUDENTS**

**School Name: Twin Springs High School**

**Division Name: Scott**

**School Address: 273 Titan Lane**

**Contact Person: Sam Parks**

**Phone Number: 276 479 2185**

**Email: lori.flanary@scott.k12.va.us**

**Proposed Duration of Plan:** Three Years, including 2013-2014 accreditation cycle

**Grade Levels Served: 8-12**

**Number of Students Enrolled by Grade: 8<sup>th</sup> – 60; 9<sup>th</sup> – 66; 10<sup>th</sup> - 47; 11<sup>th</sup>-65; 12<sup>th</sup>-56**

If this school has a graduation cohort of fifty or fewer students and the school does not meet the 85% GCI benchmark, the school would like to apply for an alternative accreditation plan as indicated in 8 VAC 20-131-280 of the Regulations Establishing Standards for Accrediting Public Schools in Virginia.

Due to the small cohort size, one student can make a significant difference in the index. For this reason, the Graduation and Completion Index alone is not an appropriate measure for the school; additional criteria are needed to determine accreditation.

**List the additional performance criteria on which you propose to base the school’s accreditation and provide a proposed points award for meeting each criteria. The Graduation and Completion Index cannot be changed. Additional criteria proposed must be objective, measurable, and directly address the school’s graduation rate.**

**(This will be different for each school. Use the sample indicators in the PowerPoint as a reference point. The Virginia Index of Performance may provide useful indicators that may be considered. This information can be found at:**

**[http://www.doe.virginia.gov/statistics\\_reports/va\\_index\\_performance\\_awards/index.shtml](http://www.doe.virginia.gov/statistics_reports/va_index_performance_awards/index.shtml)**)

<b>Description of Additional Criteria</b>	<b>Points Added to GCI for meeting criteria</b>
GCI bonus for 50% of students scoring advanced proficient on SOL assessments	1
GCI bonus for 25% of students enrolled in Dual Enrollment classes	1
GCI for 50% of graduates enrolling in post-secondary education, joining the military, or obtaining a full-time employment	1
GCI bonus for 25% of students receiving CTE certifications	1
GCI bonus for increasing the percentage of students graduating with an Advanced diploma	1

The criteria listed above will be applied to the Graduation and Completion Index during one or more accreditation cycles over the next three years (through 2013-2014) only if: a) the school fails to meet the GCI benchmark for full accreditation, and b) the cohort size for the graduating class is 50 or fewer students according to the On-Time

Graduation Rate cohort formula. If the criteria are applied, the maximum number of GCI points allowable according to cohort size will be:

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- Maximum of 5 points for cohorts of 15-20 students
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- Maximum of 3 points for cohorts of 41-50 students

The division will submit a written appeal of the accreditation rating to the State Superintendent of Instruction for cohort sizes of less than fifteen students or in cases where special circumstances warrant explanation and consideration in addition to the maximum point values outlined above.

**III. List those individuals who were involved in the development of the proposed plan.**

**Sam Parks**  
**Lori Flanary**

COMMONWEALTH OF VIRGINIA  
DEPARTMENT OF EDUCATION  
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN – GRADUATION  
COHORT OF FIFTY OR FEWER STUDENTS

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

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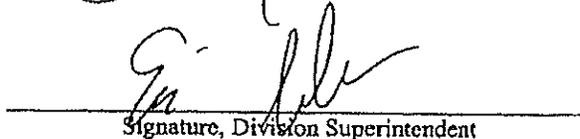
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We, the undersigned, submit this request for review and approval by the Board of Education and understand that we are expected to appear before the Board to discuss the program and respond to questions raised.

6/27/11  
Date Approved by the Local School Board

  
Signature, Chairman of the School Board

June 30, 2011  
Submission Date

  
Signature, Division Superintendent



The criteria listed above will be applied to the Graduation and Completion Index during one or more accreditation cycles over the next three years (through 2013-2014) only if: a) the school fails to meet the GCI benchmark for full accreditation, and b) the cohort size for the graduating class is 50 or fewer students according to the On-Time Graduation Rate cohort formula. If the criteria are applied, the maximum number of GCI points allowable according to cohort size will be:

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- Maximum of 3 points for cohorts of 41-50 students

The division will submit a written appeal of the accreditation rating to the State Superintendent of Instruction for cohort sizes of less than fifteen students or in cases where special circumstances warrant explanation and consideration in addition to the maximum point values outlined above.

**III. List those individuals who were involved in the development of the proposed plan.**

- Mr. Walter Cross, York River Academy Principal
- Dr. Lisa Pennycuff, Director of Accountability and Instructional Services
- Dr. Kipp Rogers, Director of Secondary Instruction
- Dr. Stephanie Guy, Chief Academic Officer

# Board of Education Agenda Item

Item:                     K                    

Date:           July 28, 2011          

**Topic:** First Review of a Request for Approval of a Modification of Graduation Requirements, Pursuant to 8 VAC 20-131-50 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, from Montgomery County Public Schools

**Presenter:** Ms. Anne Wescott, Assistant Superintendent for Policy and Communication  
Mr. Nelson W. Simpkins, Director of Secondary Education, Montgomery County Public Schools

**Telephone Number:**   (804) 225-2403  

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

## Origin:

Topic presented for information only (no board action required)

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

Action requested at this meeting

Action requested at future meeting:   September 22, 2011  

## Previous Review/Action:

No previous board review/action

Previous review/action  
date \_\_\_\_\_  
action \_\_\_\_\_

**Background Information:** The Standards of Quality (SOQ), in § 22.1-253.13:4 of the *Code of Virginia*, require local school boards to "...award diplomas to all secondary school students, including students who transfer from nonpublic schools or from home instruction, who earn the units of credit prescribed by the Board of Education, pass the prescribed tests, and meet such other requirements as may be prescribed by the local school board and approved by the Board of Education."

Standard 8 VAC 20-131-50 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (Standards of Accreditation) addresses graduation requirements. The regulation says, in part: "The requirements for a student to earn a diploma and graduate from a Virginia high school shall be those in effect when that student enters the ninth grade for the first time. Students shall be awarded a

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

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

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

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

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

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

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

The Standards of Accreditation, at 8 VAC 20-131-50 set forth the requirements for five Board-approved diplomas, the Standard Diploma, Standard Technical Diploma, Advanced Studies Diploma, Advanced Technical Diploma, and Modified Standard Diploma. These requirements for the first four diplomas, the Standard Diploma, Standard Technical Diploma, Advanced Studies Diploma, and Advanced Technical Diploma, were amended by the Board of Education on February 19, 2009, effective for the

ninth-grade class of 2010-2011. In response to legislation passed by the 2010 General Assembly, on June 24, 2010, the Board of Education amended the regulations to delay the implementation of the requirements for the Standard Diploma and the Advanced Studies Diploma for one year, effective for the ninth-grade class of 2011-2012.

The 2011 General Assembly passed legislation delaying the effective date or some of the provisions of these regulations for another year, but the legislation, HB 1554 and SB 810, did not delay the implementation of the graduation requirements for the Standard Diploma and the Advanced Studies Diploma. HB 1554 and SB 810 said, in part: *“Furthermore, notwithstanding the provisions of this section, regulations prescribing economics and financial literacy as a graduation requirement and related changes to the standard and advanced studies diplomas, pursuant to § 22.1-253.13:4 of the Code of Virginia, shall become effective July 1, 2011.”* The 2011 legislation did, however, delay the implementation of the Standard Technical Diploma and the Advanced Technical Diploma for another year, effective for the ninth-grade class of 2012-2013. The Board of Education approved amendments to these regulations at its June 23, 2011, meeting to comport with the legislation passed by the 2011 General Assembly.

**Summary of Major Elements:** The Montgomery County School Board received approval from the Board of Education in 1999 to grandfather in local graduation requirements for both the Standard Diploma and the Advanced Studies Diploma that exceeded those prescribed in the Standards of Accreditation. The approval required students to earn one standard credit in career and technical education and one standard credit in fine arts or performing arts for both the Standard Diploma and the Advanced Studies Diploma.

The Montgomery County School Board requests that it be permitted to maintain this graduation requirement for the Standard Diploma and the Advanced Studies Diploma, and to expand it to the Standard Technical Diploma, the Advanced Technical Diploma, and the Modified Standard Diploma. Students pursuing a Standard Diploma or a Standard Technical Diploma could continue to take foreign language classes as electives, but not have the option to use standard credits in foreign languages to meet the graduation requirement that requires students to take two courses in foreign languages, fine arts, or career and technical education (Standard Diploma) or one course in foreign language or fine arts (Standard Technical Diploma). Montgomery County Public Schools would also require students pursuing a Modified Standard Diploma to earn one standard credit in fine arts and one in career and technical education, which would be a new approval since the Modified Standard Diploma was not included in the grandfathered approval.

The Montgomery County School Board strongly believes that both fine arts and career and technical education are essential requirements. Both are seen as essential to prepare students with the skills needed for a career, and to provide opportunities for creativity. They note, however, that many of the students who earn a Standard Diploma take foreign language classes. They have provided information that 59.09 percent of the students in the class of 2011 who earned a Standard Diploma were enrolled in foreign language classes during their high school career.

A copy of the request submitted by the Montgomery County Public Schools is attached. Charts showing the current and proposed requirements are also attached.

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

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

**Timetable for Further Review/Action:** The request will be presented to the Board of Education for final review and approval at the September 22, 2011, meeting. Following the meeting, Department of Education staff will notify the Superintendent of Montgomery County Public Schools of the decision of the Board of Education.

## Standard Diploma

	Standard Credit Requirements for MCPS Prior to the 9 <sup>th</sup> Grade Class of 2011-2012	BOE Standard Credit Requirements Beginning with the 9 <sup>th</sup> Grade Class of 2011-2012	Standard Credit Requirements Proposed by MCPS
English	4	4	4
Mathematics <sup>1</sup>	3	3	3
Laboratory Science <sup>2, 6</sup>	3	3	3
History and Social Sciences <sup>3, 6</sup>	3	3	3
Health and Physical Education	2	2	2
Foreign Language, Fine Arts, or Career and Technical Education <sup>7</sup>		2	
Fine or Performing Arts	1		1
Career and Technical Education	1		1
Economics and Personal Finance		1	1
Electives <sup>4</sup>	4	4	4
<b>Total</b>	<b>22</b>	<b>22</b>	<b>22</b>

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

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

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

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

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

<sup>7</sup> Pursuant to Section 22.1-253.13:4, Code of Virginia, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education.

## Standard Technical Diploma

	Standard Credit Requirements for MCPS Prior to the 9 <sup>th</sup> Grade Class of 2012-2013	BOE Standard Credit Requirements Beginning with the 9 <sup>th</sup> Grade Class of 2012-2013	Standard Credit Requirements Proposed by MCPS
English	N/A	4	4
Mathematics <sup>1</sup>	N/A	3	3
Laboratory Science <sup>2, 5</sup>	N/A	3	3
History and Social Sciences <sup>3, 5</sup>	N/A	3	3
Health and Physical Education	N/A	2	2
Fine Arts or Foreign Language	N/A	1	
Fine or Performing Arts	N/A		1
Economics and Personal Finance	N/A	1	1
Career and Technical Education <sup>4</sup>	N/A	4	4
Electives	N/A	1	1
<b>Total</b>	N/A	<b>22</b>	<b>22</b>

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

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

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

<sup>4</sup> Courses completed to satisfy this requirement must include a career concentration as approved by the board. If a career concentration includes a specific assessment approved by the board and the student is eligible to take the assessment, then the student must take this assessment.

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

## Advanced Studies Diploma

	Standard Credit Requirements for MCPS Prior to the 9 <sup>th</sup> Grade Class of 2011-2012	BOE Standard Credit Requirements Beginning with the 9 <sup>th</sup> Grade Class of 2011-2012	Standard Credit Requirements Proposed by MCPS
English	4	4	4
Mathematics <sup>1</sup>	4	4	4
Laboratory Science <sup>2</sup>	4	4	4
History and Social Sciences <sup>3</sup>	4	4	4
Foreign Language <sup>4</sup>	3	3	3
Health and Physical Education	2	2	2
Fine Arts or Career and Technical Education		<b>1</b>	
Fine or Performing Arts	<b>1</b>		<b>1</b>
Career and Technical Education	<b>1</b>		<b>1</b>
Economics and Personal Finance		1	1
Electives	<b>1</b>	<b>3</b>	<b>2</b>
<b>Total</b>	<b>24</b>	<b>26</b>	<b>26</b>

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

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

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

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

## Advanced Technical Diploma

	Standard Credit Requirements for MCPS Prior to the 9 <sup>th</sup> Grade Class of 2012-2013	BOE Standard Credit Requirements Beginning with the 9 <sup>th</sup> Grade Class of 2012-2013	Standard Credit Requirements Proposed by MCPS
English	N/A	4	4
Mathematics <sup>1</sup>	N/A	4	4
Laboratory Science <sup>2</sup>	N/A	4	4
History and Social Sciences <sup>3</sup>	N/A	4	4
Foreign Language <sup>4</sup>	N/A	3	3
Health and Physical Education	N/A	2	2
Economics and Personal Finance	N/A	1	1
Fine Arts or Career and Technical Education	N/A	1	
Fine or Performing Arts	N/A		1
Career and Technical Education <sup>5</sup>	N/A	3	3
Electives	N/A		
<b>Total</b>	N/A	<b>26</b>	<b>26</b>

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

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

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

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

<sup>5</sup> Courses completed to satisfy this requirement must include a career concentration as approved by the board. If a career concentration includes a specific assessment approved by the board and the student is eligible to take the assessment, then the student must take this assessment.

## Modified Standard Diploma

	Standard Credit Requirements for MCPS Prior to the 9 <sup>th</sup> Grade Class of 2011-2012	BOE Standard Credit Requirements Beginning with the 9 <sup>th</sup> Grade Class of 2011-2012	Standard Credit Requirements Proposed by MCPS
English	4	4	4
Mathematics <sup>1</sup>	3	3	3
Laboratory Science <sup>2, 6</sup>	2	2	2
History and Social Sciences <sup>3, 6</sup>	2	2	2
Health and Physical Education	2	2	2
Fine Arts or Career and Technical Education	1	1	
Fine or Performing Arts			1
Career and Technical Education			1
Electives <sup>4</sup>	6	6	5
<b>Total</b>	<b>20</b>	<b>20</b>	

<sup>1</sup> Courses completed to satisfy this requirement shall include content from among applications of algebra, geometry, personal finance, and probability and statistics in courses that have been approved by the board.

<sup>2</sup> Courses completed shall include content from at least two of the following: applications of earth science, biology, chemistry, or physics in courses approved by the board.

<sup>3</sup> Courses completed to satisfy this requirement shall include one unit of credit in U.S. and Virginia History and one unit of credit in U.S. and Virginia Government in courses approved by the board.

<sup>4</sup> Courses to satisfy this requirement shall include at least two sequential electives in the same manner required for the Standard Diploma.



**Mr. Nelson W. Simpkins  
Director of Secondary Education  
Montgomery County Public Schools  
200 Junkin Street  
Christiansburg, VA 24073  
(540) 382-5107**

**TO: Anne D. Wescott, Assistant Superintendent  
Policy and Communications**

**FROM: Nelson W. Simpkins, Director of Secondary Education** *NWS*

**DATE: June 22, 2011**

**SUBJ: Request for Waiver of Certain Accrediting Standards**

Enclosed you will find the Requirements for Graduation waiver request for Montgomery County Public Schools. The request was approved by our local school board on June 21, 2011. Should you require additional information, please advise.

Encl/kf

COMMONWEALTH OF VIRGINIA  
BOARD OF EDUCATION  
P.O. Box 2120  
RICHMOND, VIRGINIA 23218-2120

REQUEST FOR WAIVER OF CERTAIN ACCREDITING STANDARDS  
AND/OR APPROVAL  
OF AN INNOVATIVE OR EXPERIMENTAL PROGRAM

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, (8 VAC 20-131-10 et seq.) set the minimum standards public schools must meet to be accredited by the Board of Education. Accreditation of public schools is required by the Standards of Quality (§§ 22.1-253.13:1 et seq.). The annual accrediting cycle for public schools is July 1 through June 30.

This cover sheet, with the supporting documentation, must be submitted to the Department of Education for review and recommendation to the Board at least 90 days prior to the beginning of an accrediting cycle or the proposed implementation of the program or activity that precipitates the request for the waiver. The types of waivers available and the corresponding section of the standards are indicated below. Please attach additional sheets or information deemed appropriate. (The Board will consider this request in its monthly meeting and school divisions are required to appear before the board in person or electronically to explain a waiver request.)

SCHOOL DIVISION Montgomery County Public Schools

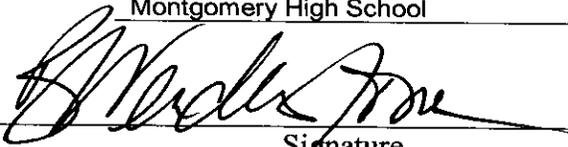
TITLE OF PROGRAM/ACTIVITY 8VAC20-131-50 Requirements for Graduation (Montgomery County Public Schools CTE and Fine Arts Graduation Waiver Request to Continue Requiring one CTE and one Fine or Performing Arts Credit for Graduation)

TYPE OF APPROVAL REQUESTED:

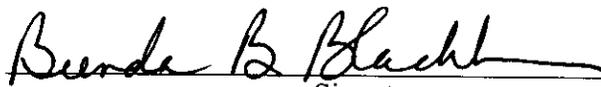
- Approval of an Alternative to the Standard School Year and School Day (8 VAC 20-131-150)
- Approval of an Alternative Accreditation Plan (8 VAC 20-131-280.D)
- Approval of an Experimental Program (8 VAC 20-131-290.D)
- Approval of an Innovative Program (8 VAC 20-131-290.D)
- Approval of a Waiver of Other Provision(s) of the Standards (8 VAC 20-131-350)  
(Complete Pages 1 and 3 of the application only.)
- 

SCHOOL(S) INVOLVED IN THE PROPOSED PROGRAM/ACTIVITY Auburn High School, Blacksburg High School, Christiansburg High School, Eastern Montgomery High School

June 21, 2011  
Date Approved  
by the Local School Board

  
Signature  
Chairman of the School Board

June 22, 2011  
Submission Date

  
Signature  
Division Superintendent

SCHOOL DIVISION

Montgomery County Public Schools

TITLE OF PROGRAM/ACTIVITY

8VAC20-131-50 Requirements for Graduation (Montgomery County Public Schools CTE and Fine Arts Graduation Waiver Request to Continue Requiring one CTE and one Fine or Performing Arts Credit for Graduation)

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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 PROGRAM'S GOALS, EVALUATION PROCEDURES, AND OTHER RELEVANT INFORMATION.

N/A

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

YES  NO.

IF YES, EXPLAIN WHY.

IF THE PROGRAM IS EXPERIMENTAL, INCLUDE INFORMATION THAT EXPLAINS WHY THERE IS REASON TO EXPECT THAT THE PROGRAM WILL BE SUCCESSFUL.

N/A

DESCRIBE THE ANTICIPATED OUTCOMES OF THE PROGRAM.

All MCPS students graduating with a Standard, Standard Technical, Advanced Studies, Advanced Technical, or Modified Standard Diploma will earn a minimum of one credit from the following disciplines:

Fine or Performing Arts ----- 1 Credit  
Career and Technical Education ----- 1 Credit

---

## TITLE OF PROGRAM/ACTIVITY

8VAC20-131-50 Requirements for Graduation (Montgomery County Public Schools CTE and Fine Arts Graduation Waiver Request to Continue Requiring one CTE and one Fine or Performing Arts Credit for Graduation)

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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.

8 VAC 20-131-50. Requirements for Graduation

Montgomery County Public Schools received a waiver from the Virginia Board of Education in 1999 to require both a Fine and Performing Arts and a Career and Technical Education credit for graduation requirement which continues today. Our Board of Education and school community strongly believe that both disciplines are essential for development of the total child.

Requiring both a Fine Arts and CTE unit of credit has resulted in dissolving the line between academic and vocational tracks and has helped guide students to new career possibilities and skill sets that they may never have learned otherwise. The requirement for one CTE credit has also led to significant improvement in our CTE curricula. The requirement for one Fine Arts credit gives students an opportunity to explore and develop their creative aptitude and abilities.

CTE courses provide a setting for students to learn both computer and workplace readiness skills that are essential for success in the twenty-first century. Fine and Performing Arts courses provide awareness of another array of career possibilities and help complete the well rounded and self-aware graduate.

Foreign language opportunities for all students will not be compromised. Students pursuing Standard or Standard Technical diplomas will continue to have opportunities to enroll in foreign language classes through their elective options. Students pursuing Advanced Studies or Advanced Technical diplomas will enroll in foreign language classes to meet the requirements explicitly outlined in the SOAs. (Note Appendix A Data Sheet)

CTE and Fine and Performing Arts courses are the areas that many times need the jump start that comes from requiring one unit of credit each. Without this requirement, many students may miss valuable opportunities to fully develop essential skills before high school graduation.

Requiring one CTE and one Fine and Performing Arts Credit for all students:

- Helps to dissolve the historic divide between vocational and academic offerings
- Draws more college bound students into valuable CTE and Fine Arts programs
- Provides for strong career planning
- Presents the Workplace Readiness Skills curriculum to all students
- Develops leadership skills
- Exposes students to essential technology tools
- Allows students to develop their creative skills
- Encourages retention and improves the graduation rate
- Encourages social and emotional development
- Provides life-long appreciation and understanding that adds to students' quality of life
- Introduces students to hands-on and experiential learning
- Encourages CTE and Fine Arts curriculum improvement

**Therefore, Montgomery County Public Schools request to continue requiring one CTE credit and one Fine or Performing Arts credit for graduation when awarding the following diplomas:**

Beginning with the ninth grade class of 2011-12, in order to graduate from the Montgomery County Public Schools, a student must meet all applicable requirements set forth in the Standards of Accreditation (SOA) and Standards of Quality (SOQ). The requirements for a student to earn a diploma are those in effect when he or she enters ninth grade for the first time.

---

## **Standard Diploma**

A Standard Diploma will be awarded to students who earn the following standard units of credit:

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

## **Standard Technical Diploma:**

Beginning with the ninth grade class of 2011-12 and beyond, a Standard Technical Diploma will be awarded to students who earn the following credits:

<b>Discipline Area</b>	<b>Standard Units of Credit Required</b>	<b>Verified Credits Required</b>
English	4	2
Mathematics <sup>1</sup>	3	1
Laboratory Science <sup>2,5</sup>	3	1
History and Social Sciences <sup>3,5</sup>	3	1
Health and Physical Education	2	
Fine or Performing Arts or Foreign Language	1	
Economics and Personal Finance	1	
Career and Technical Education <sup>4</sup>	4	
Electives	1	
Student Selected <sup>6</sup>		1
<b>Total</b>	<b>22</b>	<b>6</b>

## Advanced Studies Diploma:

Beginning with the ninth grade class of 2011-2012 and beyond, an Advanced Studies Diploma will be awarded to students who earn the following standard units of credit:

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

**Advanced Technical Diploma**

Beginning with the ninth grade class of 2011-12 and beyond, and Advanced Technical Diploma will be awarded to students who earn the following credits:

Discipline Area	Standard Units of Credit Required	Verified Credits Required
English	4	2
Mathematics <sup>1</sup>	4	2
Laboratory Science <sup>2</sup>	4	2
History and Social Sciences <sup>3</sup>	4	2
Foreign Language <sup>4</sup>	3	
Health and Physical Education	2	
Economics and Personal Finance	1	
Fine Arts or Career and Technical Education	1	
Career and Technical Education <sup>5</sup>	3	
Student Selected Test <sup>6</sup>		1
<b>Total</b>	<b>26</b>	<b>9</b>

**Modified Standard Diploma:**

Credits required for graduation with a Modified Standard Diploma.

Discipline Area	Standard Units of Credit Required
English	4
Mathematics <sup>1</sup>	3
Science <sup>2</sup>	2
History and Social Sciences <sup>3</sup>	2
Health and Physical Education	2
Fine Arts or Career and Technical Education	1
Career and Technical Education	1
Electives <sup>4</sup>	6
	5
<b>Total</b>	<b>20</b>

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.)

All students graduating from Montgomery County Public Schools must meet all applicable requirements set forth in the Standards of Accreditation (SOA) and Standards of Quality (SOQ). All MCPS students graduating with a Standard, Standard Technical, Advanced Studies, Advanced Technical, or Modified Standard Diplomas will also earn a minimum of one credit from the following disciplines:

- Fine or Performing Arts ----- 1 Credit
- Career and Technical Education ----- 1 Credit

Number of students involved in the program 2926  
 What is the anticipated length of the program or duration of the waiver? Beginning with the 9<sup>th</sup> Grade Class of 2011-12 and Beyond

Questions should be directed to the Division of Policy and Communications at (804) 225-2092, or by e-mail to [policydata@doe.virginia.gov](mailto:policydata@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

Appendix A  
Montgomery County Public Schools  
Standard Diploma/Foreign Language  
Comparative Data for  
Graduating Class of 2011

<b>School Name</b>	<b>Students Receiving a Standard Diploma</b>	<b>Students Receiving a Standard Diploma Enrolled in Foreign Language Classes</b>	<b>Total Percentage</b>
Auburn	42	23	54.76
Blacksburg	61	41	67.21
Christiansburg	74	43	58.11
East Mont	43	23	53.49
Totals	220	130	59.09

Appendix A  
 Montgomery County Public Schools  
 Standard and Advanced Studies Diploma/Foreign Language  
 Comparative Data for Graduating Class of 2011

School Name	# Students in 2011 Graduating Class	# Students Receiving a Standard Diploma	# Students Receiving a Standard Diploma and Foreign Language Classes	% of Students Receiving Standard Diploma Enrolled in Foreign Language Classes	# Students Receiving an Advanced Studies Diploma	% of Graduating Class Receiving Advanced Studies Diploma	Total # Students Enrolled in Foreign Language Classes	% of Graduating Class Enrolled in Foreign Language Classes
AHS	93	42	23	54.76%	44	47.31%	67	<b>72.04%</b>
BHS	236	61	41	67.21%	166	70.34%	207	<b>87.71%</b>
CHS	220	74	43	58.11%	127	57.73%	170	<b>77.27%</b>
EMHS	79	43	23	53.49%	29	36.71%	52	<b>65.82%</b>
<b>Total MCPS</b>	<b>628</b>	<b>220</b>	<b>130</b>	<b>59.09%</b>	<b>366</b>	<b>58.28%</b>	<b>496</b>	<b>78.98%</b>

# Board of Education Agenda Item

Item: \_\_\_\_\_ L. \_\_\_\_\_

Date: July 28, 2011

**Topic:** First Review of History and Social Science Textbooks Published by Five Ponds Press

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

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

**E-Mail Address:** linda.wallinger@doe.virginia.gov

## Origin:

\_\_\_\_\_ Topic presented for information only (no board action required)

X Board review required by

X State or federal law or regulation

\_\_\_\_\_ Board of Education regulation

\_\_\_\_\_ Other:

\_\_\_\_\_ Action requested at this meeting X Action requested at future meeting: September 22, 2011

## Previous Review/Action:

\_\_\_\_\_ No previous board review/action

X Previous review/action

date June 23, 2011

action Informational Report on the History and Social Science Textbooks Published by Five Ponds Press

## Background Information:

On March 24, 2011, the Virginia Board of Education took action to remove two textbooks published by Five Ponds Press, Inc., *Our Virginia: Past and Present* (1<sup>st</sup> edition) and *Our America to 1865* (1<sup>st</sup> edition), from its approved textbook list. The Board also directed that if Five Ponds Press submitted for review the second edition of the same textbooks, the Department of Education was to conduct an expedited review “in accordance with the terms of the Board’s newly-adopted textbook review process” and bring to the Board a recommendation regarding approval of the replacement editions.

## Summary of Major Elements

Five Ponds Press formally submitted new editions of its textbooks for Virginia Studies and United States History to 1865, *Our Virginia: Past and Present* and *Our America to 1865*, respectively on June 24, 2011, and the Department of Education began the process to review these textbooks as prescribed in the revised textbook process approved on March 24, 2011. The terms of the revised textbook approval process require that when a publisher submits textbooks for review, it must: 1) certify that the textbooks have been thoroughly examined for content accuracy; and 2) agree that if factual or editing errors are identified, the publisher will submit a

corrective action plan to the Department of Education for review and approval by the Board of Education or the superintendent of public instruction if so delegated by the Board. Additionally, the publisher must provide correlations to the Standards of Learning for the particular course for the textbooks.

Five Ponds Press completed Publisher's Certification and Agreement forms for each textbook being considered for approval by the Board. Attachment A contains the Publisher's Certification and Agreement form. Department of Education staff members have reviewed both textbook certifications and agreements to ensure they have been completed correctly, sufficient information has been provided, and they are signed by an appropriate representative of the publishing company.

In an effort to expedite the review process, the Department agreed that Five Ponds Press could submit for review purposes revised editions of the two textbooks as a printout of a PDF file for each of the books rather than requiring the publisher to produce proof copies. On June 24, 2011, Five Ponds Press delivered to the Department and the review committee members the textbook printouts along with *History and Social Science Standards of Learning* correlations provided by the publisher.

In accord with the textbook approval process, the Department convened a review committee comprised of a teacher, a division-level content specialist, and a subject-matter expert. Members of the review committee conducted individual analyses of the textbook printouts prior to the meeting with the full committee. On July 8, 2011, the committee convened to reach consensus on their reviews of the textbooks. The consensus evaluations were shared with the publisher, and the publisher was given an opportunity to respond to the committee's review and recommendations.

Attachment B includes information about the 2011 editions of the two Five Ponds Press books, *Our Virginia: Past and Present* and *Our America to 1865*, as proposed for consideration. If the Board of Education accepts for first review the proposed textbooks, the Department will conduct a 30-day public comment period, with the intent to bring to the Board a recommendation regarding the two textbooks for final review on September 22, 2011.

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education accept for first review the 2011 editions of two Five Ponds Press history and social science textbooks, *Our Virginia: Past and Present* and *Our America to 1865*.

**Impact on Resources:**

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

**Timetable for Further Review/Action:**

Upon acceptance of the list of the two Five Ponds Press textbooks for first review by the Board of Education, a 30-day public comment period will be announced. The Five Ponds Press textbooks submitted for review may be reviewed at any of the following eight sites around the state: The College of William and Mary, George Mason University, James Madison University, Radford University, The University of Virginia's College at Wise, Longwood University, Old Dominion University, and J. Sargeant Reynolds Community College.

**Publishers' Submission Forms for Virginia's  
Textbook Approval Process**

Virginia Department of Education

Approved by the Virginia Board of Education  
March 24, 2011

## Introduction

The Virginia Board of Education's authority for approving textbooks and other instructional materials is prescribed in the *Virginia Constitution* and in the *Code of Virginia*.

- *Virginia Constitution, Article VIII, § 5 (d)*

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

- *Code of Virginia, § 22.1-238*

- A. The Board of Education shall have the authority to approve textbooks suitable for use in the public schools and shall have authority to approve instructional aids and materials for use in the public schools. The Board shall publish a list of all approved textbooks on its website and shall list the publisher and the current lowest wholesale price of such textbooks.
- B. Any school board may use textbooks not approved by the Board provided the school board selects such books in accordance with regulations promulgated by the Board.
- C. For the purposes of this chapter, the term "textbooks" means print or electronic media for student use that serve as the primary curriculum basis for a grade-level subject or course.

This document, including all attachments, provides textbook publishers with the required information and forms for submitting textbooks for review by the Virginia Department of Education (VDOE) and approval by the Virginia Board of Education. By submitting textbooks for evaluation, publishers agree to follow the procedures set forth in this document. Failure to comply with all procedures may result in disqualification of the textbook as a part of the review and approval process.

### Primary Material Submitted for Review

As noted in Section 22.1-238.C of the *Code of Virginia* above, the term textbook refers to print or electronic media for student use that serves as the primary curriculum basis for a grade-level subject or course.

For the remainder of this document, such instructional media will be referred to as "primary material." Primary material contains the core curriculum that is the basis for the grade-level subject or course. VDOE review committees will review the material selected by the publisher as the "primary material." This is typically the student edition of the textbook or the primary material that students will use to gain access to the content, although there may be exceptions according to the content area and grade level of the textbooks (e.g., teacher's editions may

need to be included in the review at elementary grades for English/reading). Ancillary and supplemental materials will not be considered for review.

Submitting primary material in digital format is encouraged. However, publishers may submit primary material in either digital or print format, or in a format combining both media. VDOE review committees will review only the material selected as the primary material by the publisher. If a print program is submitted as the primary material to be reviewed, a digital version of this material must also be available to students. Any duplicate or similar version of the primary material submitted will not be reviewed by the VDOE review committees as a part of the textbook approval process. If a publisher submits digital primary material and this material is also available in print, the review committee will review only the digital version of the primary material. In submitting their materials for review, publishers must provide an explanation of if and how the content in the primary material medium (digital or print) is different from or comparable to that offered in the other medium. Digital primary material may contain items such as embedded video clips or content that is delivered through an interactive format.

### **Submission Forms**

Publishers must complete the Textbook Publisher's Certification and Agreement listing all primary materials submitted for review consideration at the time it signals intent to submit textbooks for review as part of Virginia's textbook approval process.



The publisher certifies the following:

1. Each textbook has been thoroughly examined and reviewed by at least three qualified content experts for factual accuracy in the subject matter and the textbooks are free from any factual or editing errors. The credentials of the author(s) and/or editor(s) and content review experts are provided on the attached forms.
2. Each textbook has been thoroughly examined and reviewed by qualified editors to identify any typographical errors.
3. Any duplicate version (i.e., print or digital) of the primary material that is available to Virginia school divisions contains at least the same content included in the primary material selected by the publisher for review. Any additional content, above that contained in the primary material reviewed is accurate and free of errors. If the content of the print and digital versions of the same primary material varies, those variations are outlined in an attachment to the certification.
4. The Quality Assurance and Editing Process described below was followed for all primary materials submitted by the publisher for review.

**Quality Assurance and Editing Process:** Please describe, *in three pages or less*, the internal process used to ensure accuracy and lack of bias including:

- the quality assurance and workflow steps used to ensure accuracy of content;
- the quality assurance and workflow steps used to eliminate editing and typographical errors, including errors in grammar, written expression, spelling, formatting, and other substantive elements that may affect student learning;
- the fact-back-up guidelines (i.e., what is an acceptable source for a fact and what is not) used by the authors, editors, and outside content experts;
- the review by outside content experts, other than the authors, to verify accuracy and ensure freedom from bias; and
- the process used to reach consensus on information with divergent interpretations.

Five Ponds Press is a custom publisher specializing in creating social studies textbooks for Virginia schools. Our process for developing books includes presenting, expanding upon, and illustrating the Standards of Learning Curriculum Framework.

We substantially follow the Quality Assurance Process for Instructional Materials suggested by the Association of American Publishers. Listed below are the workflow steps for the process including steps to ensure accuracy of content, steps to eliminate editing and typographical errors, and the review process by outside content experts.

### **Step 1 –Determine Content**

- Reference the state curriculum and consult with authors and independent experts/reviewers.
- Study established research base and new research findings.
- Establish plan for customized correlations to state standards.
- Develop preliminary plan for content.

## **Step 2 –Research and Planning**

- Identify author (Joy Masoff) and content experts.

To ensure the accuracy of content presented by Ms. Masoff, we worked with Dr. Don Zeigler, Professor of Geography at Old Dominion University; Dr. Melissa Matusevich, former Social Studies Supervisor for Montgomery County Schools and former Associate Professor of Education at East Carolina University; and Karenne Wood, Director of the Virginia Indian Heritage Program. Dr. Zeigler supervised the geography content development with an emphasis on location accuracy of the maps and descriptive accuracy of the text. Dr. Matusevich was responsible for quality assurance of the instructional aspects of the student text. She verified that the strongest instructional strategies and practices were incorporated into the titles and that the language used was thorough, clear, and age appropriate. Ms. Wood led the development of all parts of the books related to American Indians. She ensured the accuracy and lack of bias in all related images and text.

- Survey educators (current and former public school teachers around Virginia).
- Develop preliminary plan for chapter organization and design.
- Build out plan for customized correlations to state standards.
- Develop and produce prototype pages.
- Review prototype pages with author and educators.
- Revise content development plan to reflect input from author and educators.

## **Step 3 –Early Development**

- Form editorial team, including authors, content experts and other specialists

The editorial team included Lisa Arnold, M.Ed. and Ed.S.; Bree Linton, M.Ed.; Lara Samuels, M.L.S.; Nancy Vest; Alex Smith, AP American history teacher; Deanna Beacham, Virginia Council on Indians; and Upper Mattaponi Chief Kenneth Adams. Ms. Arnold, Ms. Linton, Ms. Samuels, and Ms. Vest ensured the information from the Curriculum Framework was interpreted in an objective, balanced, developmentally and age appropriate manner for the grade levels. They also developed the instructional aspects of the student text and ancillary materials. Mr. Smith presented an objective interpretation of the primary source documents presented in the reference section of the books. Ms. Beacham and Chief Adams ensured the impartial presentation of images, facts and text for all content related to American Indians.

- Begin development of customized correlations to state standards.
- Develop detailed outlines and make writing assignments.
- Establish project schedule.
- Authors and content area experts write and evaluate first draft of manuscript.
- Design plan for special features and assign writer teams.
- Create page and cover design for textbook and all ancillary materials.
- Plan teacher editions and ancillary materials.

## **Step 4 –Editing and Review**

- Update as necessary customized correlations to state standards.
  - Edit student and teacher texts as well as ancillary materials.
  - Review for accuracy by academic reviewers (Dr. Peter Wallenstein and Dr. Kevin Hardwick) and current teacher of the content (Raymi Catron and Donna Smith).
- Dr. Wallenstein and Dr. Hardwick verified the accuracy of each fact, historical date, and

statement in the entire book using their professional expertise and the timely, unbiased, authoritative and accurate primary and secondary source materials listed in the section below. In addition they reviewed the text to ensure the material was presented in an unbiased and impartial manner. Ms. Catron and Ms. Smith also reviewed the books to ensure freedom from bias. In addition, as current teachers of the content, they reviewed the books for clarity, age appropriateness, and presentation.

- Copy edit.

Our team of copy editors combed the books to eliminate typographical errors, including errors in grammar, punctuation, written expression, spelling, formatting and other substantive elements that may affect student learning. The team is composed of two veteran, accomplished consulting copy editors, Anna Wainwright and Karen Brooks; Jason Mahlke, an AP English teacher; and Anita Parker a language arts classroom teacher.

- Incorporate changes from authors, editors and reviewers.
- Create pages, develop art, prepare charts and graphs, choose photographs.
- Check revised pages, perform cold read.
- Repeat page checks until all pages are correct.
- Check proofs.
- Produce first version (intended for use only as marketing samples).
- Distribute first printing.

#### **Step 5 –Quality Reviews of First Version/Printing**

- Send student editions to independent reviewers for complete content read. (Dr. Peter Wallenstein and Dr. Kevin Hardwick)
- Solicit comments from teachers.
- Research and verify accuracy of error reports through authors and independent content authorities.
- Correct errors and create proof of corrected pages.
- Proofread corrections.
- Repeat process until all corrected pages are accurate.
- Check proofs of final pages.
- Print second printing (which will be sold for classroom use).

#### **Step 6 –Continuing Quality Reviews**

- Receive and review comments from students, teachers, academic and textbook review committees.
- Correct text, photographs, charts and graphs, and art for any identified errors or necessary clarifications.
- Prepare and distribute errata if errors are found.

## Step 7 –Subsequent Editions

- Research clarifications, including public comments.
- Hold discussions among authors and editors.
- Complete entire preparation process—productions, documentation, verification, editing.
- Reprint.

All facts we use in the textbooks that relate specifically to the Virginia standards were taken from the approved document, the *2008 History and Social Science Standards of Learning Curriculum Framework*. For content beyond the Framework, we rely on primary sources and secondary sources. The secondary sources we use are highly reviewed, up-to-date, unbiased, verifiable, authoritative, and accurate. Specifically for these two books, we used the sources listed below.

- Reference encyclopedias and dictionaries including
  - *Oxford Reference Online: Premium Collection*
  - *Blackwell Reference Online*
- Specialized syntheses and textbooks including
  - Michael Kammen, ***Colonial New York: A History***
  - Warren Billings, John Selby, and Thad Tate, ***Colonial Virginia: A History***
  - Thomas Benjamin, ***The Atlantic World: Europeans, Africans, Indians and Their Shared History, 1400-1900***
  - D.W. Meinig, ***The Shaping of America: A Geographical Perspective on 500 Years of History, Vol. 1: Atlantic America, 1492-1800***
  - Douglas Egerton, Alison Games, Jane Landers, and Kris Lane, ***The Atlantic World***
  - John Elliott, ***Empires of the Atlantic World: Britain and Spain in America 1492-1830***
  - Stephen Hornsby, ***British Atlantic, American Frontier: Spaces of Power in Early Modern British America***
  - Eric Foner, ***Reconstruction: America's Unfinished Revolution, 1863-1877***
  - Peter Wallenstein, ***Cradle of America: Four Centuries of Virginia History***
- Numerous articles from various scholarly journals accessed via the JSTOR article repository
- Range of secondary scholarly monographic works
- Primary sources including
  - James Madison, *Notes of Debates: In the Federal Convention of 1787*
  - *Papers of James Madison*
  - *Thomas Jefferson Papers*
  - *Papers of George Washington*
  - *Documentary History of the Ratification of the Constitution*
  - Jack P. Greene, ed., ***Colonies to Nation, 1763-1789: A Documentary History of the American Revolution***

When we encounter information with divergent interpretations, we consult with our history experts, review reputable sources, and then consult with our educator experts to compose the text in a manner that is accurate and age appropriate for our student readers.

## ***Textbook Publisher's Agreement***

The PUBLISHER agrees to the following:

1. After submission of a textbook to the Department of Education for consideration in the textbook approval process, the PUBLISHER will promptly inform the Department in writing of any changes made in the textbook prior to its approval by the Board of Education.
2. If any factual or editing errors are identified in a PUBLISHER's textbook following its approval by the Board of Education, the PUBLISHER will submit a corrective action plan to the Department of Education within 30 days of being notified by the Department of the errors. All corrective action plans must be approved by the Board of Education, but the Board hereby delegates the approval of corrective action plans not involving significant errors to the Superintendent of Public Instruction. Each corrective action plan must be tailored to the materiality of the errors identified and must be implemented in the manner most conducive to and least disruptive of student learning. Corrective action plans may include, but are not limited to: a) corrections upon reprinting of the textbook; b) corrective edits to an online textbook; c) electronic errata sheets posted on the PUBLISHER's and the Department of Education's Web sites; d) print errata sheets provided to schools for insertion into textbooks; e) replacement books; and f) return of the textbook and refund of any payment made for the textbook. Upon approval of the corrective action plan, the PUBLISHER will implement the plan at the PUBLISHER's expense.
3. If, upon being notified by the Department of factual or editing errors in an approved textbook, the PUBLISHER disputes that the textbook contains such errors, the PUBLISHER must submit a written explanation of its position to the Department within 30 days of receiving notice from the Department of the error. Upon request, the PUBLISHER may meet with the Department. The Board of Education reserves to itself the right to make a final determination of whether the textbook contains a factual or editing error. If the Board determines that the textbook contains such an error, the PUBLISHER will submit a corrective action plan to the Department within 15 days after receiving notice of the Board's determination.
4. If numerous and/or significant errors are identified in a textbook on the Board of Education's approved list, the Board of Education may, in its sole discretion, withdraw the textbook from the approved list. The Board of Education must notify the PUBLISHER in writing before it removes its textbook from the approved list. The PUBLISHER will have 30 days to respond in writing and the right to meet with the Department of Education before removal. A "significant error" is a factual or editing error that the Board of Education or Department of Education determines within the context of the intended use of the textbook will substantially interfere with student learning. A change in knowledge that occurs subsequent to publication shall not constitute a significant error.
5. If the PUBLISHER makes updates/revisions to textbooks after they have been approved by the Board of Education, the PUBLISHER will ensure that the updated/revised material has been vetted through the same quality assurance process for accuracy and editing outlined in the signed certification. The PUBLISHER will notify the Department and any school division that has purchased this material of the updates/revisions that have been made.

Please check here if this submission includes an attachment that outlines if and how duplicate versions (print or digital) of primary materials vary. (Item #3 in the certification)

Lon Seck

(Signature of President of the Company or Designee)

6.29.11

(Date)

Lon Seck, Publisher

(Name and Title of Person Signing)

**Author(s)/Editor(s) and Content Review Expert Information**

This attachment must be completed for each primary material submitted for review. Please insert additional copies for each primary material.

**Primary Material (printed book or digital submission)**

Please list name and edition of the textbook, or series submitted as a primary material.

**Publisher:** Five Ponds Press  
**Product Name:** Our Virginia Past and Present  
**Author(s):** Joy Masoff  
**Edition:** 2<sup>nd</sup> ISBN: 978-1-935813-12-5

**Author/Editor Information**

Please complete the table below. Include each author and/or editor associated with the development of the primary material. Please insert copies of the table for additional authors/editors.

Author/Editor: Joy Masoff	Role of the author/editor in writing the textbook (include references to specific sections, chapters, pages, etc.)
Education and professional background: <ul style="list-style-type: none"> <li>• Bachelor of Fine Arts, Pratt Institute</li> <li>• Art Director and writer for Reader’s Digest book and video division</li> <li>• Children’s Non-Fiction Author</li> </ul>	Ms. Masoff wrote the entire book.
Related published works: <ul style="list-style-type: none"> <li>• Authored over 50 Video Companion Guides for Reader’s Digest on history and geography topics to accompany several series including:               <ul style="list-style-type: none"> <li>○ <i>Walter Cronkite Remembers the 20th Century</i>: A 10-volume set that covered 70 years of American history (in conjunction with Walter Cronkite and Chip Cronkite)</li> <li>○ <i>Ancient Mysteries</i>: A multi-volume series created in conjunction with A&amp;E that explored the history behind The Pyramids, Machu Picchu, Chaco Canyon, and many more</li> <li>○ <i>Our National Parks</i>: An in-depth closer explorations of America's national treasures</li> <li>○ <i>World War II</i></li> </ul> </li> <li>• <b><i>Chronicle of America: Colonial Times-</i></b> Published by Scholastic 2002 National</li> </ul>	

<p>Council for Social Studies Notable Social Studies Trade Book for Young People</p> <ul style="list-style-type: none"> <li>• <b><i>Chronicle of America: American Revolution</i></b> Published by Scholastic</li> </ul> <p>(Both <b><i>Chronicle</i></b> books were adopted as resource material for use in the New York City Public School system in 2009.)</p> <ul style="list-style-type: none"> <li>• <b><i>Mali: Land of Gold &amp; Glory</i></b> nominated for Africa Access' Children's Africana Book Award</li> <li>• <b><i>We Are All Americans: Understanding Diversity</i></b>--reviewed by <i>School Library Journal</i> "Gloriously supported by photographs, diagrams, and maps, this five-chapter overview offers information about America's immigrants."</li> <li>• <b><i>African American Story</i></b>—nominated for the Virginia Library Association Jefferson Cup Award and reviewed by American Library Association <i>Booklist</i> "A solid choice for browsing, research, and class discussions."</li> </ul>	
<p>Professional qualifications and specific areas of expertise:</p> <ul style="list-style-type: none"> <li>• 2002 National Council for the Social Studies Guest Speaker on bringing the excitement of life in Colonial Times to the classroom</li> </ul>	
<p>Did the author/editor review the final copy of his/her work before publication?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p style="margin-left: 100px;">yes</p>	

## Content Review Expert Information

Please include each content review expert associated with the quality assurance process for accuracy and editing for the primary material listed. At least three content review experts must be included with at least 1) two experts with a graduate degree in the content area being reviewed; and 2) at least one teacher with recent experience teaching the content in the appropriate grade level or course. Please insert copies of the table for additional content review experts.

Reviewer: Dr. Peter Wallenstein	Role the reviewer had in the review process (entire book or include references to specific sections, chapters, pages, etc.)
Education and professional background: <ul style="list-style-type: none"> <li>• Ph.D. in U.S. History from Johns Hopkins University</li> <li>• Bachelor of Arts from Columbia University</li> <li>• Professor of History at Sarah Lawrence College, University of Toronto, University of Maryland at military base locations in Japan, Korea, and Guam</li> <li>• Professor of History at Virginia Polytechnic Institute and State University since 1983</li> </ul>	Dr. Wallenstein reviewed the entire book.
Related published works: <ul style="list-style-type: none"> <li>• <i>Cradle of America: Four Centuries of Virginia History</i></li> <li>• <i>Higher Education and the Civil Rights Movement: White Supremacy, Black Southerners, and College Campuses</i></li> <li>• <i>Virginia's Civil War</i></li> <li>• <i>Blue Laws and Black Codes: Conflict, Courts, and Change in Twentieth-Century Virginia</i></li> <li>• <i>From Slave South to New South: Public Policy in Nineteenth-Century Georgia</i></li> </ul>	
Professional qualifications and specific areas of expertise: <ul style="list-style-type: none"> <li>• 41 years teaching history at the college level</li> <li>• Specialization in U.S. South, Virginia, Civil War era, and civil rights</li> </ul>	

Reviewer: Dr. Kevin Hardwick	Role the reviewer had in the review process (entire book or include references to specific sections, chapters, pages, etc.)
Education and professional background: <ul style="list-style-type: none"> <li>• Bachelor of Arts from Swarthmore College</li> <li>• Master’s Degree and Ph.D. in History from University of Maryland at College Park</li> <li>• Associate Professor of History at James Madison University</li> </ul>	Dr. Kevin Hardwick reviewed the entire book.
Related published works: <ul style="list-style-type: none"> <li>• <b><i>Classics of American Political and Constitutional Thought, Vols. I and II (co-author)</i></b></li> <li>• <b><i>Virginia Reconsidered: New Histories of the Old Dominion (co-author)</i></b></li> <li>• <b><i>Patrick Henry: Economic, Domestic and Political Life in Eighteenth-Century Virginia</i></b></li> </ul>	
Professional qualifications and specific areas of expertise: <ul style="list-style-type: none"> <li>• 12 years teaching Virginia history at the college level</li> <li>• Specialization in Colonial British America, Virginia, the Constitution, and U.S. History</li> </ul>	

Reviewer: Raymi Catron	Role the reviewer had in the review process (entire book or include references to specific sections, chapters, pages, etc.)
Education and professional background: <ul style="list-style-type: none"> <li>• Bachelor of Science from Virginia Commonwealth University</li> <li>• 23 years of classroom teaching</li> </ul>	Raymi Catron reviewed the entire book.
Related published works: n/a	
Professional qualifications and specific areas of expertise: <ul style="list-style-type: none"> <li>• Current Virginia history teacher</li> <li>• 16 years of teaching Virginia history to fourth graders in Hanover County Public Schools</li> </ul>	

## ***Author(s)/Editor(s) and Content Review Expert Information***

This attachment must be completed for each primary material submitted for review. Please insert additional copies for each primary material.

### **Primary Material (printed book or digital submission)**

Please list name and edition of the textbook, or series submitted as a primary material.

**Publisher:** Five Ponds Press  
**Product Name:** Our America to 1865  
**Author(s):** Joy Masoff  
**Edition:** 2<sup>nd</sup> ISBN: 978-1-935813-13-2

### **Author/Editor Information**

Please complete the table below. Include each author and/or editor associated with the development of the primary material. Please insert copies of the table for additional authors/editors.

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<p>Did the author/editor review the final copy of his/her work before publication?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p style="margin-left: 20px;">yes</p>	

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Related published works: <ul style="list-style-type: none"> <li>• <i>Cradle of America: Four Centuries of Virginia History</i></li> <li>• <i>Higher Education and the Civil Rights Movement: White Supremacy, Black Southerners, and College Campuses</i></li> <li>• <i>Virginia's Civil War</i></li> <li>• <i>Blue Laws and Black Codes: Conflict, Courts, and Change in Twentieth-Century Virginia</i></li> <li>• <i>From Slave South to New South: Public Policy in Nineteenth-Century Georgia</i></li> </ul>	
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Professional qualifications and specific areas of expertise: <ul style="list-style-type: none"> <li>• 12 years teaching Virginia history at the college level</li> <li>• Specialization in Colonial British America, Virginia, the Constitution, and U.S. History</li> </ul>	

Reviewer: Donna Smith	Role the reviewer had in the review process (entire book or include references to specific sections, chapters, pages, etc.)
Education and professional background: <ul style="list-style-type: none"> <li>• Bachelor of Science in Elementary Education from Youngstown State University</li> <li>• Masters of Early Childhood Education from Kent state University</li> <li>• 10 years of teaching middle school history</li> </ul>	Donna Smith reviewed the entire book.
Related published works: n/a	
Professional qualifications and specific areas of expertise: <ul style="list-style-type: none"> <li>• Current teacher of United States History to 1865</li> <li>• 16 years teaching experience</li> <li>• 8 years of teaching United States History to 1865 (formerly to 1877) to students in Hanover County Public Schools</li> </ul>	

**Virginia Board of Education**  
**Proposed History and Social Science Textbooks Recommended for Approval**  
**July 28, 2011**

Course	Publisher	Title	Copyright	Satisfactory Completion of Publisher's Certifications and Agreements	
				Yes	No
<b>Virginia Studies</b>					
	Five Ponds Press	Our Virginia Past and Present 2 <sup>nd</sup> Edition	2011	✓	
<b>United States History to 1865</b>					
	Five Ponds Press	Our America to 1865 2 <sup>nd</sup> Edition	2011	✓	

# Board of Education Agenda Item

Item: \_\_\_\_\_ M. \_\_\_\_\_

Date: July 28, 2011

**Topic:** First Review of the Proposed Elementary School Gun Safety Guidelines and Curriculum

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

**Telephone Number:** (804) 225-2818      **E-Mail Address:** Cynthia.Cave@doe.virginia.gov

**Origin:**

Topic presented for information only (no board action required)

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

Action requested at this meeting     Action requested at future meeting: \_\_\_\_\_ (date)

**Previous Review/Action:**

No previous board review/action

Previous review/action  
date \_\_\_\_\_

**Background Information:** The proposed *Elementary School Gun Safety Guidelines and Curriculum* are being brought before the Board for first review. The development of these guidelines and this curriculum is required by § 22.1-204.1. of the *Code of Virginia* (2011), which states:

Local school boards may provide firearm safety education programs for students in the elementary school grades. To assist local school boards electing to provide firearm safety education programs, the Board of Education shall establish curriculum guidelines for a standardized program of firearm safety education for the elementary school grades to promote the protection and safety of children enrolled in the public schools. The curriculum guidelines shall incorporate, among other principles of firearm safety, accident prevention and the rules upon which the Eddie Eagle Gunsafe Program offered by the National Rifle Association is based. Local school boards electing to provide firearm safety education shall offer instruction pursuant to the Board's curriculum guidelines and shall integrate firearm safety education into appropriate subject areas, if feasible, to ensure that every elementary grade student completes the course of study in firearm safety education.

The purpose of these guidelines and this curriculum is to keep students safe by providing guidance and materials based on the rules and principles of firearm safety and accident prevention to teachers for instruction of gun safety and by providing resources for parents. The guidelines and curriculum promote the premise that all community members want to protect students from unintentional gun accidents or deaths. Guns are very rarely brought into schools. Gun accidents occur most often in the community or in the homes of students. A sample notification regarding the gun safety lessons is included for schools to send to parents, encouraging them to review and discuss them with their children.

**Summary of Major Elements:** The *Elementary School Gun Safety Guidelines and Curriculum* provide background information on gun use and consequences from the misuse of guns. Each lesson is complete with background information, lesson guidelines and plans, suggested scripts for teachers, and student materials. Lessons are aligned with specific Virginia Standards of Learning for each grade. School divisions are guided to develop procedures for instructors to assist students who may disclose sensitive information during a lesson.

The curriculum is designed as single units of instruction for each grade. In addition to what to do if a student were to find a gun, the kindergarten through second-grade lessons address recognizing professionals who use guns for safety reasons and individuals who safely use guns in sporting events. The third- through fifth-grade lessons continue to focus on what to do if a student were to find a gun. The consequences of gun violence and personal responsibility for gun safety in the community are introduced. In each lesson, the character “Finnigan the Fox” is present as the safety mascot. This character is used to reinforce the message that if a student sees a gun: “Leave it Alone; Leave the Area; and Let an Adult Know.”

**Superintendent's Recommendation:** The Superintendent of Public Instruction recommends that the Board of Education accept for first review the *Elementary School Gun Safety Guidelines and Curriculum*.

**Impact on Resources:** The document is free to all school divisions and will be available on the department’s Web site. There is minimal impact on fiscal resources.

**Timetable for Further Review/Action:** The guidelines and curriculum will be presented to the Board for final adoption on September 22, 2011.

# **ELEMENTARY SCHOOL GUN SAFETY GUIDELINES AND CURRICULUM**



Commonwealth of Virginia  
Board of Education  
July 2011

Virginia Department of Education Work  
Committee

Douglas Cox, Assistant Superintendent  
Division of Special Education and Student Services

Cynthia A. Cave, Ph.D., Director  
Office of Student Services

Dr. Mark Allan, Director  
Standards, Curriculum, and Instruction

Jo Ann Burkholder, Coordinator  
Safe and Drug-Free Schools Program

Dr. Thomas Manthey, Education Specialist  
Adolescent Literacy

Elizabeth (Betsy) Barton, Specialist  
History/Social Science - Elementary

Phyllis Mondak, Education Specialist  
Early Childhood

Misty Kiser  
Graphic Design Supervisor

Vanessa Wigand, Coordinator  
Health, Physical Education and Driver Education

Publication development and editorial services  
provided by  
RJ K and Associates  
National Center for Prevention of Community Violence  
Newport News, VA

Please contact Cynthia A. Cave for more information at: 804-  
225-2818 or [Cynthia.cave@doe.virginia.gov](mailto:Cynthia.cave@doe.virginia.gov)

Advisory Committee

Robin G. Crowder, Superintendent  
Waynesboro City Public Schools

Norman Gray, Virginia State Trooper  
Virginia State Police

Karen Holson, Outdoor Education Supervisor  
Department of Game and Inland Fisheries  
Outdoor Education Supervisor  
Virginia NASP State Coordinator

Michael Holson, Master Hunter Education Instructor  
Department of Game and Inland Fisheries  
Learn It Outdoors  
Master of Outdoor Instructor

Fran Kiker, Coordinator  
School Counseling and Student Assistance Program  
Roanoke County Public Schools

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# Preface

The purpose of these guidelines and curriculum is to keep students safe and to prevent gun accidents by providing simple steps to follow if they should encounter a gun at home, school or in the community. This curriculum is based on the premise that all community members want to protect students from unintentional gun accidents, injuries or deaths. The rules and principles of firearm safety and accident prevention are the basis for the development of the curriculum and guidelines.

The Board of Education adopted the *Elementary School Gun Safety Guidelines and Curriculum* according to § 22.1-204.1 of the *Code of Virginia, Firearm safety education program*.

Local school boards may provide firearm safety education programs for students in the elementary school grades. To assist local school boards electing to provide firearm safety education programs, the Board of Education shall establish curriculum guidelines for a standardized program of firearm safety education for the elementary school grades to promote the protection and safety of children enrolled in the public schools. The curriculum guidelines shall incorporate principles of firearm safety, accident prevention and the rules of the National Rifle Association's *Eddie Eagle Gunsafe Program*. Local school boards choosing to offer an elementary gun safety program must comply with the Board of Education guidelines and integrate the instruction in appropriate subject areas and, if feasible, ensure that every elementary school student receives instruction in firearm safety education.

Guns are very rarely brought into schools. Gun accidents occur most often in the community or in the home of students. It is important for parents to be aware and informed of these lessons. Therefore, a sample parent notification regarding the gun safety lessons is included in the Appendix A. The guidelines also provide resources on precautionary steps for minimizing the possibility of a gun accident and encourages parents to discuss gun safety with their children.

The *Elementary School Gun Safety Guidelines and Curriculum* provides background information on gun use and consequences from the misuse of guns in our country and in the Commonwealth of Virginia. This information is intended to enhance the instructor's understanding of the context for facilitating the curriculum lessons.

Each lesson is complete with background information, lesson guidelines and plans, suggested scripts for teachers with discussion points, and student materials. Lessons are aligned with specific Virginia Standards of Learning for each grade. Instructors are provided general suggestions for using "teachable moment" opportunities. These may include expanding students' understanding of the difference and similarities between real and toy guns, unintended consequences, and an introduction to the student code of conduct and gun offenses. School divisions should develop procedures for instructors to assist students who may disclose sensitive information during the lesson.

The curriculum is designed as single units of instruction for each grade. In addition to what to do if a student were to find a gun, the kindergarten through second-grade lessons assist students in recognizing professionals who use guns for safety reasons and individuals who safely use guns for sporting activities. The third- through fifth-grade lessons continue to focus on what to do if a student were to find a gun. The consequences of gun violence and personal responsibility for gun safety in the community are introduced. In each lesson the character "Finnigan the Fox" is present as the safety mascot. This character is used to reinforce the message that if a student sees a gun: "Leave it Alone; Leave the Area; and Let an Adult Know."

# Background Information

Youth violence has an impact on a community in a number of ways. When an act of violence occurs and involves a young person, whether as a victim, aggressor, or witness, there are life-changing consequences. The impact of an event may affect the youth in physical and emotional ways. The impact on the community can include medical costs and fear and discomfort. According to the Virginia Department of Health, Division of Prevention and Health Promotion Web site:

*Childhood unintentional shooting deaths occur more frequently in or around the home of a friend or relative. While Virginians have the right to own guns, they have the responsibility to store those guns safely and out of children's reach. According to the 2002 Virginia Behavioral Risk Factor Surveillance Survey, approximately 38 percent of Virginians keep firearms in or around their homes; and 1 in 6 are unlocked and loaded.*

*An even larger number of children are hurt by nonfatal gun-related injuries. Although gun-related injuries peak in adolescence, they can affect infants and younger children too. Younger children are most likely injured, either shooting one's self or a playmate, after finding a gun in a home and playing with it, not realizing that the gun is real or that it is loaded.*

The Virginia Board of Education *Student Conduct Policy Guidelines* address gun offenses and sanctions when a student brings a gun to school. Instructors can help students become aware of the consequences of bringing a toy or real gun to school or to a school-sponsored event by encouraging adherence to the school division student code of conduct.

Many individuals within a community carry guns. Students need to understand which community members may publicly carry guns. The *Code of Virginia* at § 18.2-308 states that those who can carry a gun for their occupation or recreation include law-enforcement officers, licensed security guards, and military personnel in the performance of their lawful duties, or any person having a valid concealed handgun permit or any person engaged in lawful hunting or lawful recreational shooting activities at an established shooting range or shooting contest.

Many gun incidents are accidents and can be prevented by knowledge and practice of gun safety behaviors. This background information provides the context from which instructors should teach this material.

## Handling Sensitive Student Disclosures

Teachers should be aware that gun safety discussions may elicit an emotional response in students. Responses may include a student sharing how many guns his/her parent has in their home, that someone they know was a victim of gun violence, or even that they have witnessed gun violence. Each school division needs to develop protocols and procedures that enfold community culture and norms to address sensitive student disclosures. The protocol should include guidance for responding to a student's disclosure in the classroom. Consulting with a school counselor, social worker, psychologist, student assistance specialist or principal should be included in the protocol. Instructors should be aware of any recent community events involving guns or violence when teaching the lessons.

# KINDERGARTEN

## GUN SAFETY LESSON



# Kindergarten Lesson Profile

Students will learn to identify individuals in the community who safely carry guns as a part of their job. Activity one entails discussing with students the duties of community helpers and why they would or would not carry a gun. The *Code of Virginia* § 18.2-308, personal protection; carrying concealed weapons; when lawful to carry, states that those who can carry a gun for their occupation or recreation include law-enforcement officers, licensed security guards, and military personnel in the performance of their lawful duties, or any person having a valid concealed handgun permit or to any person engaged in lawful hunting or lawful recreational shooting activities at an established shooting range or shooting contest.

In activity two, a story will highlight the three gun safety rules: leave it alone; leave the area; let an adult know. The characters Kevin, Jimmy, Sarah, and Roscoe are friends and live in the same neighborhood. They often play outside after school. They find a gun in the bushes and have to decide what to do. This will help students learn three safety rules to use for making a good choice if a gun is discovered.

# Kindergarten Lesson Objectives and Instructional Steps

## Objective One

Students will learn to recognize community members who safely use guns.

## Objective Two

Students will learn three safety rules for making a good choice when a gun is discovered.

## Instructional steps

1. Students will be introduced to gun safety through a question and answer session. The students will identify who they think uses guns in the community as a part of their jobs.
2. Students will complete the “Helpers Who May Carry A Gun” activity. This activity will help students through a guided practice of identifying community helpers who may carry a gun. The activity may be completed as a classroom or individual exercise by using the PowerPoint slide.
3. Teachers will read “The Bushes,” a gun safety story, and discuss key points by asking the students what they would do if they found the gun.
4. Students will be taught the three gun safety rules – Leave It Alone. Leave the Area. Let an Adult Know.
5. At the closure of the lesson, students will repeat the safety rules aloud to assist in the memorization and application of the safety rules.

# Kindergarten Lesson Guidelines and Plans

<p>Overview and Purpose</p> <p>Students will learn to recognize community members who safely use guns.</p> <p>Students will learn three safety rules for making a good choice if a gun is discovered.</p>		<p>Standards of Learning Correlations</p> <p>English</p> <p>K.1; K.3 oral language</p>	
	<p>Teacher Guide</p>	<p>Student Guide</p>	
<p>Objectives (Specify skills/information that will be learned.)</p>	<p>Students will learn to recognize community members who safely use guns by circling them on an activity sheet.</p> <p>Students will learn three safety rules for making a good choice if a gun is discovered.</p>	<p>Student will be able to (1) identify community helpers who carry a gun as part of their jobs; (2) know what to do if they find a gun; and (3) identify who can help if a gun is discovered.</p> <p>Students will learn the three gun safety rules.</p>	<p>Materials Needed</p> <p>Pencils</p> <p>Computer/LCD</p> <p>Activity Sheet</p> <ul style="list-style-type: none"> <li>• “Helpers Who May Carry a Gun”</li> </ul> <p>PowerPoint Slides</p> <ul style="list-style-type: none"> <li>• “Helpers Who May Carry A Gun”</li> <li>• “The Bushes”</li> <li>• Finnegan the Fox Gun Safety Rules</li> </ul> <p>Parent Notification Appendix A</p> <p>Finnigan The Fox Poster Appendix B</p>
<p>Information (Give and/or demonstrate necessary information.)</p>	<p>Teachers will provide instruction on the gun safety rules and reinforce what to do if a gun is found.</p> <p>Teachers will provide instruction on individuals who use guns as a part of their jobs.</p>	<p>Students will recognize community helpers who may carry guns.</p> <p>Students will listen to “The Bushes” story and conclude the right choice to make if a gun is found.</p>	
<p>Verification (Steps to check for student understanding)</p>	<p>Teachers may check for understanding through oral communication and/or completion of an activity sheet.</p>	<p>Students will demonstrate mastery of the information through correct responses on the activity sheet.</p> <p>Students will recite the three gun safety rules.</p>	<p>Other Resources</p>
<p>Activity (Describe the independent activity to reinforce this lesson.)</p>	<p>Teachers will inform parents about the gun safety lesson, three gun safety rules, and provide resources and information on gun safety precautions.</p>	<p>Students will be instructed to share with parents the information learned in this lesson.</p>	

# Kindergarten Teacher Suggested Script and Discussion Points

## Suggested Script for Teacher

*Today we are going to talk about gun safety. Many people have jobs to keep us safe. These may include men or women who work in jobs such as police officers, security guards, park rangers or those in the military. People in these jobs may carry guns while they are at work. They only use guns in case of an emergency to protect themselves and others.*

## Discussion Points

Display the PowerPoint slide of “Helpers Who May Use A Gun.” You may ask, who are they and why do you think they carry a gun? Examples of student answers may include:

- To keep us safe
- To make sure people are not mean to each other
- To keep us safe from animals

Answers to *Helpers Who May Use A Gun* Activity - Police Officer, Park Ranger, and Military person.

## Suggested Script for Teacher

*Sometimes a gun gets lost or misplaced or we find it accidentally. We are going to read the story “The Bushes.” It’s about children your age who find a gun and they do not know what to do. While we read the story, think about what you would do.*

## Discussion Points

Present the PowerPoint slides of the story as it is read. After reading the story, ask students what they think the children should do now. Show the students the “Finnigan the Fox Gun Safety Rules” PowerPoint slide and provide instruction to them on the three safety rules.

Ask the students what they think the adult should do once Kevin, Jimmy, and Roscoe tell him or her about the gun. Examples of student answers may include:

- Do not touch the gun
- Keep students away from the gun
- Call the police

Teachers may explain to the students the following steps adults should follow: (1) reinforce the students for following “Finnigan the Fox Gun Safety Rules;” (2) ask the students to identify the location of the gun; (3) make sure the children are safe; (4) do not touch the gun; (5) do not allow anyone else near the gun; (6) call the local law enforcement authorities; and (7) do not leave the gun until it is properly secured by law enforcement authorities.

## Suggested Script for Teacher

*Finnigan the Fox wants all children to be safe. So, Finnigan the Fox says if you see a gun Leave it Alone; Leave the Area; Let an Adult Know.*

## HELPERS WHO MAY USE A GUN

Directions: Circle the people that carry a gun as part of their job.



## "THE BUSHES"



Kevin, Jimmy, Sarah, and Roscoe are playing in the park near their home.



Jimmy wanders towards the bushes and spots what looks like a gun.



He calls Kevin, Roscoe, and Sarah over to see the gun. Sarah tells the boys, “I don’t want to see a gun unless a trusted adult is with me!”



The boys quickly run to Kevin's Mom who is nearby and tell her they have found a gun. Kevin's Mom tells the boys she is happy they followed "Finnigan the Fox Gun Safety Rules."

# GUN SAFETY RULES

Finnigan the Fox says



**LEAVE IT ALONE**



**LEAVE THE AREA**



**LET AN ADULT KNOW**

**FIRST GRADE**

**GUN SAFETY  
LESSON**



# First Grade Lesson Profile

In activity one, students will explain why individuals in the community safely carry guns as part of their jobs. Each person is in a job that requires that he or she carry a gun for protection. This protection is for the safety of other people. The second activity focuses on people who should safely use guns in a sport.

The *Code of Virginia* § 18.2-308, personal protection; carrying concealed weapons; when lawful to carry, states that those who can carry a gun for their occupation or recreation include law-enforcement officers, licensed security guards, and military personnel in the performance of their lawful duties, or any person having a valid concealed handgun permit or to any person engaged in lawful hunting or lawful recreational shooting activities at an established shooting range or shooting contest.

In the safety story, "The Box," Johnny and Mia are friends who are riding their bikes in the neighborhood. Johnny's older brother, Fred, wants to show them what is in his backpack. Fred takes a box out of his backpack, opens the box in front of Johnny and Mia, and displays a gun. They react to see the gun by seeking an adult.

# First Grade Lesson Objectives and Instructional Steps

## Objective One

Students will learn to recognize individuals who use guns for safety reasons and that individuals may learn to use guns safely in a sporting activity.

## Objective Two

Students will learn three gun safety rules for making a good choice if a gun is discovered.

## Instructional steps

1. Students will be introduced to gun safety through a question and answer session.
2. The students will identify who they think uses guns in the community as a part of their jobs.
3. Students will complete the following exercise: "People Who Use Guns to Protect" and "People Who Safely Use Guns in a Sport." The activities will reinforce recognition of community members who carry guns. If completed as worksheet activities, students will identify these members by placing numbers and symbols in the boxes next to the characters on the activity sheets. The activities may be completed as a classroom or individual exercise by using the PowerPoint slides.
4. Teachers will read "The Box," a gun safety story, and discuss key points by asking the students what they would do if they found the gun.
5. Students will be taught the three gun safety rules – Leave It Alone. Leave the Area. Let an Adult Know.
6. At the closure of the lesson, students will repeat the safety tips aloud to assist in the memorization and application of the safety tips.

# First Grade Lesson Guidelines and Plans

<p>Overview and Purpose Students will learn and be able to recognize individuals who use guns for safety reasons and individuals who use guns safely in a sporting activity.</p> <p>Students will learn three safety rules for making a good choice when a gun is discovered.</p>		<p>Standards of Learning Correlations English 1.3al language 1.7; 1.9</p>	
	Teacher Guide	Student Guide	
Objectives (Specify skills/information that will be learned.)	<p>Students will learn to recognize individuals who use guns for safety reasons and individuals who use guns safely in a sporting activity.</p> <p>Students will learn three gun safety rules for making a good choice if a gun is discovered.</p>	<p>Student will: (1) identify community helpers who carry a gun as part of their jobs and that guns may be used for sporting activities; (2) know what to do if they find a gun; and (3) identify who can help if a gun is discovered.</p>	<p>Materials Needed Pencil Computer/LCD</p> <p>Activity Sheets</p> <ul style="list-style-type: none"> <li>• "People Who Use Guns to Protect"</li> <li>• "People Who Safely Use Guns in a Sport"</li> </ul> <p>PowerPoint Slides</p> <ul style="list-style-type: none"> <li>• "People Who Use Guns to Protect"</li> <li>• "People Who Safely Use Guns in a Sport"</li> <li>• "The Box" Story</li> <li>• Finnigan the Fox Gun Safety Poster</li> </ul> <p>Parent Notification Appendix A</p> <p>Finnigan the Fox Poster Appendix B</p>
Information (Give and/or demonstrate necessary information.)	<p>Teachers will provide instruction on individuals who use guns as part of their jobs and individuals who safely use guns in sporting activities.</p> <p>Teachers will provide instruction on the safety rules and reinforce what to do when a gun is found.</p>	<p>Students will recognize individuals who have been taught to safely use guns.</p> <p>Students will read a story "The Box," and conclude the importance of making a good choice of a gun is discovered.</p>	
Verification (Steps to check for student understanding)	<p>Teachers may check for understanding through oral communication and/or role play.</p>	<p>Students will demonstrate mastery of the information through correct responses on activity sheets.</p> <p>Students will recite the three gun safety rules.</p>	Other Resources
Activity (Describe the independent activity to reinforce this lesson.)	<p>Teachers will inform parents about the gun safety lesson and the three gun safety rules, and provide resources and information on gun safety.</p>	<p>Students will be instructed to share with parents the information learned in this lesson.</p>	

# First Grade Teacher Suggested Script and Discussion Points

## Suggested Script for Teacher

*Today we are going to talk about gun safety. Many people have jobs that keep us safe. This may include men or women who work as police officers, security guards, park rangers or those in the military. People in these jobs may carry a gun while they are at work. They only use the gun in case of an emergency to protect themselves and others.*

## Discussion Points

Display the PowerPoint slide of the police officer, security guard, park ranger, and military soldier. Ask the students why these workers might carry a gun. Examples of student answers may include:

- To keep us safe
- To make sure people are not mean to each other
- To keep us safe from animals

## Suggested Script for Teacher

*Some people use guns in sporting events. Guns may be used for hunting and shooting at a target. Many people complete a gun safety class before using a gun.*

## Discussion Points

Display the PowerPoint slide of the hunter and individuals shooting at a target. You may ask the students, "Can you think of other activities where a person might use a gun safely?" Examples of student answers may include:

- Movies or television
- War enactments
- Video games
- Hunting videos
- Sport programs involving target shooting
- Olympic shooting competitions

## Verifying Knowledge

Pass out the activity sheets People Who Use Guns to Protect and People Who Safely Use Guns in a Sport, or use the PowerPoint slides to facilitate this as a class activity. Instruct the children to identify the people in jobs who use guns to protect others by placing the correct number in the box next to the figure. Then ask the students to place the correct shape in the box next to the people who use a gun safely in a sporting event.

## Suggested Script for Teacher

*Sometimes a gun is misplaced or we find it accidentally. We are going to read the story "The Box." While we read the story, think about what you would do.*

## Discussion Points

Present the story by using the PowerPoint slides. After reading the story ask the students:

- Did Mia and Johnny make the correct decision? (Answer – Yes)
- Was it right or wrong for Fred to have the gun? (Answer – Wrong)
- What was the right action for Fred to take? (Answer – Let an adult know he found a gun.)

Provide instruction to the children on “Finnigan the Fox Safety Rules” using the PowerPoint slide.

Ask the students what they think the adult should do once Mia and Johnny told her about the gun. Examples of student answers may include:

- Find Fred.
- Keep Mia and Johnny away from Fred and the gun.
- Call the police.

Teachers may explain to the students the following steps adults should follow: (1) reinforce the students for following “Finnigan the Fox Gun Safety Rules;” (2) ask the students to identify the location of the gun; (3) make sure the children are safe; (4) do not touch the gun; (5) do not allow anyone else near the gun; (6) call the local law enforcement authorities; and (7) do not leave the gun until it is properly secured by law enforcement authorities.

Suggested Script for Teacher

*Finnigan the Fox wants all children to be safe. So, Finnigan the Fox says if you see a gun, Leave it Alone; Leave the Area; Let an Adult Know.*

## PEOPLE WHO USE GUNS TO PROTECT

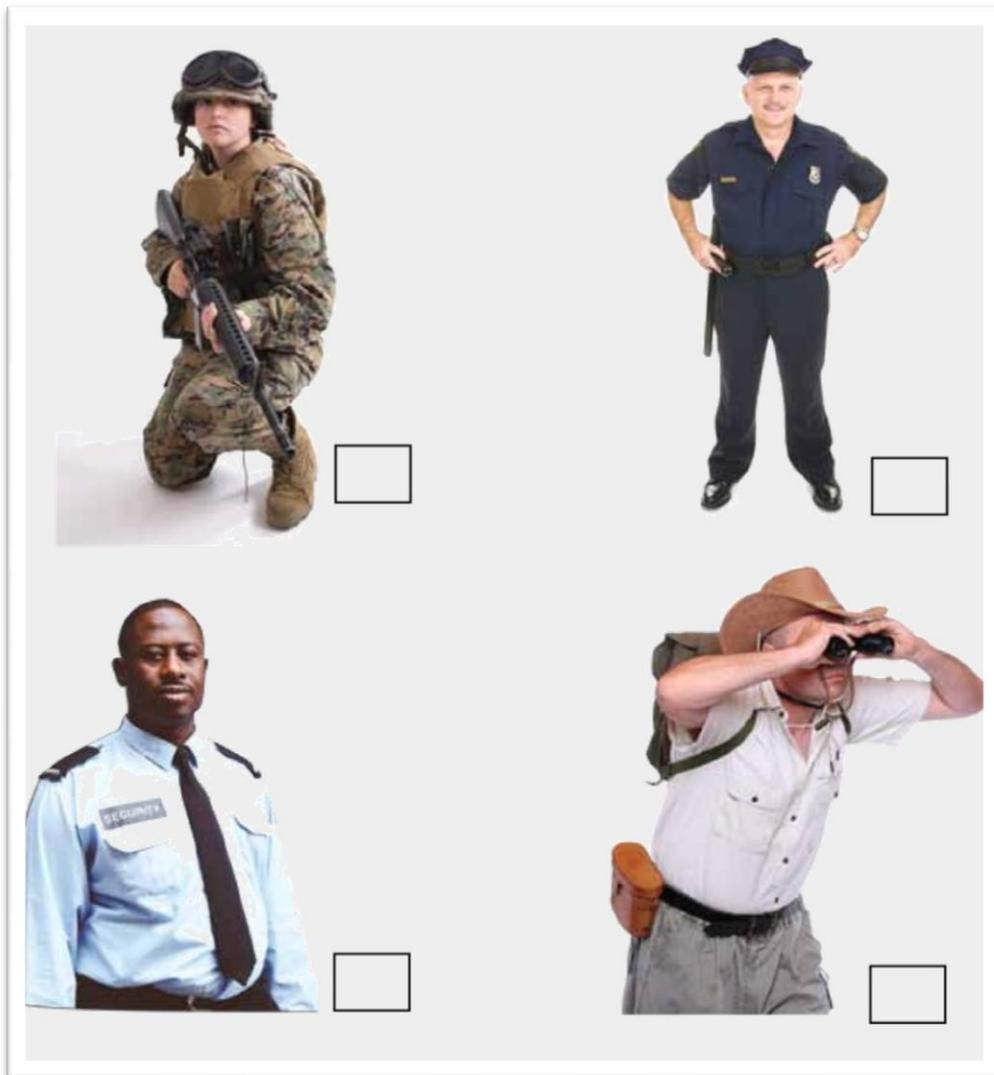
Directions

Put a 1 in the box by the picture of the Security Guard.

Put a 2 in the box by the picture of the Police Officer.

Put a 3 in the box by the picture of the Park Ranger.

Put a 4 in the box by the picture of the Soldier.



## PEOPLE WHO SAFELY USE GUNS IN A SPORT

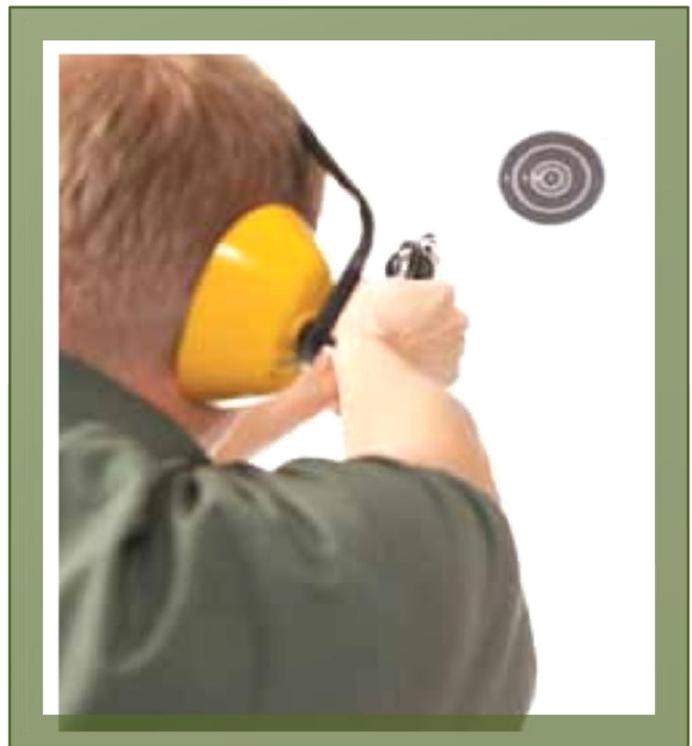
Directions

Put an O in the box by the picture of the person target shooting.

Put an X in the box by the picture of the person hunting.



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## THE BOX



Johnny and Mia are riding bikes in their neighborhood.



Johnny's older brother, Fred, rides towards them. Fred asks them if they want to see something.



The children get off their bikes. Fred opens his backpack and takes out a box. He removes the lid off the box, and there is a gun!



Mia tells Johnny they should leave the gun alone and not touch it. The children decide to leave and go tell an adult.



Mia remembers learning in school when someone has a gun to: Leave it Alone! Leave the Area! Let an Adult Know!

# GUN SAFETY RULES

Finnigan the Fox says



**LEAVE IT ALONE**



**LEAVE THE AREA**



**LET AN ADULT KNOW**

# SECOND GRADE

# GUN SAFETY LESSON



## Second Grade Lesson Profile

In activity one, students will explain the job each person has and why they may carry a gun. Students need to learn which community helpers may legally carry guns as a part of their jobs. The second activity reinforces the reason why certain jobs require guns.

According to the *Code of Virginia* § 18.2-308, personal protection; carrying concealed weapons; when lawful to carry states that those who carry a gun for their occupation or recreation may include law-enforcement officers, licensed security guards, and military personnel in the performance of their lawful duties, or any person having a valid concealed handgun permit or any person engaged in lawful hunting or lawful recreational shooting activities at an established shooting range or shooting contest.

The students will read “Andrew’s Big Surprise,” a gun safety story, and through a sequence of events conclude the importance of making a good choice if a gun is found. In the story, Sean’s mom invites Sean’s friends Antonio and Andrew over after school to play. Andrew is surprised to find a gun in Sean’s parent’s closet and must decide what to do next. The story events will help students learn the three gun safety rules: Leave It Alone, Leave the Area, Let an Adult Know.

# Second Grade Lesson Objectives and Instructional Steps

## Objective One

Students will learn why certain community helpers need to carry guns as part of their roles in the community.

## Objective Two

Students will learn the difference between safe and unsafe situations if a gun is discovered.

1. Students will review the pictures of individuals who use guns from the PowerPoint slide and discuss why these people need guns for their jobs.
2. Each student will complete the multiple-choice activity from the PowerPoint slide "Carrying Guns is a Part of Their Jobs." Then review and discuss the answers. This activity can also be done in small groups.
3. Students will read aloud the story of Andrew's Big Surprise from the PowerPoint slide. Teachers may assign the characters in the story to a small group of students to play act.
4. Students will complete the discussion questions from the PowerPoint slide for Andrew's Big Surprise. Teachers will check for understanding of the material.
5. At the conclusion of the lesson, students will recite the rules for gun safety: Leave it Alone; Leave the Area; Let an Adult Know.

## **Second Grade Lesson Guidelines and Plans**

<p>Overview and Purpose</p> <p>Acquaint students with the rules of gun safety.</p> <p>Student will be able to: (1) identify community helpers who carry a gun as part of their jobs; (2) know what to do if they find a gun; and (3) identify who can help if a gun is discovered.</p>		<p>Standards of Learning Correlations</p> <p>English</p> <p>2.2 oral language</p> <p>2.8 reading</p>	
	<p>Teacher Guide</p>	<p>Student Guide</p>	
<p>Objectives</p> <p>(Specify skills/information that will be learned.)</p>	<p>Students will learn why certain community helpers need to carry guns as a part of their roles in the community.</p> <p>Students will learn the difference between safe and unsafe situations when a gun is discovered.</p>	<p>Student will:</p> <p>(1) identify community helpers that carry a gun as part of their jobs; (2) know what to do if they find a gun; and (3) identify who can help if a gun is discovered.</p>	<p>Materials Needed</p> <p>Pencil</p> <p>Computer/LCD</p> <p>Activity Sheets</p> <ul style="list-style-type: none"> <li>• “Why Do These People Carry A Gun?”</li> <li>• “Carrying Guns is a Part of Their Jobs”</li> </ul>
<p>Information</p> <p>(Give and/or demonstrate necessary information.)</p>	<p>Teachers will provide instruction on gun safety rules.</p> <p>Teachers will guide students through a story and discussion questions.</p>	<p>Students will recognize individuals who should use guns safely.</p> <p>Students will read a story, and the rules for making a good decision if a gun is found, and conclude the right choice to make if a gun is discovered.</p>	<p>PowerPoint Slides</p> <ul style="list-style-type: none"> <li>• “Andrew’s Big Surprise” Story</li> <li>• Finnigan the Fox Gun Safety Poster</li> </ul> <p>Parent Notification</p> <p>Appendix A</p> <p>Finnigan the Fox Poster</p> <p>Appendix B</p>
<p>Verification</p> <p>(Steps to check for student understanding)</p>	<p>Teachers may check for understanding through presentation of information from discussion groups.</p>	<p>Students will be able to determine what to do if they find a gun and identify who can help if a gun is discovered.</p> <p>Students will demonstrate mastery of the information through correct responses on activity sheets.</p>	<p>Other Resources</p>
<p>Activity</p> <p>(Describe the independent activity to reinforce this lesson.)</p>	<p>Teachers will inform parents about the gun safety lesson and the three gun safety rules, and provide resources and information on gun safety precautions.</p>	<p>Students will be instructed to share with parents the information learned in this lesson.</p>	

## ***Second Grade Teacher Suggested Script and Discussion Points***

### Suggested Script for Teacher

*Today we are going to talk about gun safety. We may see guns being carried or used in many different ways. You may see them on police officers; you may see them on television or in a movie, or even in a sporting event. You may even see a misplaced gun.*

### Discussion Points

Discuss with the children different ways they may have seen someone using or carrying a gun. Some of the students' answers may include:

- Actors in movies or on television
- A video game
- A child may observe a parent or another adult hunting
- War enactments
- Hunting videos
- Sport programs involving target shooting
- Olympic shooting competitions

### Verify Knowledge

Display "Why Do These People Carry a Gun?" and "Carrying Guns is a Part of Their Jobs" PowerPoint slides. Use the slides as activity sheets. Conduct a discussion to check for understanding of the reasons guns are used by specific community helpers.

Answers to "Carrying Guns is a Part of Their Jobs:" 1) A, 2) B, 3) C.

### Discussion Points

Display the PowerPoint slides for the story "Andrew's Big Surprise" and discussion questions. Check for the students' understanding of what to do and who to go to for help if they were to find a gun.

Answers to "Andrew's Big Surprise" discussion questions: 1) Leave it alone, 2) Leave the area, 3) Let an adult know, 4) Leave it alone; leave the area; let an adult know.

### Suggested Script for Teacher

*Sometimes a child may find a gun, have a parent who is hunting, or know someone who has a gun in his or her home. Let's talk about some rules to follow if you find a gun or if someone shows you a gun.*

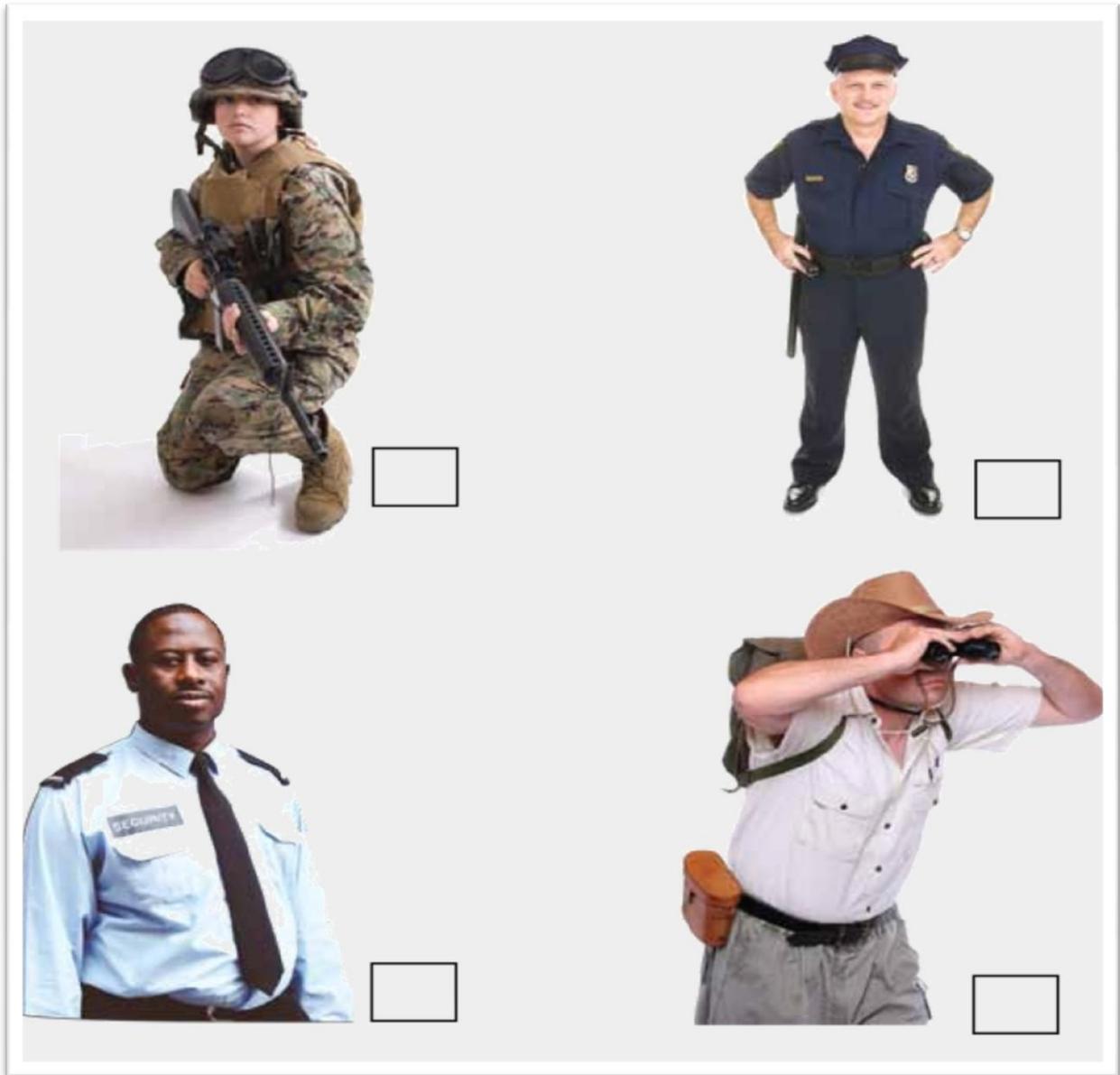
### Discussion Points

Ask the children what they think some gun safety rules should be. List them on a chart and discuss everyone's answer. Display "Gun Safety Rules and Extra Precautions" PowerPoint slide and compare with the students' list. Bring attention to the ones they did not list and discuss.

### Suggested Script for Teacher

*Finnigan the Fox wants all children to be safe. So, Finnigan the Fox says if you see a gun, Leave it Alone; Leave the Area; Let an Adult know.*

## WHY DO THESE PEOPLE CARRY A GUN?



## **CARRYING GUNS IS A PART OF THEIR JOBS**

Directions

Circle the answer you think is correct.

1. Why would a Park Ranger carry a gun at work?
  - A. To protect people from danger.
  - B. To show the gun to park visitors.
  - C. To build a tree house.
  
2. Why does a Police Officer need to carry a gun?
  - A. To show people in the community.
  - B. To protect the community against dangerous people.
  - C. To make sure he/she is not late for work.
  
3. Why do Soldiers need to carry guns?
  - A. To go hunting for wild animals.
  - B. To help them travel farther.
  - C. To help protect our country and our freedoms.

## ANDREW'S BIG SURPRISE



Sean has invited his friends Andrew and Antonio to come to his house after school to play.



When the boys arrive at the house, Sean's mother is busy outside watering the new flowers in the yard.



The boys go inside for a friendly game of hide-and-go-seek. Andrew decides to hide in the closet in the bedroom of Sean's parents.



While in the closet Andrew spots a box on the shelf and opens up the top. He is surprised to find a gun in the box! Andrew calls his friends to see what he has found.

## **“Andrew’s Big Surprise” Discussion Questions**

1. What should the boys do with the gun now that they have found it?
2. Should the boys stay with the gun until Sean’s mother comes inside?
3. Who should the boys call to make sure that the gun is safely put away?

# GUN SAFETY RULES

Finnigan the Fox says



**LEAVE IT ALONE**



**LEAVE THE AREA**



**LET AN ADULT KNOW**

# THIRD GRADE

# GUN SAFETY LESSON



## Third Grade Lesson Profile

In activity one, students will read about the importance of gun safety. The emphasis involves the concept of real guns over make believe guns and their use. America has stressed throughout history that guns are used either for protection or in a sport, and that learning gun safety rules is very important.

Activity two emphasizes the rules all students should follow when they see or find a gun. Discussion should be pursued with the students to help them realize the dangers and the need for gun safety rules.

Activity three involves a series of questions designed for the students' understanding of the gun safety rules.

# Third Grade Lesson Objectives and Instructional Steps

## Objective One

Students will learn how guns are used safely in the community and for sport.

## Objective Two

Students will learn gun safety rules and precautions for making a good choice if a gun is discovered.

## Instructional Steps

1. Display “Guns and Personal Safety” PowerPoint slide; read either aloud or silently. This is an opportunity to review with students the school division’s student code of conduct regarding bringing toy guns (or real) to school as a school safety rule.
2. Facilitate a student-generated list of gun safety rules. Then compare the students’ list with the “Gun Safety Rules and More Precautions” PowerPoint slide and discuss the differences and similarities. Also, this exercise is intended to expand the students’ knowledge of steps to avoid mishandling a gun.
3. Concluding the lesson, students will complete the true or false questions (which is done as an independent or class exercise) and write a paragraph on the importance of learning gun safety.

## Third Grade Lesson Guidelines and Plans

<p>Overview and Purpose Students will learn that guns may be used safely by law enforcement officers and military personnel for protection, and guns may be used in a sporting event. In contrast, students will learn the misuse of guns may lead to unintentional accidents or death.</p> <p>Students will learn the safety rules of what to do if they encounter a gun.</p>		<p>Standards of Learning Correlation English 3.1 oral language 3.3; 3.5 reading 3.9 writing</p>	
	Teacher Guide	Student Guide	
<p>Objectives (Specify skills/information that will be learned.)</p>	<p>Students will learn that guns are used for protection and may be used in a sporting event but are not toys. Also, that the misuse of guns may result in accidents or death.</p> <p>Students will learn three gun safety rules to make a good choice if a gun is discovered.</p>	<p>Students will learn about: (1) the use of guns in history; (2) the misuse of a gun and resulting unintentional tragedy; and (3) gun safety rules and precautions.</p>	<p>Materials Needed Pencil Computer/LCD</p> <p>Activity Sheet</p> <ul style="list-style-type: none"> <li>• “Gun Safety True or False Questions”</li> </ul> <p>PowerPoint slides</p> <ul style="list-style-type: none"> <li>• “Guns and Personal Safety”</li> <li>• “Safety Rules and More Precautions”</li> <li>• “Gun Safety True or False Questions”</li> </ul> <p>Parent Notification Appendix A</p> <p>Finnegan the Fox Gun Safety Poster Appendix B</p> <p>Gun Safety Pledge Appendix C</p>
<p>Information (Give and/or demonstrate necessary information.)</p>	<p>Teachers will provide instruction on the safety rules for gun safety and help students recognize individuals who carry a gun for work or sport.</p> <p>Teachers will provide instruction on personal gun safety.</p>	<p>After reading a paragraph, students will be able to recognize individuals who may use guns safely.</p> <p>Students will be able to explain why individuals may use guns in the community.</p> <p>Students will recognize gun safety rules and precautions.</p>	

<p>Verification (Steps to check for student understanding)</p>	<p>Teachers will have students complete true and false questions, checking for understanding of material.</p> <p>Teachers will have students write a paragraph to explain gun safety and to check for understanding.</p>	<p>Students will demonstrate mastery of the information through correct responses on the Gun Safety – True or False Questions.</p> <p>Students will write a paragraph on the importance of gun safety.</p> <p>Students will be able to recite the three gun safety rules.</p>	<p>Other Resources</p>
<p>Activity (Describe the independent activity to reinforce this lesson)</p>	<p>Teachers will provide students with the gun safety pledge.</p> <p>Teachers will inform parents about the gun safety lesson and the three gun safety rules, and provide resources and information on gun safety.</p>	<p>Students will be given the opportunity to sign the gun safety pledge.</p> <p>Students will be instructed to share with parents the information learned in this lesson and the gun safety pledge.</p>	

## ***Third Grade Teacher Suggested Script and Discussion Points***

### Suggested Script for Teacher

*Today we are going to talk about gun safety. We may see guns being carried or used in many different ways. You may see them on police officers; you may see them used on television, in a movie, or even in a sporting event.*

### Discussion Points

Discuss with the students different ways they may have seen someone using or carrying a gun. Answers may include:

- In a movie or from a television show
- On a video game
- Hunting with a parent who uses a gun
- War enactments
- Hunting videos
- Sport programs involving target shooting
- Olympic shooting competitions

Display and read the “Guns and Personal Safety” PowerPoint slide. This information describes the ways children may see guns and the appropriate use of guns in our society, such as protecting our country or people in our communities, and for sporting activities.

### Suggested Script for Teacher

*Sometimes a child may find a gun, hunt with a parent, or know someone who has a gun in his or her home. Let's talk about some rules that you should use if you find a gun or if someone that is not a trusted adult shows you a gun.*

### Discussion Points

Ask the students what they think some gun safety rules should be. List them on a chart and discuss everyone's answer. Display the "Safety Rules and More Precautions" PowerPoint slide. Read each one and compare it with the students' list of rules. Bring attention to the rules they did not list and discuss them.

### Verifying Knowledge

Have the students complete the "Gun Safety – True or False Questions" from the PowerPoint slide and then write a paragraph on the importance of gun safety.

Answers to Gun Safety – True or False Questions. 1-F, 2-T, 3-T, 4-T, 5-T, 6-T, 7-F, 8-F, 9-T, 10-T

### Suggested Script for Teacher

*Finnigan the Fox wants all children to be safe. So, Finnigan the Fox says if you see a gun, Leave it Alone; Leave the Area; Let an Adult know.*

## **GUNS AND PERSONAL SAFETY**

The use of guns may seem exciting when you see them on television, in the movies or, on a video game. But, in real life guns can be very dangerous, and because of the misuse of guns, people can be seriously hurt or killed.

Guns have played an important part in the history of America. Men and women have used guns to defend our freedom and protect our communities. Guns are also used for sport shooting and hunting. People who own or use guns as part of their jobs or in sports know how important it is to handle guns safely.

Guns are not toys and are very dangerous when people do not know the proper safety rules. Today you will learn a number of important safety rules to remember. If you ever see a gun without a trusted adult's supervision, then you will know what to do to stay safe.

## GUN SAFETY RULES AND MORE PRECAUTIONS

Finnigan says



If you see a gun or someone that has one



Leave it Alone



Leave the Area



Let an Adult Know

- If you come across a gun never touch it, pick it up, or handle it.
- If you see a gun always treat it as if it were loaded and dangerous.
- If your friend wants to show you a gun say **NO** and let an adult know.
- If you know someone who has brought a real or toy gun to school, let an adult know right away.



## GUN SAFETY – TRUE OR FALSE QUESTIONS

Directions: Please circle true or false for the following questions.

1. Guns are only for people who use them for their jobs. True False
2. Guns can seriously injure or kill someone if not handled safely. True False
3. All guns should be treated as if they were loaded. True False
4. Hunting and sport shooting are responsible reasons for an adult to have a gun. True False
5. It is never okay to point a gun at anyone, even if you were joking. True False
6. Guns have been used in history to defend our freedom. True False
7. If you find a gun, you should show it to your friends. True False
8. If your friend shows you a gun, you should keep it a secret. True False
9. You should never touch a gun you found. True False
10. If you find a gun, you should let an adult know. True False

# FOURTH GRADE

# GUN SAFETY LESSON



## Fourth Grade Lesson Profile

In activity one, students will learn about influential Americans who died because of gun violence.

The following national figures are discussed in the activity.

- Abraham Lincoln was the 16<sup>th</sup> president of the United States of America. He served from 1861 until 1865. His key accomplishments include leading the Union during the Civil War and signing the Emancipation Proclamation on January 1, 1863, which freed the slaves in the Confederacy. Abraham Lincoln was assassinated on April 14, 1865, at the close of the American Civil War. He was shot by John Wilkes Booth while watching a play at the Ford's Theater in Washington, D.C.
- John F. Kennedy was the 35<sup>th</sup> president of the United States of America. He served from 1961 until 1963. He was the youngest person to be elected president. He was a strong advocate for civil rights legislation. His presidency ended when he was assassinated by Lee Harvey Oswald on November 22, 1963, while riding in a presidential motorcade in Dallas, Texas.
- Martin Luther King, Jr. was a leader in the Civil Rights Movement. His leadership initiated change in a racially segregated American society. His famous "I Have a Dream Speech," which further empowered the Civil Rights Movement, was delivered on the steps of the Lincoln Memorial on August 28, 1963. Martin Luther King, Jr. was assassinated by James Earl Ray on April 4, 1968, while standing on the balcony of his hotel room where he was to lead a protest march in Memphis, Tennessee.

In activity two, students will learn about these American heroes, the influence they had on American society, and the impact of their death by gun violence. Students will independently write a paragraph on the contributions of one of the famous men and the impact of his death on our society.

In this lesson, students will also learn about the impact of gun violence on the community.

In activity three, students will write five gun safety rules they think are important to follow in their community.

# Fourth Grade Objectives and Instructional Steps

## Objective One

Students will learn about the negative influence of gun violence on American society.

## Objective Two

Students will learn gun safety is everyone's job.

## Instructional Steps

1. Students learn the harmful effects from the inappropriate use of a gun and the resulting tragic consequences.
2. Students will discuss the impact Abraham Lincoln, John F. Kennedy, and Martin Luther King, Jr. had on our society and their resulting deaths. January or February is a suggested month for teaching this lesson.
3. Students will discuss the commonality between the three famous men and the need for gun safety. After the discussion, students will independently write a paragraph on the contributions of one of the famous men and the impact of his death on our society.
4. Students will read the PowerPoint slide, "Gun Safety is Everyone's Job" to learn about the results of gun violence and the need for gun safety.
5. Students will complete the lesson by breaking into small groups. Each group will create a list of safety rules. After all the groups have finished, each group will share its list, and a class list of gun safety rules will be created.

# Fourth Grade Lesson Guidelines and Plans

<p>Overview and Purpose</p> <p>Students will learn the influence of gun violence on society.</p> <p>Students will learn that gun safety is everyone’s job.</p>		<p>Standards of Learning Correlation</p> <p>English 4.1 oral language 4.5 reading 4.7 writing Health Education 4.3 knowledge and skill</p> <p>History HSS 3.11 VA 7a VA 7b</p>	
	Teacher Guide	Student Guide	
<p>Objectives (Specify skills/information that will be learned.)</p>	<p>Students will learn the influence of gun violence on society.</p> <p>Students will learn gun safety is everyone’s job.</p>	<p>Students will learn about the life of three influential people and the tragedy of the loss of their lives because of gun violence.</p> <p>Students will learn the three gun safety rules and that gun safety is everyone’s job.</p>	<p>Materials Needed</p> <p>Pencils/paper Computer/LCD</p> <p>PowerPoint</p> <ul style="list-style-type: none"> <li>• “The Influence of Violence on Society” <ul style="list-style-type: none"> <li>• Famous Men –“Part A”</li> <li>• Directions for writing paragraph – “Part B “</li> </ul> </li> <li>• “Gun Safety is Everyone’s Job”</li> <li>• “Gun Safety You Decide”</li> </ul> <p>Parent Notification Appendix A</p> <p>Finnegan the Fox Gun Safety Poster Appendix B</p> <p>Gun Safety Pledge Appendix C</p>
<p>Information (Give and/or demonstrate necessary information.)</p>	<p>Teachers will provide instruction for students on the influence of gun violence on society and reinforce that gun safety is everyone’s job.</p>	<p>Students will become aware of the negative influence of gun violence on society.</p> <p>Students will write a paragraph on the contributions of one of the famous men and the impact his death had on society.</p> <p>Students will write five rules they think are important regarding gun safety.</p>	
<p>Verification (Steps to check for student understanding)</p>	<p>Teachers may check for understanding through oral communication.</p>	<p>Students will describe the influence of gun violence on society.</p> <p>Students will demonstrate mastery of the information through correct/appropriate responses on activity sheets.</p>	<p>Other Resources</p>

<p>Activity (Describe the independent activity to reinforce this lesson)</p>	<p>Teachers will provide students with the gun safety pledge.</p> <p>Teachers will inform parents about the gun safety lesson and the three gun safety rules, and provide resources and information on gun safety precautions.</p>	<p>Students will be given the opportunity to sign the gun safety pledge.</p> <p>Students will be instructed to share with parents the information learned in this lesson and the gun safety pledge.</p>	
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# Fourth Grade Teacher Suggested Script and Discussion Points

## Teacher Suggested Script

*Today we are going to talk about gun safety. Gun safety to protect children and others is not just a responsibility for adults. Each of you needs to hold each other accountable for following firearm safety rules. The violence that could occur from not respecting the rules of gun safety could change your life, my life, and the lives of many. The violence from not using guns in a proper way could also change the course of history.*

## Discussion Points

Show the PowerPoint slide of the three famous Americans, Abraham Lincoln, John F. Kennedy, and Martin Luther King, Jr., and discuss with the students what these men had in common. Examples of students' answers may include:

- Leaders in our country
- Presidents
- Killed by gunfire

Each one of these great Americans made a lasting difference in our society but they also had their lives cut short by gun violence.

Have the students individually write a paragraph on one of the famous Americans and the impact their lives had on others and review the paragraphs as a class. Then ask the students to share their ideas on how history may have been different if these famous men's lives had not been cut short by gun violence. (All answers may be accepted under the guidelines of a positive impact they may have had on our country.)

## Teacher Suggested Script

*Our community needs gun safety rules for all youth to follow. Today we are going to discuss some rules you feel all students should follow any time they find a gun.*

## Discussion Points

Display the PowerPoint slide "Gun Safety is Everyone's Job" and read the paragraphs that share the impact of gun violence in our society. Ask the children what they think gun safety rules should be. List them on a chart and accept everyone's answer.

## Verify Knowledge

Pass out the gun safety "You Decide" activity sheet. Organize the students into groups and ask them to create a list of rules for the community to follow to help keep all children and youth safe. Have students share their ideas with the other groups. As a classroom activity, ask the children to choose the five most important gun safety rules for the community from the list created by the class.

The following concepts are important to incorporate into community rules:

- If you find a gun anywhere, STOP! Leave it alone. Don't let anyone touch it. Leave the area. Let an adult know.
- If a gun looks like a toy, don't touch it. Some real guns may look like toy guns, so don't take a chance. Leave the area and immediately tell an adult.

- If you suspect someone has a gun at school or another public area and he or she does not look like a community helper, tell a trusted adult.
- If you need help, call 911 immediately.

#### Teacher Suggested Script

*Finnigan the Fox wants all children to be safe. So, Finnigan the Fox says if you see a gun, Leave it Alone; Leave the Area; Let an Adult Know.*

# THE INFLUENCE OF GUN VIOLENCE ON SOCIETY PART A

What do the following famous men have in common?

Abraham Lincoln



John F. Kennedy



Martin Luther King, Jr.



Each one of these great Americans made a lasting difference in our society but their lives were cut short by gun violence.

# THE INFLUENCE OF GUN VIOLENCE ON SOCIETY PART B

Directions:

Write a paragraph on the contributions of one of these famous men and the impact of his death on our society.

Abraham Lincoln



John F. Kennedy



Martin Luther King, Jr.



## **GUN SAFETY IS EVERYONE'S JOB**

Each year in the United States thousands of people are injured or killed by gunfire. The real tragedy in these numbers is that a number of the deaths are children who mishandle or play with guns. Unlike the movies and popular video games, people who are injured by gunfire see their lives change forever. Families who lose children from gunshot deaths are forever impacted.

Gun injuries and deaths can be prevented if everyone would follow several important gun safety rules. Gun safety is everyone's job from parents to community leaders to each student in a school. Today you will have the chance to share how you can make your community safer by understanding the potential harm that guns can cause and by following safety rules.

## **GUN SAFETY "YOU DECIDE"**

Directions:

You have been asked by your community to provide a list of gun safety rules for students. Provide five (5) basic rules you feel will be important.

1.

2.

3.

4.

5.

**FIFTH GRADE**

**GUN SAFETY**

**LESSON**



## **Fifth Grade Lesson Profile**

In activity one, students will learn that gun safety involves an “attitude” about guns. The attitude conveys respect for an object that is dangerous and supports the belief that gun safety training is a good practice for anyone who may use a gun. A continued respectful “attitude” and the practice of gun safety prevents unintentional gun accidents. To reinforce this material, students will answer multiple-choice questions in activity two about gun safety and the community.

As a culmination of all the gun safety rules learned from grades kindergarten through grade five, fifth-grade students will sign the pledge to commit to preventing gun violence. This pledge may be put on a bulletin board along with personalized student-created posters displaying understanding and commitment to gun safety.

# Fifth Grade Lesson Objectives and Instructional Steps

## Objective One

Students will learn gun safety is an intentional practice that can help prevent gun accidents, injuries and deaths.

## Objective Two

Students will develop steps to promote gun safety in the community and demonstrate a commitment to prevent gun violence.

## Instructional Steps

1. Students will be able to recognize myths that may lead to the misuse and abuse of handling guns.
2. Display and read the PowerPoint slide “Gun Safety and You” PowerPoint slide. Engage students by using the “Gun Safety and You Discussion Questions and Assignment” on the PowerPoint slide.
3. Students will divide into groups and discuss the three questions to the activity “What should you do if...?” Upon completion, students will share and discuss their answers aloud. Students will acknowledge what should be done if they find a gun or know of a peer who has a gun.

Students will conclude this lesson by acknowledging the importance of gun safety. Each student will read and sign a pledge to respect guns and create a poster that promotes gun safety rules. The teacher may want to display the posters and pledges on a bulletin board in the school.

# Fifth Grade Lesson Guidelines and Plans

<p>Overview and Purpose</p> <p>Students will recognize the importance of their own attitudes and practice of gun safety rules in avoiding unintentional accidents or deaths.</p> <p>Students will begin to accept responsibility for contributing to safe gun practices in their community.</p>			<p>Standards of Learning Correlation</p> <p>English</p> <p>5.1 oral language</p> <p>5.6 reading</p> <p>Health Education</p> <p>5.1 knowledge and skill</p> <p>5.5 community health and wellness</p>
	Teacher Guide	Student Guide	
<p>Objectives (Specify skills/information that will be learned.)</p>	<p>Students will learn gun safety is an intentional practice and a way to help prevent gun accidents.</p> <p>Students will develop a pledge to keep communities safe.</p>	<p>Students will understand that they play important roles as leaders and decision makers when it comes to gun safety.</p> <p>Students will know the gun safety rules.</p>	<p>Materials Needed</p> <p>Poster-making materials</p> <p>Computer/LCD</p> <p>Activity Sheets/ PowerPoint slides</p> <ul style="list-style-type: none"> <li>• “Gun Safety and You”</li> <li>• “Gun Safety and You” Discussion Questions and Assignment</li> <li>• “What Should You Do If...”</li> </ul> <p>Parent Notification Appendix A</p> <p>Gun Safety Poster Appendix B</p> <p>Gun Safety Pledge Appendix C</p>
<p>Information (Give and/or demonstrate necessary information.)</p>	<p>Teachers provide instruction for students on the importance of gun safety and their roles as leaders and decision makers.</p>	<p>Students will understand the importance of making good choices when it comes to gun safety.</p> <p>Students will divide into small groups and present to the class their decision-making steps towards gun safety for each scenario.</p>	
<p>Verification (Steps to check for student understanding)</p>	<p>Teachers may check for understanding through oral communication and through the signing of a personal gun safety pledge.</p>	<p>Students will understand the roles they play as contributors and decision makers when it comes to preventing gun accidents, injuries or deaths.</p> <p>Students will demonstrate mastery of the information through correct activity responses.</p>	<p>Other Resources</p>

Activity (Describe the independent activity to reinforce this lesson.)	Teachers will inform parents about the gun safety lesson and the three gun safety rules, and provide resources and information on gun safety precautions.	Students will sign a pledge with their commitments to gun safety and make a gun safety poster.  Students will be instructed to share with parents the information learned in this lesson.	
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## Fifth Grade Teacher Suggested Script and Discussion Points

### Suggested Script for Teacher

*Today we are going to talk about gun safety. Gun safety rules help to prevent accidents. Gun safety starts with each and every one of you and your pledge to keep our community safe.*

### Discussion Points

Display the PowerPoint slide “Gun Safety and You” and read aloud the information. Use the “Gun Safety and You” discussion questions to engage students in critical thinking about gun safety. As a classroom or small group activity, ask the students to develop steps for promoting gun safety in the community, and share and discuss their answers.

The following concepts are important to incorporate into developing steps for promoting gun safety.

- If you find a gun anywhere, STOP! Leave it alone. Don't let anyone touch it. Leave the area. Let an adult know.
- If a gun looks like a toy, don't touch it. Some real guns may look like toy guns, so don't take a chance. Leave the area and immediately tell an adult.
- If you suspect someone has a gun at school or another public area and he or she does not look like a community helper, tell a trusted adult.
- If you need help, call 911 immediately.

### Verifying Knowledge

Students will share their answers to “Gun Safety and You” questions and the assignment.

### Suggested Script for Teacher

*Students are leaders and contributing members in keeping our community safe. The following scenarios displayed on the PowerPoint slide “What Should You Do If...” describe a situation that requires the application of good decision-making. In your group, read the scenarios and for each situation answer: (a) Who should you tell; and (b) What will be the results of your actions? Be prepared to discuss your group's answers with the class.*

## Verifying Knowledge

Students will share their answers to “What Should You Do If...”

## Suggested Script for Teacher (Pass out the Finnigan the Fox pledge and poster materials)

*Let's read the pledge out loud as a class. By making this pledge you are making a commitment to yourself and our community. Please take out your poster materials and construct a poster that portrays your commitment to promoting gun safety in our community.*

## Discussion Points

Ask students what it means to them to have made this commitment and how it can help their community.

## Suggested Script for Teacher

*Finnigan the Fox wants all children to be safe. So, Finnigan the Fox says if you see a gun, Leave it Alone. Leave the Area. Let an adult know.*

## **GUN SAFETY AND YOU**

Some people may think guns are cool and exciting. For some people they represent a source of power. For others toy guns serve as a form of entertainment in video games, but in reality guns are serious and should be respected. The respect begins with following the gun safety rules.

Some individuals across America misuse and abuse the firing and shooting of guns. This abuse of guns leads to senseless and preventable violence.

Each year in the United States tragedy strikes within a local city or town when a gun is mishandled or fired accidentally. In a number of these situations the life of a young person ends. There is no possibility of that person reaching his or her dreams because of the mishandling of a gun.

Gun safety is a way to prevent serious injuries or the loss of a life. Gun safety begins with you and starts with your pledge to help make your community safe.

## **GUN SAFETY AND YOU**

### Discussion Questions

- What are some examples of how the wrong attitude towards guns may contribute to gun violence?
  - What is meant by “respecting a gun?”
  - What are some examples of not respecting a gun?
- 

### Assignment

As a group, decide on some steps for promoting gun safety to keep our communities safe.

## WHAT SHOULD YOU DO IF...

### Directions

Read the following situations. Use the questions at the bottom of the page for each scenario, and prepare to discuss them with the class.

1. Your best friend has found a gun at the park and decides to hide it and not tell anyone.
2. Your parents are out of town and you are at home with your older brother who invited a friend over. The friend shows you a gun and states it belongs to his father.
3. Your best friend at school has been bullied for over a week by a student in another class. He has stated that he plans to bring a gun to school to scare the bully.

- 
- a. Who should you tell?
  - b. What will be the results of your actions?

# REFERENCES AND RESOURCES

## References

Division of Prevention and Health Promotion  
Virginia Department of Health  
109 Governor Street, 8<sup>th</sup> Floor  
Richmond, Virginia 23219  
Phone: 804-864-7732  
Fax: 804-864-7748  
Web site: <http://www.vahealth.org/prevention>

### *Eddie Eagle GunSafe Program*

The *Eddie Eagle GunSafe Program* began in 1988, based on the principles of accident prevention by promoting protection and safety of children throughout the country. The gun safety rules that are reinforced if a child encounters a gun are, "If you see a gun: STOPI Don't Touch. Leave the Area. Tell an Adult."

National Rifle Association of America  
1250 Waples Mill Road  
Fairfax, VA 22030  
Web site <http://www.nrahq.org/safety/eddie/>.

National Center for Injury Prevention and Control  
Centers for Disease Control and Prevention  
1600 Clifton Rd.  
Atlanta, Georgia 30333  
Phone: 1-800-232-4636  
Web site: <http://www.cdc.gov/ViolencePrevention/pdf/YV-DataSheet-a.pdf>

National Education Association Health Information Network  
1201 16th Street, NW #216  
Washington, DC 20036-3290  
Phone: 202-822-7570  
Fax: 202-822-7775  
Web site: <http://crisisguide.neahin.org/programs/schoolsafety/gunsafety/statistics.htm>

National School Safety Center  
141 Duesenberg Drive, Suite 7B  
Westlake Village, CA 91362  
Web site: (<http://www.schoolsafety.us/>)

Virginia Department of Education *Discipline, Crime, and Violence Annual Report*  
School Year 2008-2009  
Virginia Department of Education  
P. O. Box 2120  
Richmond, Virginia 23218-2120  
Phone: 804-321-7586

Web site:

[http://www.doe.virginia.gov/statistics\\_reports/school\\_climate/discipline\\_crime\\_violence/08\\_annual\\_report.pdf](http://www.doe.virginia.gov/statistics_reports/school_climate/discipline_crime_violence/08_annual_report.pdf)

*Virginia Youth Violence Project*

School of Education, University of Virginia

405 Emmet Street

Charlottesville, Virginia 22904

Phone: 434-924-8929

Web site: <http://youthviolence.edschool.virginia.edu/violence-in-schools/virginia-statistics.html>

## Resources

*Virginia Student Conduct Policy Guidelines 2009*

[http://www.doe.virginia.gov/boe/guidance/safety/student\\_conduct.pdf](http://www.doe.virginia.gov/boe/guidance/safety/student_conduct.pdf)

*Common Sense about Kids and Guns* is a public education organization dedicated to providing all adults with the necessary information to empower them to protect their children from unsupervised access to guns. Web site: <http://kidsandguns.org>

*The Johns Hopkins Center for Gun Policy and Research* monitors and evaluates the effectiveness of major gun laws including those related to child access prevention and minimum purchase and possession age. Web site:

<http://www.jhsph.edu/gunpolicy/index.html>

*Kids Health – Gun Safety for Parents*

[http://kidshealth.org/parent/firstaid\\_safe/home/gun\\_safety.html](http://kidshealth.org/parent/firstaid_safe/home/gun_safety.html)

*YourChild Development and Behavior Resources*

A Guide to Information & Support for Parents

University of Michigan Health System

<http://www.med.umich.edu/yourchild/topics/guns.htm#comm>

# **APPENDICES**

# Sample Parent Notification - Appendix A



Dear Parents/Guardians:

Your student's class will be introduced to safety rules to prevent gun accidents within the near future. The purpose of the lesson is to keep students safe by providing simple steps for them to follow if they should encounter a gun without a trusted adult's supervision. The lesson is based on the premise that all community members want to protect students from gun accidents, unintentional related injuries or deaths. The rules and principles of firearm safety and accident prevention are the basis for the development of the lesson.

There is a different lesson for each grade level from kindergarten through fifth grade. The lessons are designed to provide students with simple steps to follow should they encounter a gun while alone or with other children.

The kindergarten through second grade lessons assist students in recognizing professionals who use guns for safety reasons and individuals who safely use guns in sporting events. Students will learn the following safety rules if they were to find a gun: leave it alone; leave the area; let an adult know.

The third- through fifth-grade lessons continue to focus on what to do if a student were to find a gun and address the consequences of gun violence, and personal responsibility for gun safety in the community. In addition, a student pledge to follow the rules to prevent gun accidents, related injuries, and deaths is encouraged.

In each lesson, the character "Finnigan the Fox" is present as the safety mascot. This character is used to reinforce the message that if a student sees a gun to "Leave it Alone; Leave the Area; and Let an Adult Know." After each lesson, students are encouraged to share what they learned with their parents.

Information on gun safety and gun safety precautions may be found on the Virginia Department of Health Web site at <http://www.vahealth.org/injury/topics/gunsafety/index.htm> . To review the *Elementary School Gun Safety Guidelines and Curriculum* please go to the Virginia Department of Education Web site at \_\_\_\_\_ or at your student's school. For more specific questions regarding your student's class instruction of this material, please contact the school.

## Gun Safety Poster - Appendix B

# Gun Safety is Everybody's Job!



## Gun Safety Pledge – Appendix C

I PLEDGE TO BE AS SMART AS FINNIGAN THE FOX BY:

- HELPING my community by practicing gun safety
- NEVER playing with guns
- TREATING every gun as if it were loaded
- NEVER threatening anyone with a gun
- NEVER pointing a gun at anyone
- NEVER bringing a toy or real gun to school
- REPORTING those who do

IF I FIND A GUN I WILL:

- LEAVE IT ALONE
- LEAVE THE AREA
- LET AN ADULT KNOW

---

STUDENT SIGNATURE

---

TRUSTED ADULT SIGNATURE



## ***Code of Virginia - Appendix D***

The following sections from the *Code of Virginia* are mentioned in the *Elementary School Gun Safety Guidelines and Curriculum*. In addition, an excerpt from § 22.1-277.07 of the *Code of Virginia* describes the exceptions for allowing guns on school property or at a school-sponsored event. The *Code* may be found in detail on the Virginia General Assembly Legislative Information System Web site at <http://leg1.state.va.us/lis.htm>.

### *§ 22.1-204.1. Firearm safety education program.*

Local school boards may provide firearm safety education programs for students in the elementary school grades. To assist local school boards electing to provide firearm safety education programs, the Board of Education shall establish curriculum guidelines for a standardized program of firearm safety education for the elementary school grades to promote the protection and safety of children enrolled in the public schools. The curriculum guidelines shall incorporate, among other principles of firearm safety, accident prevention and the rules upon which the *Eddie Eagle Gunsafe Program* offered by the National Rifle Association is based. Local school boards electing to provide firearm safety education shall offer instruction pursuant to the Board's curriculum guidelines and shall integrate firearm safety education into appropriate subject areas, if feasible, to ensure that every elementary grade student completes the course of study in firearm safety education.

### *§ 18.2-308. Personal protection; carrying concealed weapons; when lawful to carry.*

This section of the Code specifies when carrying a concealed weapon is lawful. Those who can carry a gun for their occupation or recreation include law-enforcement officers, licensed security guards, and military personnel in the performance of their lawful duties, or any person having a valid concealed handgun permit or to any person engaged in lawful hunting or lawful recreational shooting activities at an established shooting range or shooting contest.

### *§ 22.1-277.07. Expulsion of students under certain circumstances; exceptions. Sections D and F of this section describe the exceptions as follows:*

...D. No school operating a Junior Reserve Officers Training Corps (JROTC) program shall prohibit the JROTC program from conducting marksmanship training when such training is a normal element of such programs. Such

programs may include training in the use of pneumatic guns. The administration of a school operating a JROTC program shall cooperate with the JROTC staff in implementing such marksmanship training....

F. The exemptions set out in § 18.2-308 regarding concealed weapons shall apply, *mutatis mutandis*, to the provisions of this section. The provisions of this section shall not apply to persons who possess such firearms or firearms or pneumatic guns as part of the curriculum or other programs sponsored by the schools in the school division or any organization permitted by the school to use its premises or to any law-enforcement officer while engaged in his duties as such....

# Board of Education Agenda Item

Item: \_\_\_\_\_ N. \_\_\_\_\_

Date: July 28, 2011

**Topic:** First Review of Proposed Board of Education Meeting Dates for the 2012 Calendar Year

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

**Telephone:** 804/225-2924

**E-mail:** [Margaret.Roberts@doe.virginia.gov](mailto:Margaret.Roberts@doe.virginia.gov)

**Origin:**

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: Board of Education Bylaws

Action requested at this meeting

Action requested at future meeting: Final adoption: September 22, 2011

**Previous Review/Action:**

No previous board review/action

Previous review/action:

date:

action:

**Background Information:** Section 2 of Article Three of the Bylaws of the Board of Education states the following:

Section 2. Regular Meetings. Prior to and no later than the annual meeting (February), the Board shall adopt a tentative schedule for regular meetings for the applicable calendar year. Such schedule shall be subject to the change, alteration or adjustment by the President as he or she deems appropriate, to accommodate the operation of the Board as is necessary.

**Summary of Major Elements:** In recent years, the Board of Education has met monthly except for the months of August and December. Meetings are typically held on the fourth Thursday of the month, although this is not a requirement. Exceptions are the January meeting, which is held early in the month to coincide with the opening of the General Assembly session, and the November meeting, which is scheduled to avoid meeting during Thanksgiving week. The April meeting is typically a two-day planning session.

The proposed dates for meetings in 2012 (shown below) are set to avoid scheduling conflicts with major professional commitments for Board of Education members and the Superintendent of Public Instruction. The proposed dates are also set to avoid conflict with national holidays and other important calendar events.

In addition to the monthly business meetings, the President may call special meetings of the full Board of Education and its committees, as deemed necessary. Unless otherwise announced by the President, all Board of Education meetings will be held in the Jefferson Conference Room on the 22<sup>nd</sup> floor of the James Monroe Building, 101 North 14<sup>th</sup> Street, Richmond, Virginia 23219.

The proposed meeting dates for 2012 are as follows:

Thursday, January 12, 2012  
Thursday, February 23, 2012  
Thursday, March 22, 2012  
Wednesday-Thursday, April 25-26, 2012  
Thursday, May 24, 2012  
Thursday, June 28, 2012  
Thursday, July 26, 2012  
Thursday, September 27, 2012  
Thursday, October 25, 2012  
Thursday, November 29, 2012

**Superintendent's Recommendation:** The Superintendent of Public Instruction recommends that the Board of Education receive for first review the proposed schedule of meeting dates for the 2012 calendar year.

**Impact on Resources:** Funding to support the expenses related to the meetings of the Board of Education is provided from the Department of Education's general operating budget, which is appropriated by the General Assembly.

**Timetable for Further Review/Action:** The proposed meeting schedule will be presented for final review and adoption at the meeting on September 22, 2011. Following adoption, the dates will be widely disseminated to local school officials, statewide organizations, and to the public. The meeting dates will also be posted on the Board of Education's Web site.

**PROPOSED**

**PROPOSED BOARD OF EDUCATION MEETING DATES FOR 2012**

Thursday, January 12, 2012

Thursday, February 23, 2012

Thursday, March 22, 2012

Wednesday-Thursday, April 25-26, 2012

Thursday, May 24, 2012

Thursday, June 28, 2012

Thursday, July 26, 2012

Thursday, September 27, 2012

Thursday, October 25, 2012

Thursday, November 29, 2012

# Board of Education Agenda Item

Item:                   O                  

Date:           July 28, 2011          

**Topic:** Report on Rebenchmarking of the Direct Aid to Public Education Budget for the 2012-2014 Biennium

**Presenter:** Mr. Kent C. Dickey, Deputy Superintendent for Finance and Operations

**Telephone Number:** (804) 225-2025

**E-Mail Address:** [kent.dickey@doe.virginia.gov](mailto:kent.dickey@doe.virginia.gov)

## Origin:

Topic presented for information only (no board action required)

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

Action requested at this meeting     Action requested at future meeting: \_\_\_\_\_

## Previous Review/Action:

No previous board review/action

Previous review/action  
date \_\_\_\_\_  
action \_\_\_\_\_

## Background Information:

This item is a report on “rebenchmarking” of the state Direct Aid to Public Education budget for the 2012-2014 biennium. The Direct Aid to Public Education budget provides state funding to school divisions for prekindergarten-12 educational programs. In each odd-numbered year, the cost of the Direct Aid to Public Education budget is rebenchmarking for the next biennium. Rebenchmarking begins the biennial budget development process that involves the Board of Education, the Governor, and the General Assembly. The rebenchmarking budget represents the state cost of continuing the existing Direct Aid to Public Education programs with biennial updates in the input data used to determine the cost of the programs.

## Summary of Major Elements:

The cost projections presented in this item represent changes in funding based on standard technical revisions made to Direct Aid accounts for each year of the 2012-2014 biennium. These cost projections do not reflect any changes in policy or technical methodology. The projections are based strictly on currently approved methodologies or directives specifically approved and directed by the General Assembly and the Governor. The budget figures presented in this item represent the state cost of

continuing the current Direct Aid programs in the 2012-2014 biennium with the required technical revisions and updates to input data using the approved funding methodologies. Over 30 Direct Aid accounts, both SOQ and non-SOQ, are impacted by the technical updates of the rebenchmarking process. Attachment A summarizes the rebenchmarking process of the Direct Aid to Public Education budget for the 2012-2014 biennium, including the major input data used in rebenchmarking Direct Aid costs and incremental cost changes for the 2012-2014 biennium. The current fiscal year 2012 Direct Aid budget enacted by the 2011 General Assembly (i.e., Chapter 890) is the starting base budget against which the rebenchmarking updates are made.

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board receive the proposed budget projections shown in Attachment A that continue current Direct Aid programs in the 2012-2014 biennium rebenchmarking for standard technical revisions. The department will update and revise costs as additional technical revisions are completed consistent with current funding methodologies.

**Impact on Resources:**

The rebenchmarking 2012-2014 Direct Aid budget will be sent to the Governor for action and ultimately for inclusion in his budget for the 2012-2014 biennium. This budget will establish the level of state funding required by the foundation program established in the Standards of Quality (SOQ), as well as other Direct Aid accounts. The final state cost of the 2012-2014 Direct Aid budget is dependent on final technical updates to be completed in fall 2011 and any funding policy changes affecting cost.

**Timetable for Further Review/Action:**

None.

# ***Rebenchmarking of the Direct Aid to Public Education Budget for the 2012-2014 Biennium***

**Presented to the  
Board of Education**

**July 28, 2011**

**Kent C. Dickey  
Deputy Superintendent for Finance and Operations**



# *Presentation Topics*

- **Overview of 2012-2014 Rebenchmarking Process**
- **2012-2014 Rebenchmarking Incremental Cost Detail**
- **Analysis of Key Data Inputs Impacting 2012-2014 Rebenchmarking Cost**
- **Appendix: State Cost of 2012-2014 Rebenchmarking by Direct Aid Account**

# ***Rebenchmarking Process***

- **State funding for local school divisions for public education programs is provided through the Direct Aid to Public Education budget. The General Assembly appropriates the funds.**
  
- **Direct Aid funding is appropriated in six budgetary categories:**
  1. **Standards of Quality**
  2. **Incentive Programs**
  3. **Categorical Programs**
  4. **Lottery Proceeds Fund**
  5. **Supplemental Education Programs**
  6. **Federal Funds**
  
- **In each odd-numbered year, the cost of the Direct Aid budget is “rebenchmarked” for the next biennium, beginning the biennial budget development process. The process applies to state Direct Aid programs in categories 1-4 above (30 or more accounts).**

# *Rebenchmarking Process*

- **The rebenchmarked budget represents the state cost of continuing the current Direct Aid programs into the next biennium with biennial updates in the input data used to determine the cost of the programs.**
- **Input data used to cost out the Direct Aid accounts are updated every two years to recognize changes in costs that have occurred over the preceding biennium.**
- **The process updates the cost of SOQ and other Direct Aid accounts by reconstructing costs step-by-step using the latest data available. It involves about 25 separate data updates.**
- **The current FY12 Direct Aid budget enacted by the 2011 General Assembly (i.e., Chapter 890) serves as the base budget against which the rebenchmarking cost for each year of the 2012-2014 biennium (FY13 & FY14) is determined.**

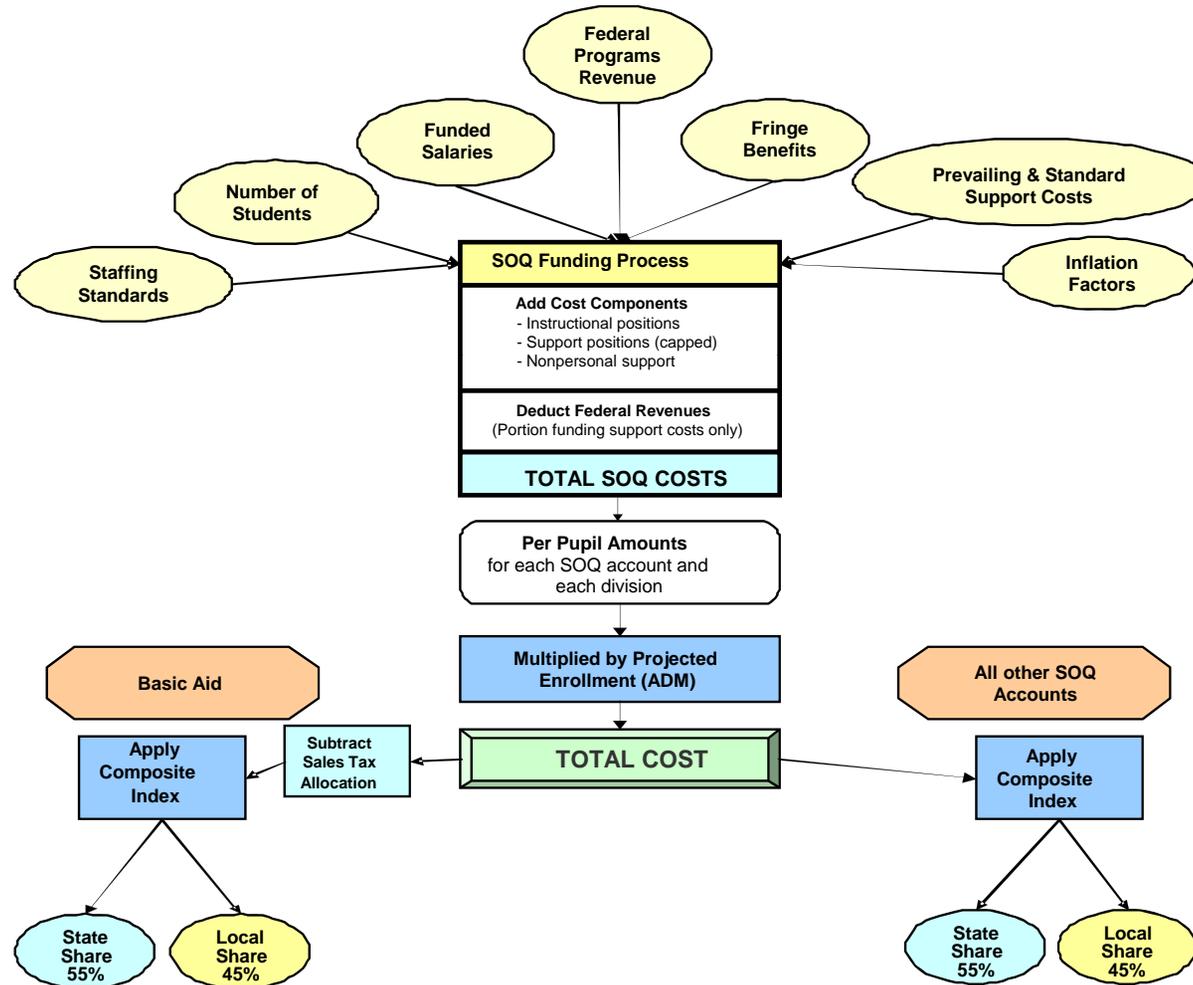
# *Rebenchmarking Process*

- **Rebenchmarking updates are technical in nature and do not involve changes in policy or funding methodology, other than those already approved and directed by the General Assembly.**
- **Costs are projected forward for anticipated enrollment changes, salary changes, inflation, and other factors. The state cost impact for FY13 & FY14 of the standard data updates is shown in detail in later slides.**
- **Because rebenchmarking impacts the total cost of the Direct Aid formulas, it impacts both state costs and the required local share of cost that must be funded locally.**

# ***Rebenchmarking Process***

- **SOQ accounts represent approximately 90% of state Direct Aid funding so they are impacted most by the rebenchmarking process.**
  
- **Key components of the SOQ funding formula:**
  - 1) **Student enrollment;**
  - 2) **Staffing standards for instructional positions;**
  - 3) **Salaries of instructional positions;**
  - 4) **Fringe benefit rates;**
  - 5) **Support costs (salary and non-salary);**
  - 6) **Inflation factors;**
  - 7) **Federal revenues deducted from support costs;**
  - 8) **Amount of sales tax revenue and division composite indices (updated fall 2011).**

# Rebenchmarking Process for SOQ



# ***Rebenchmarking Process***

- **Key data elements used in 2012-2014 rebenchmarking calculations (data is from FY10 & FY11):**
  - **Funded instructional and support salaries**
  - **Fall Membership and Average Daily Membership projections**
  - **Special education child count**
  - **Career & technical education course enrollment**
  - **SOL failure rates and free lunch eligibility %'s for SOQ remedial education and other at-risk accounts.**
  - **Base-year expenditure data from 2009-2010 Annual School Report**

# ***Rebenchmarking Process***

- **Key data elements used in 2012-2014 rebenchmarking calculations (data is from FY10 & FY11), continued:**
  - **Health care premium expenditures**
  - **Nonpersonal cost inflation factors**
  - **Federal programs revenue (for deduct from support costs)**
  - **Prevailing textbooks costs**
  - **Enrollment projections for remedial summer school and English as a Second Language programs**
  - **Updates to support costs including the division superintendent, school board, school nurse, and pupil transportation costs**

# Rebenchmarking Process

## Major Inputs that are Fixed for the Biennium:

- Funded Salaries
- Special Education Child Counts
- Initial Fall Membership & ADM Projections used in SOQ Model
- CTE Course Enrollment
- Composite Index
- Head Start Enrollment (for VPI)
- Free Lunch Eligibility Percentages
- SOL Test Scores (for SOQ Prevention, Intervention, and Remediation)
- Federal Programs Revenue (for deduct from support costs)

## Major Inputs that are Updated Annually:

- Enrollment Projections
- Reimbursement Account Projections
- Lottery Revenue Estimates
- Sales Tax Revenue Estimates
- VRS Fringe Benefit Rates (subject to General Assembly action)
- Inflation Factors (subject to General Assembly action)

# Rebenchmarking Process

<b>2012-2014 Direct Aid to Public Education Budget</b> Summary of Major Data Elements Used in 2012-2014 Rebenchmarking Calculations		
	FY 2012 Base	FY 2013 & FY 2014 Rebenchmarking
<b>A. Student Enrollment Data</b>		
Fall Membership	2008-2009	2010-2011
Special Education Child Count	December 1, 2008	December 1, 2010
Career & Technical Education Course Enrollment	2008-2009	2010-2011
SOL English & Math Test Score Failures (for SOQ Prevention, Intervention and Remediation)	Three-year average (2006-07; 2007-08; 2008-09)	Three-year average (2007-08; 2008-09; 2009-10*) <i>* 2010-11 available Fall 2011</i>
Free Lunch Eligibility Data (for SOQ Prevention, Intervention and Remediation and other accounts)	Three-year average (October 2006, 2007, 2008*) <i>*Oct. 2008 for other accounts</i>	Three-year average (October 2008, 2009, 2010*) <i>*Oct. 2010 for other accounts</i>
<b>B. Expenditure Data</b> (funded salaries and support costs)	2007-2008 Annual School Report	2009-2010 Annual School Report
<b>C. Fringe Benefit Rates</b>		
Instructional VRS Retirement (Including Retiree Health Care Credit)	6.93%	6.93% (Update in Fall 2011)
Non-instructional VRS Retirement	7.53%	7.53% (Update in Fall 2011)
Social Security/Medicare	7.65%	7.65%
Group Life Insurance	0.28%	0.28% (Update in Fall 2011)
Health Care Premium ( <i>Funded per position amount with Inflation</i> )	\$3,375	\$3,907
<b>D. Composite Index</b> ( <i>Base-Year Data</i> )	2007	2009 (Update in Fall 2011)
<b>E. Funded Non-Personal Support Inflation Factors</b> ( <i>Unweighted average</i> )	0%* <i>*(Inflation was not funded in Chapter 890, 2011 Appropriation Act)</i>	3.96%
<b>F. Textbooks</b> ( <i>Funded Per Pupil Amount with Inflation</i> )	\$40.56	\$93.23
<b>G. Average Daily Membership Projections</b> ( <i>Initial Projections</i> )	1,221,831 (FY12)	1,223,646 (FY13), 1,230,860 (FY14)

# *Rebenchmarking Process*

- **The following data inputs are not yet available but will be updated and included in the Governor's introduced 2012-2014 budget released in December:**
  - **Revised composite index for the 2012-2014 biennium**
  - **Revised enrollment projections**
  - **Revised Lottery revenue projections**
  - **Revised sales tax revenue projections**
  - **Revised fringe benefit rates from VRS**

# *Rebenchmarking Process*

- **The final amount of state funds provided for Direct Aid each biennium reflects the recognized rebenchmarking costs and any funding policy changes adopted by the Governor and the General Assembly.**
- **The state share of cost for rebenchmarking the 2012-2014 Direct Aid budget above the fiscal year 2012 base is \$145.6 million in fiscal year 2013 and \$173.1 million in fiscal year 2014, for a biennial total of \$318.7 million.**

# State Cost of Each Rebenchmarking Update

*(incremental cost above FY12 base)*

Update #	Update	FY 2013 State Cost	FY 2014 State Cost	2012-2014 Total
1	Remove Non-Participation Estimate for the Virginia Preschool Initiative (general fund portion of cost)	\$22,130,167	\$22,130,167	<b>\$44,260,334</b>
2	Remove FY12 One-Time Spending (Composite Index Hold Harmless, Supplemental Support for School Operating Costs, and Performance Pay Incentives Initiative)	(\$107,254,433)	(\$107,254,433)	<b>(\$214,508,866)</b>
3	Reset Nonpersonal Support Inflation Factors to 0% in SOQ Model (not funded in the FY12 base)	\$0	\$0	<b>\$0</b>
4	Reset Personal Support Inflation Factors to 0% in SOQ Model (not funded in the FY12 base)	\$0	\$0	<b>\$0</b>
5	Update Fall Membership and Average Daily Membership Projections	(\$421,003)	\$13,349,721	<b>\$12,928,718</b>
6	Update Special Education Child Count to December 1, 2010	(\$13,926,642)	(\$13,751,218)	<b>(\$27,677,860)</b>
7	Update Career and Technical Education Enrollment to the 2010-2011 School Year	(\$19,409,892)	(\$19,370,654)	<b>(\$38,780,546)</b>

# *State Cost of Each Rebenchmarking Update*

*(incremental cost above FY12 base)*

Update #	Update	FY 2013 State Cost	FY 2014 State Cost	2012-2014 Total
8	Update SOL Failure Rate Data to School Year 2009-10 and Free Lunch Percentages to School Year 2010-11	\$14,600,999	\$14,737,779	<b>\$29,338,778</b>
9	Update SOQ Gifted, Support Technology, and Instructional Technology Positions	\$2,607,478	\$2,611,618	<b>\$5,219,096</b>
10	Update SOQ Funded Instructional Salaries	\$72,903,315	\$73,004,384	<b>\$145,907,699</b>
11	Update Base-Year Expenditures from Annual School Report to School Year 2009-10 for Personal Support Costs (Positions and Salaries)	\$11,690,827	\$11,807,732	<b>\$23,498,559</b>
12	Update Base-Year Expenditures from Annual School Report to School Year 2009-10 for Nonpersonal Support Costs	\$55,958,854	\$55,518,772	<b>\$111,477,626</b>
13	Update Federal Revenue Deduct	<b>(\$35,126,656)</b>	<b>(\$35,070,795)</b>	<b>(\$70,197,451)</b>

# **State Cost of Each Rebenchmarking Update**

**(incremental cost above FY12 base)**

Update #	Update	FY 2013 State Cost	FY 2014 State Cost	2012-2014 Total
14	Update Support Positions Cap (Ratio of Instructional to Support Positions)	(\$7,941,471)	(\$7,995,171)	(\$15,936,642)
15	Update Costs for Division Superintendents, School Boards, and School Nurses (without inflation)	\$4,945,433	\$4,839,187	\$9,784,620
16	Update Health Care Premium (without inflation)	\$25,193,055	\$25,036,289	\$50,229,344
17	Update Textbook Per Pupil Amount (without inflation)	\$33,361,926	\$33,459,604	\$66,821,530
18	Update Pupil Transportation Costs	(\$13,265,763)	(\$13,814,976)	(\$27,080,739)
19	Update Nonpersonal Support Cost Inflation Factors	\$54,278,942	\$54,501,141	\$108,780,083
20	Update Salary Inflation Factors (No state funded increases in FY11 or FY12)	\$0	\$0	\$0
21	Update English as a Second Language Enrollment Projections	\$2,598,398	\$4,837,138	\$7,435,536

# **State Cost of Each Rebenchmarking Update**

**(incremental cost above FY12 base)**

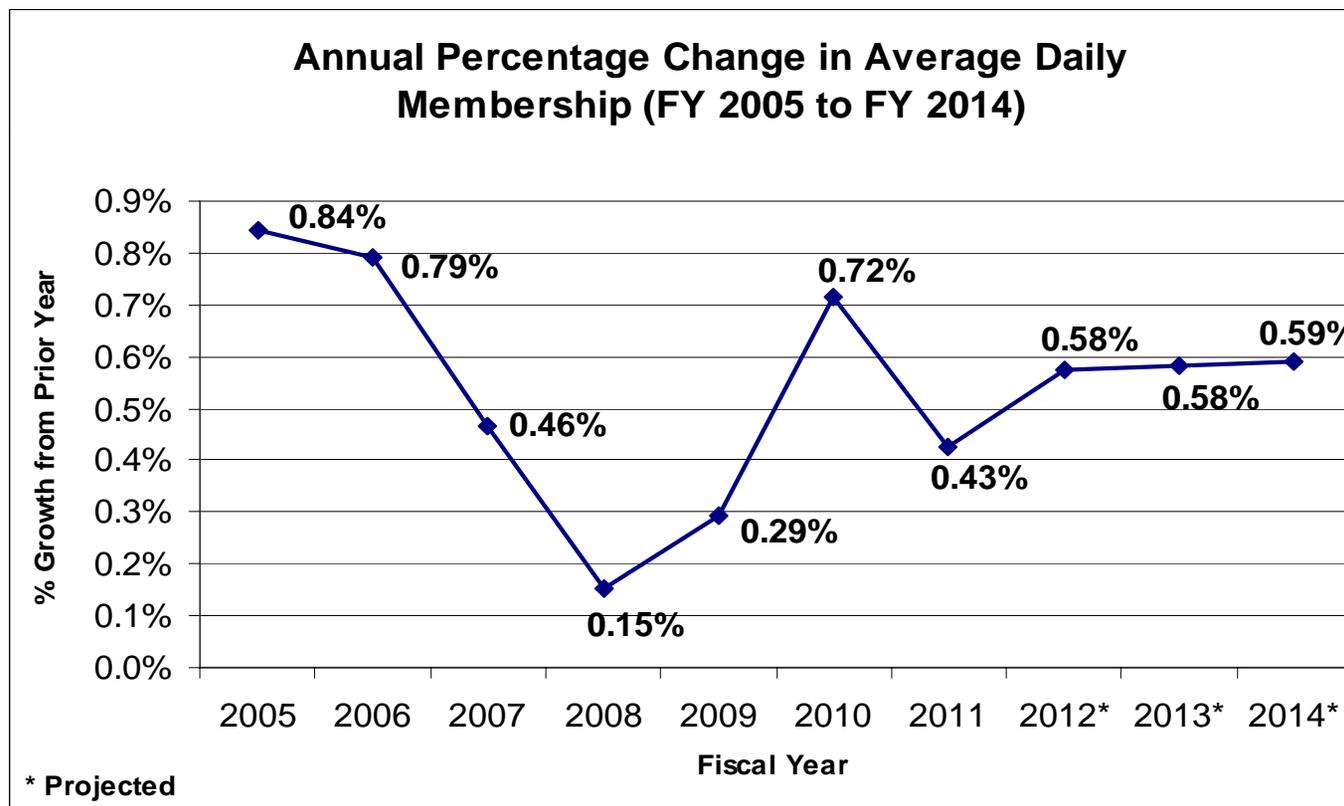
Update #	Update	FY 2013 State Cost	FY 2014 State Cost	2012-2014 Total
22	Update Remedial Summer School Per Pupil Amount and Enrollment Projections	\$1,783,284	\$2,802,901	<b>\$4,586,185</b>
23	Update Incentive Accounts	\$773,735	\$944,413	<b>\$1,718,148</b>
24	Update Categorical Accounts	\$784,413	\$3,628,141	<b>\$4,412,554</b>
25	Update Lottery Funded Accounts (general fund portion of cost)	\$39,313,859	\$47,165,619	<b>\$86,479,478</b>
<b>Total State Rebenchmarking Cost Above FY12 Base</b>		<b>\$145,578,825</b>	<b>\$173,117,359</b>	<b>\$318,696,184</b>

# *Analysis of Key Data Inputs Impacting 2012-2014 Rebenchmarking Costs*

- **Student Enrollment**
- **Special Education Child Count**
- **Career & Technical Education Enrollment**
- **SOL Failure Rates**
- **Free Lunch Eligibility**
- **Prevailing and Funded Salaries**
- **Nonpersonal Support Costs**
- **Federal Revenue Deduct**
- **Support Positions Cap**
- **Health Care Premium**
- **Textbook Expenditures**
- **Inflation Factors**

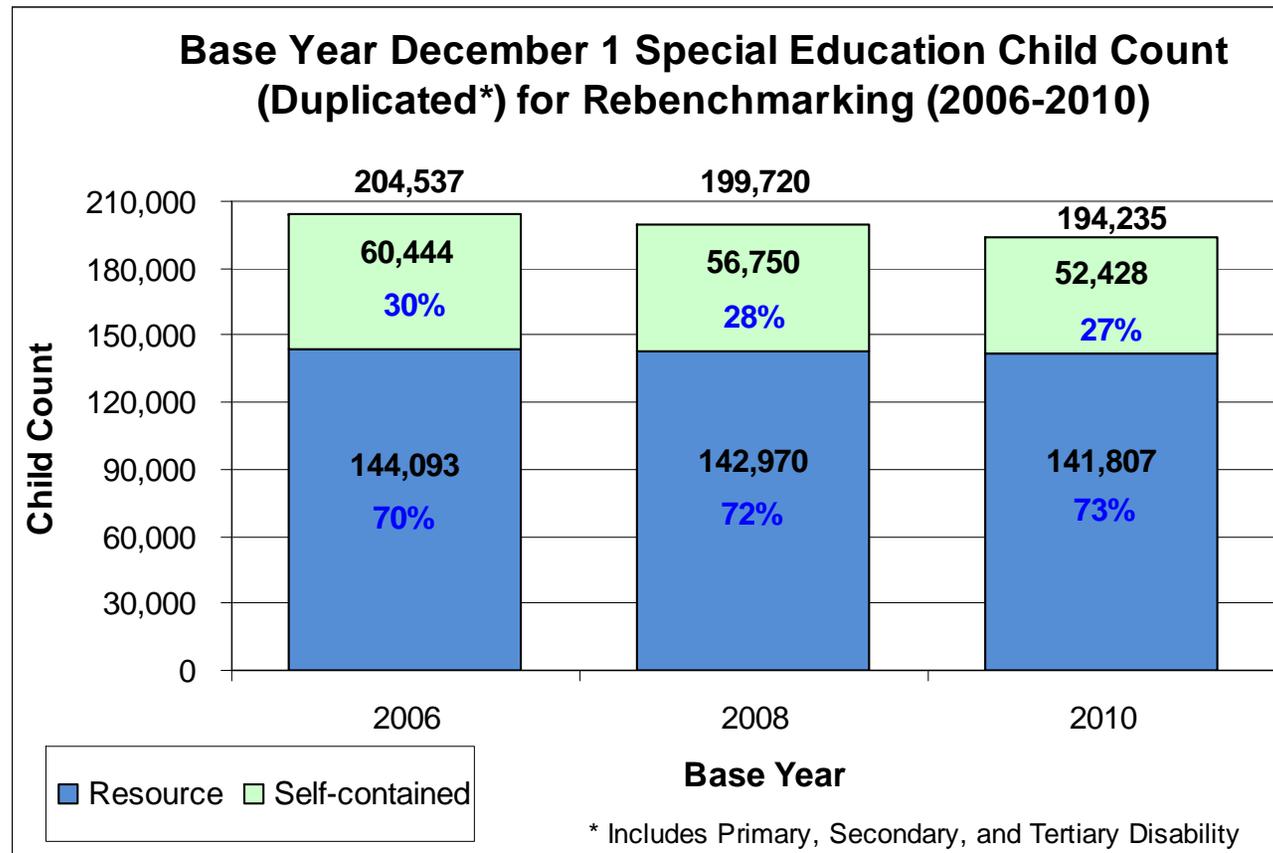
# Enrollment

Update #	Update	FY 2013 State Cost	FY 2014 State Cost	2012-2014 Total
5	Update Fall Membership and Average Daily Membership Projections	(\$421,003)	\$13,349,721	\$12,928,718



# Special Education Child Count

Update #	Update	FY 2013 State Cost	FY 2014 State Cost	2012-2014 Total
6	Update Special Education Child Count to December 1, 2010	(\$13,926,642)	(\$13,751,218)	(\$27,677,860)



# Career and Technical Education

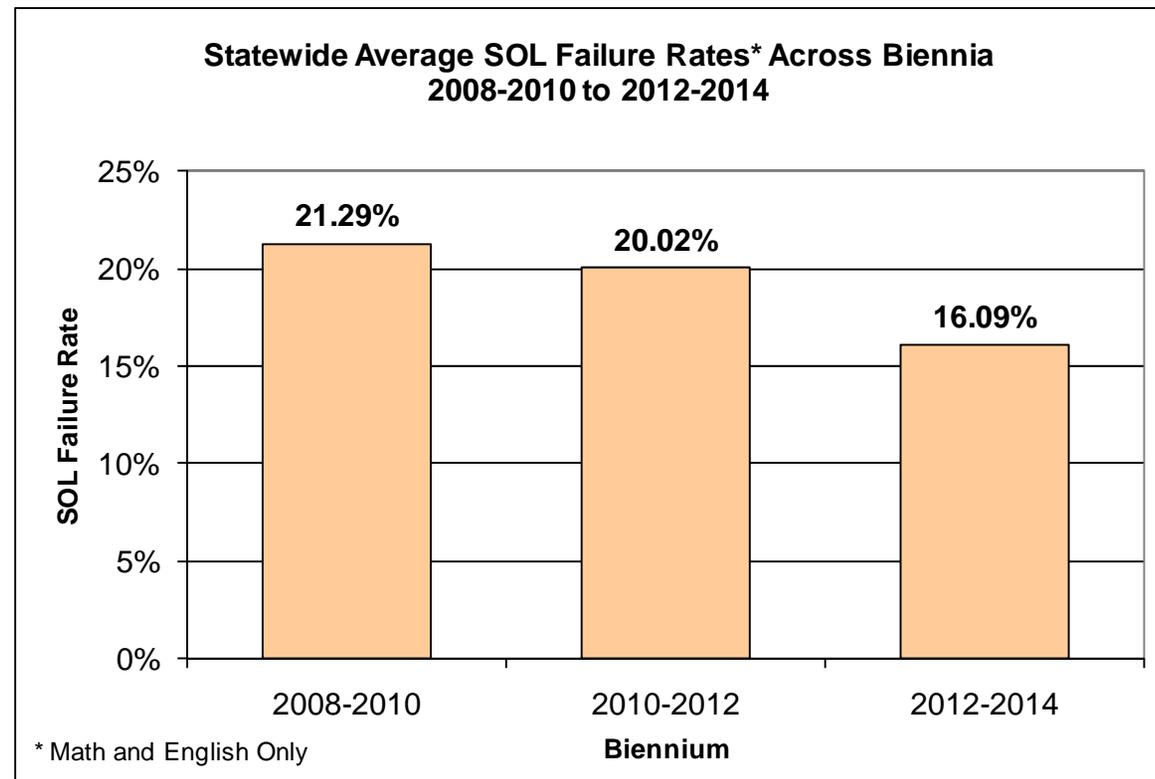
Update #	Update	FY 2013 State Cost	FY 2014 State Cost	2012-2014 Total
7	Update Career and Technical Education Enrollment to School Year 2010-11	(\$19,409,892)	(\$19,370,654)	(\$38,780,546)

## Comparison of Career and Technical Education Enrollment, Number of Courses, and Total Sections Across Base Years

	Base Year 2008 (2010-2012 Biennium)	Base Year 2010 (2012-2014 Biennium)	Percent Variance
Career and Technical Education Enrollment (Duplicated Enrollment)	593,099	572,368	(3.5%)
Number of Distinct Courses	6,681	6,524	(2.3%)
Total Course Sections	34,402	31,841	(7.4%)

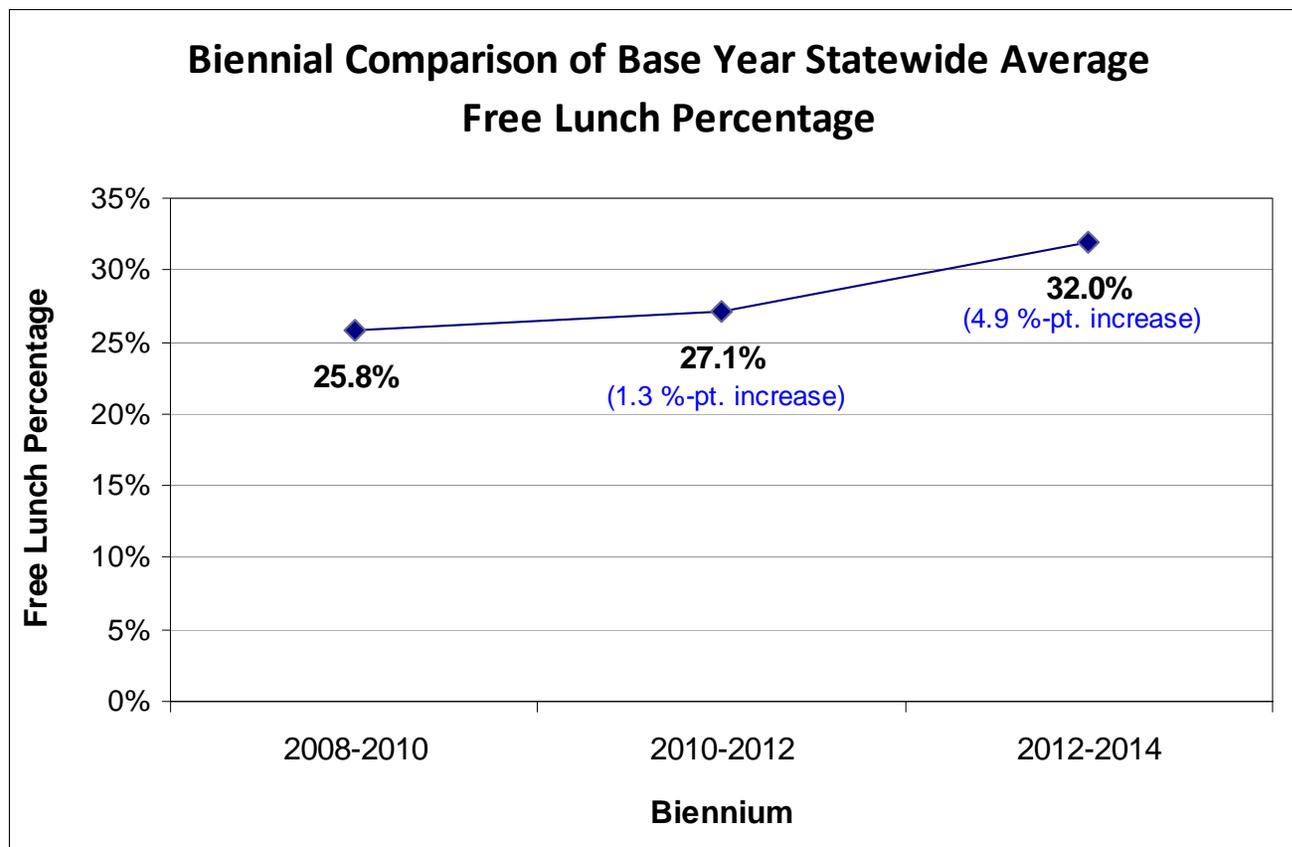
# SOL Failure Rates

Update #	Update	FY 2013 State Cost	FY 2014 State Cost	2012-2014 Total
8	Update SOL Failure Rate Data to School Year 2009-10 (see below) and Free Lunch Percentages to School Year 2010-11	\$14,600,999	\$14,737,779	\$29,338,778



# Free Lunch Eligibility

Update #	Update	FY 2013 State Cost	FY 2014 State Cost	2012-2014 Total
8	Update SOL Failure Rate Data to School Year 2009-10 and Free Lunch Percentages to School Year 2010-11 (see below)	\$14,600,999	\$14,737,779	\$29,338,778



# Instructional Salaries

Update #	Update	FY 2013 State Cost	FY 2014 State Cost	2012-2014 Total
10	Update SOQ Funded Instructional Salaries	\$72,903,315	\$73,004,384	\$145,907,699

## Comparison of Prevailing SOQ Instructional Salaries Across Biennia 2008-2010 to 2012-2014 (No Adjustment for State Funded Increases)

Instructional Position	2008-2010 Prevailing Salary (2005-06 Data)	2010-2012 Prevailing Salary (2007-08 Data)	Percent Variance	2010-2012 Prevailing Salary (2007-08 Data)	2012-2014 Prevailing Salary (2009-10 Data)	Percent Variance
Elementary Teachers	\$41,390	\$43,904	6.1%	\$43,904	\$45,118	2.8%
Elementary Asst. Principals	\$58,398	\$62,383	6.8%	\$62,383	\$63,824	2.3%
Elementary Principals	\$72,124	\$76,766	6.4%	\$76,766	\$78,510	2.3%
Secondary Teachers	\$43,158	\$46,090	6.8%	\$46,090	\$47,267	2.6%
Secondary Asst. Principals	\$62,460	\$66,658	6.7%	\$66,658	\$67,824	1.7%
Secondary Principals	\$78,721	\$84,564	7.4%	\$84,564	\$86,464	2.2%
Instructional Aides	\$14,820	\$16,104	8.7%	\$16,104	\$16,223	0.7%

# Instructional Salaries

Update #	Update	FY 2013 State Cost	FY 2014 State Cost	2012-2014 Total
10	Update SOQ Funded Instructional Salaries	\$72,903,315	\$73,004,384	\$145,907,699

**Comparison of Funded SOQ Instructional Salaries Across Biennia  
2006-2008 to 2012-2014 (Adjusted for Applicable State Funded Increases)**

Instructional Position	2006-2008 Funded Salary	2008-2010 Funded Salary	Percent Variance	2008-2010 Funded Salary	2010-2012 Funded Salary	Percent Variance	2010-2012 Funded Salary	2012-2014 Funded Salary	Percent Variance
Elementary Teachers	\$39,681	\$44,337	11.7%	\$44,337	\$43,904	(1.0%)	\$43,904	\$45,118	2.8%
Elementary Asst. Principals	\$55,827	\$62,556	12.1%	\$62,556	\$62,383	(0.3%)	\$62,383	\$63,824	2.3%
Elementary Principals	\$68,822	\$77,259	12.3%	\$77,259	\$76,766	(0.6%)	\$76,766	\$78,510	2.3%
Secondary Teachers	\$41,615	\$46,230	11.1%	\$46,230	\$46,090	(0.3%)	\$46,090	\$47,267	2.6%
Secondary Asst. Principals	\$59,784	\$66,907	11.9%	\$66,907	\$66,658	(0.4%)	\$66,658	\$67,824	1.7%
Secondary Principals	\$75,268	\$84,326	12.0%	\$84,326	\$84,564	0.3%	\$84,564	\$86,464	2.2%
Instructional Aides	\$13,828	\$15,875	14.8%	\$15,875	\$16,104	1.4%	\$16,104	\$16,223	0.7%

# Support Salaries and Positions

Update #	Update	FY 2013 State Cost	FY 2014 State Cost	2012-2014 Total
11	Update Base-Year Expenditures from Annual School Report to School Year 2009-10 for Personal Support Costs (Positions and Salaries)	\$11,690,827	\$11,807,732	\$23,498,559

<b>Comparison of <u>Prevailing</u> SOQ Support Salaries Across Biennia 2008-2010 to 2012-2014 (No Adjustment for State Funded Increases)</b>						
Support Position	2008-2010 Prevailing Salary	2010-2012 Prevailing Salary	Percent Increase	2010-2012 Prevailing Salary	2012-2014 Prevailing Salary	Percent Increase
Superintendent	\$120,166	\$132,141	9.97%	\$132,141	\$136,376	3.20%
Assistant Superintendent	\$98,878	\$106,021	7.22%	\$106,021	\$109,678	3.45%
School Nurse	\$31,261	\$33,378	6.77%	\$33,378	\$34,647	3.80%
Instructional Professional	\$59,910	\$64,105	7.00%	\$64,105	\$66,473	3.69%
Instructional Technical/Clerical	\$25,763	\$28,232	9.58%	\$28,232	\$28,926	2.46%
Attendance & Health Administrative	\$49,543	\$54,139	9.28%	\$54,139	\$55,477	2.47%
Attendance & Health Technical//Clerical	\$22,422	\$24,558	9.53%	\$24,558	\$25,861	5.30%
Operations & Maintenance Professional	\$61,899	\$67,823	9.57%	\$67,823	\$71,950	6.09%
Operations & Maintenance Technical/Clerical	\$24,451	\$26,888	9.97%	\$26,888	\$27,419	1.98%
School Board Member	\$4,134	\$4,639	12.21%	\$4,639	\$4,992	7.61%
Administration Administrative	\$64,420	\$68,991	7.10%	\$68,991	\$74,874	8.53%
Administration Technical/Clerical	\$34,275	\$36,629	6.87%	\$36,629	\$37,754	3.07%
Technology Professional	\$63,397	\$68,808	8.54%	\$68,808	\$71,305	3.63%
Technology Technical/Clerical	\$27,968	\$30,411	8.74%	\$30,411	\$32,563	7.08%
Technology Support Standard	\$35,439	\$39,705	12.04%	\$39,705	\$41,813	5.31%
School Based Clerical	\$24,857	\$29,092	17.04%	\$29,092	\$27,917	(4.04%)

# Support Salaries and Positions

Update #	Update	FY 2013 State Cost	FY 2014 State Cost	2012-2014 Total
11	Update Base-Year Expenditures from Annual School Report to School Year 2009-10 for Personal Support Costs (Positions and Salaries)	\$11,690,827	\$11,807,732	<b>\$23,498,559</b>

**Comparison of Funded SOQ Support Salaries Across Biennia  
2008-2010 to 2012-2014 (Adjusted for Applicable State Funded Increases)**

Support Position	2008-2010 Funded Salary	2010-2012 Funded Salary	Percent Variance	2010-2012 Funded Salary	2012-2014 Funded Salary	Percent Variance
Superintendent	\$127,484	\$132,141	3.65%	\$132,141	\$136,376	3.20%
Assistant Superintendent	\$104,900	\$106,021	1.07%	\$106,021	\$109,678	3.45%
School Nurse	\$33,165	\$33,378	0.64%	\$33,378	\$34,647	3.80%
Instructional Professional	\$63,558	\$64,105	0.86%	\$64,105	\$66,473	3.69%
Instructional Technical/Clerical	\$27,332	\$28,232	3.29%	\$28,232	\$28,926	2.46%
Attendance & Health Administrative	\$52,560	\$54,139	3.00%	\$54,139	\$55,477	2.47%
Attendance & Health Technical//Clerical	\$23,788	\$24,558	3.24%	\$24,558	\$25,861	5.30%
Operations & Maintenance Professional	\$65,668	\$67,823	3.28%	\$67,823	\$71,950	6.09%
Operations & Maintenance Technical/Clerical	\$25,940	\$26,888	3.65%	\$26,888	\$27,419	1.98%
School Board Member	\$4,386	\$4,639	5.77%	\$4,639	\$4,992	7.61%
Administration Administrative	\$68,343	\$68,991	0.95%	\$68,991	\$74,874	8.53%
Administration Technical/Clerical	\$36,362	\$36,629	0.73%	\$36,629	\$37,754	3.07%
Technology Professional	\$67,258	\$68,808	2.31%	\$68,808	\$71,305	3.63%
Technology Technical/Clerical	\$29,671	\$30,411	2.49%	\$30,411	\$32,563	7.08%
Technology Support Standard	\$37,598	\$39,705	5.60%	\$39,705	\$41,813	5.31%
School Based Clerical	\$26,371	\$29,092	10.32%	\$29,092	\$27,917	(4.04%)

# Nonpersonal Support Costs

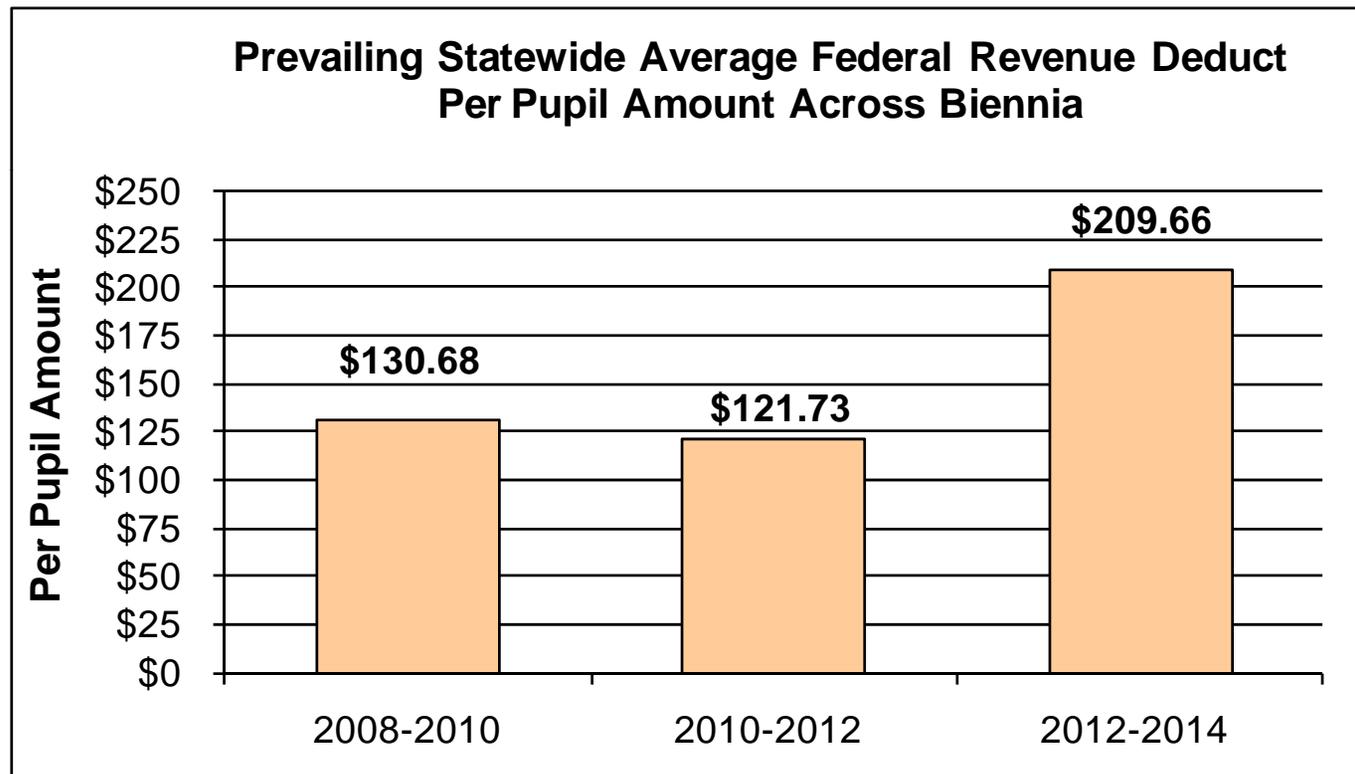
Update #	Update	FY 2013 State Cost	FY 2014 State Cost	2012-2014 Total
12	Update Base-Year Expenditures from Annual School Report to School Year 2009-10 for Nonpersonal Support Costs	\$55,958,854	\$55,518,772	\$111,477,626

## Comparison of *Prevailing* Nonpersonal Support Per Pupil Amounts Across Biennia: 2010-2012 to 2012-2014

Nonpersonal Support Category	2010-2012 Per Pupil Amount	2012-2014 Per Pupil Amount	Percent Variance	Nonpersonal Support Category	2010-2012 Per Pupil Amount	2012-2014 Per Pupil Amount	Percent Variance
Instructional Classroom	\$249.15	\$302.73	21.5%	Facilities	\$2.26	\$1.75	(22.4%)
Instructional Support	\$20.22	\$19.91	(1.5%)	Unemployment Insurance	\$2.15	\$5.64	162.5%
Principal's Office	\$9.14	\$8.20	(10.3%)	Worker's Compensation	\$24.06	\$26.35	9.5%
Administration	\$39.12	\$39.85	1.9%	Disability Insurance	\$1.19	\$1.01	(15.5%)
Attendance & Health	\$17.11	\$16.43	(4.0%)	Substitute Teachers	\$1,070.13	\$1,069.53	(0.1%)
Utilities	\$262.81	\$274.76	4.5%	Improvement	\$384.73	\$410.95	6.8%
Communication	\$31.64	\$33.06	4.5%	Technology	\$151.45	\$177.66	17.3%
Other Operations & Maintenance	\$191.98	\$196.19	2.2%	Insurance	\$30.99	\$30.29	(2.2%)
				Contingency Reserve	\$0.01	\$0.00	(100.0%)

# Federal Revenue Deduct

Update #	Update	FY 2013 State Cost	FY 2014 State Cost	2012-2014 Total
13	Update Federal Revenue Deduct from Support Costs	(\$35,126,656)	(\$35,070,795)	(\$70,197,451)



# Support Positions Cap

Update #	Update	FY 2013 State Cost	FY 2014 State Cost	2012-2014 Total
14	Update Support Positions Cap (Ratio of Instructional to Support Positions increased from 4.05 to 1 to 4.07 to 1)	(\$7,941,471)	(\$7,995,171)	(\$15,936,642)

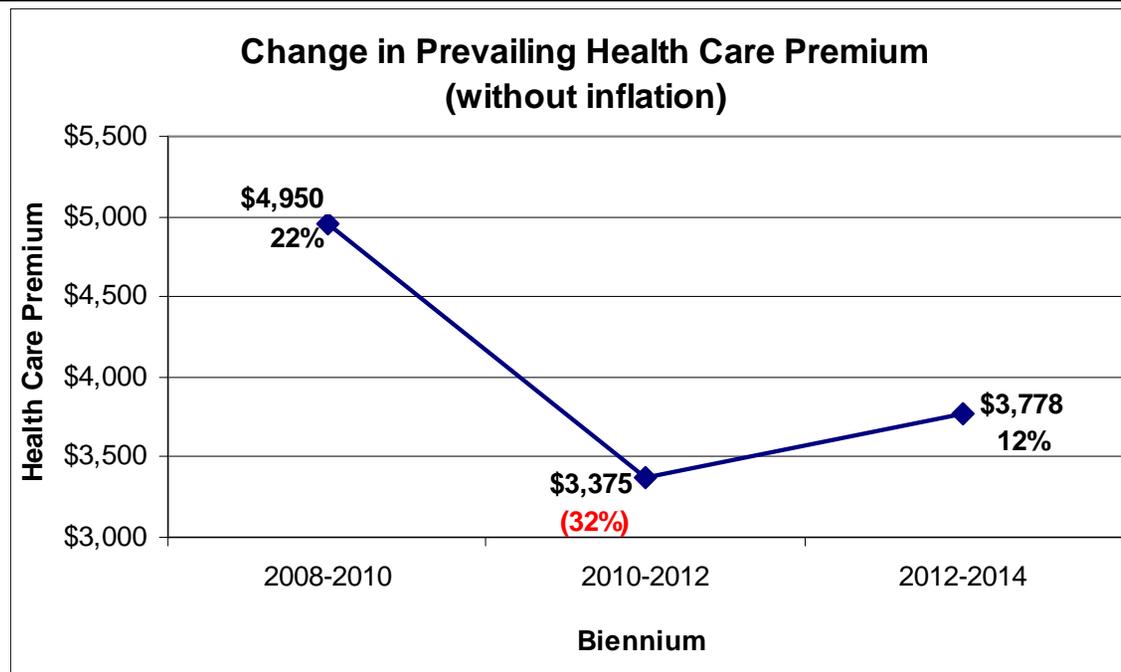
	CAPPED FY 2012 @ 4.05 to 1	CAPPED FY 2013 @ 4.07 to 1	CAPPED FY 2014 @ 4.07 to 1
<b>Funded SOQ Support Positions</b>			
Assistant Superintendent	176	175	175
Instructional Professional	2,152	2,103	2,115
Instructional Technical/Clerical	1,895	1,791	1,802
Attendance & Health Administrative	1,002	902	906
Attendance & Health Technical/Clerical	523	548	551
Operation & Maintenance Professional	252	258	260
Operation & Maintenance Technical/Clerical	8,746	8,623	8,669
Administration	590	602	604
Administration Technical/Clerical	1,524	1,454	1,461
Technology Professional	379	365	367
Technology Technical/Clerical	195	181	181
Technology Support Standard	1,221	1,222	1,230
School Based Clerical	3,675	3,829	3,850
<b>Total Funded SOQ Support Positions</b>	<b>22,329</b>	<b>22,054</b>	<b>22,170</b>

Note: The instructional to support position ratio used for the support position funding cap was rebenchmarked for the 2012-2014 biennium. The ratio changed from 4.05 to 1 for FY 2012 to 4.07 to 1 for the 2012-2014 biennium. The ratio is calculated by taking a three-year average of divisions' ASR instructional positions divided by ASR support positions and then calculating a statewide linear weighted average (LWA) ratio from the division ratios. The LWA ratio is then applied to the generated number of support positions to cap them at the instructional to support ratio. This represents the rebenchmarked cost update and not a permanent change in policy.



# Health Care Premium

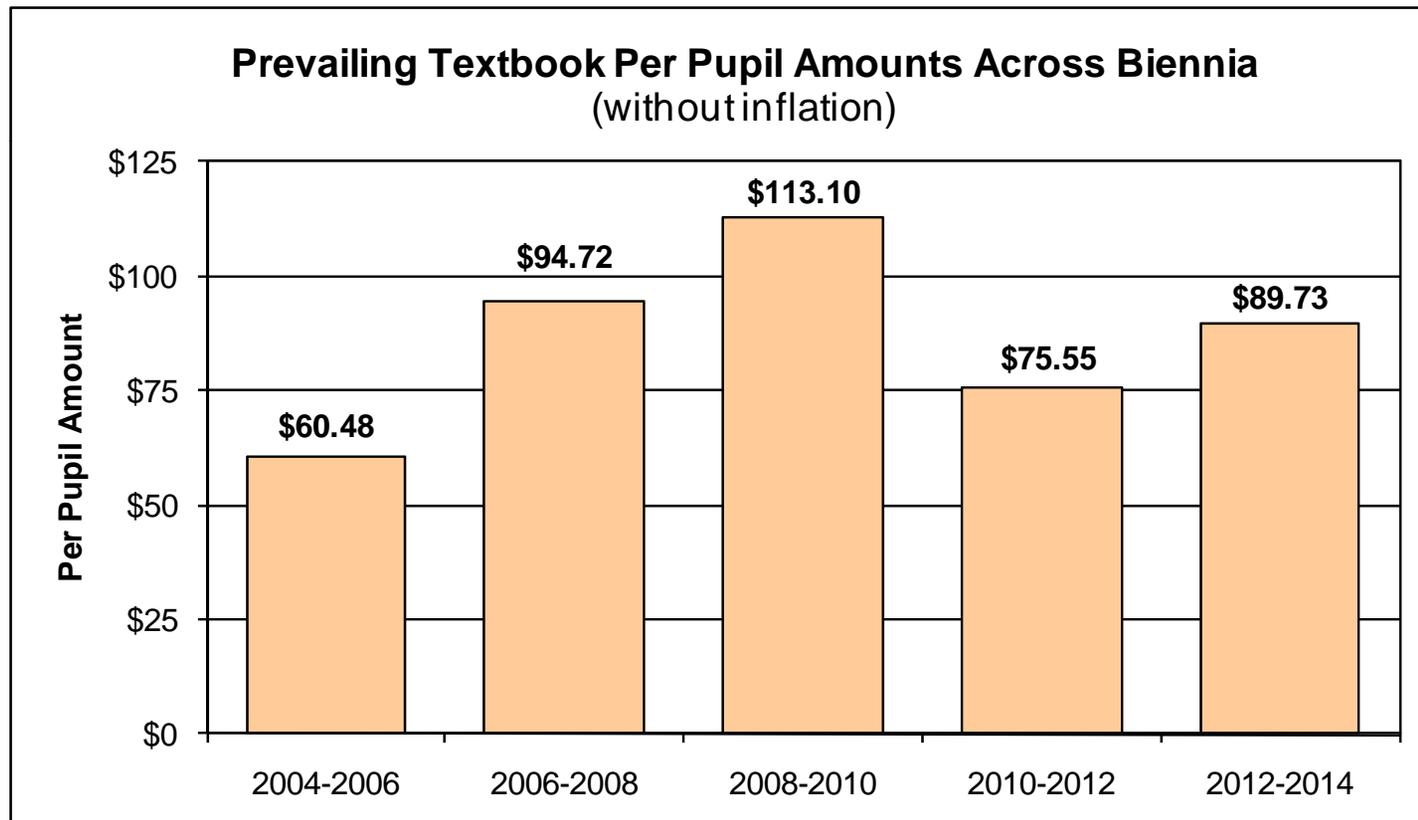
Update #	Update	FY 2013 State Cost	FY 2014 State Cost	2012-2014 Total
16	Update Prevailing Health Care Premium Per Position (without inflation)	\$25,193,055	\$25,036,289	\$50,229,344



**Note:** The 2009 General Assembly changed the methodology for calculating the funded health care premium, beginning with the 2010-2012 biennium, by weighting each division's annual employer-share health care premium used in the prevailing cost calculation according to the actual percentage of employees participating in each of the three general plan categories (employee, employee plus one, and family) and for actual overall employee participation.

# Textbook Expenditures

Update #	Update	FY 2013 State Cost	FY 2014 State Cost	2012-2014 Total
17	Update Prevailing Textbook Per Pupil Amount (without inflation)	\$33,361,926	\$33,459,604	\$66,821,530



# Inflation Factors

Update #	Update	FY 2013 State Cost	FY 2014 State Cost	2012-2014 Total
19	Update Nonpersonal Support Cost Inflation Factors	\$54,278,942	\$54,501,141	<b>\$108,780,083</b>

2012-2014 Inflation Factors Applied to Nonpersonal Support Costs in SOQ Model for the 2012-2014 Biennium							
Inflation Factor	2010-2012 Rates*	2012-2014 Rates	Percent Variance	Inflation Factor	2010-2012 Rates*	2012-2014 Rates	Percent Variance
<b>Instructional:</b>				<b>Operation &amp; Maintenance:</b>			
Classroom Instruction	0.00%	4.02%	4.02%	Utilities	0.00%	4.66%	4.66%
Instructional Support	0.00%	4.05%	4.05%	Communications	0.00%	3.47%	3.47%
Improvement	0.00%	4.18%	4.18%	Insurance	0.00%	3.90%	3.90%
Principal's Office	0.00%	4.08%	4.08%	Other	0.00%	3.90%	3.90%
<b>Miscellaneous:</b>				<b>Fixed Charges:</b>			
Administration	0.00%	4.09%	4.09%	Unemployment	0.00%	3.90%	3.90%
Attendance & Health	0.00%	4.04%	4.04%	Workers Comp.	0.00%	3.90%	3.90%
Facilities	0.00%	3.61%	3.61%	Disability Insurance	0.00%	3.90%	3.90%
<b>Textbooks</b>	0.00%	3.90%	3.90%	Other Benefits	0.00%	3.90%	3.90%
<b>Pupil Transportation</b>	0.00%	4.47%	4.47%	<b>Health Care Premium</b>	0.00%	3.43%	3.43%
				<b>Contingency Reserve</b>	0.00%	3.90%	3.90%

\* Note: The 2010-2012 budget adopted by the 2010 General Assembly removed funding for nonpersonal support cost inflation.

# 2012-2014 Rebenchmarking Summary

## Key Data Inputs that Decreased Costs Compared to FY12 Base:

- Special Education Child Counts
- CTE Course Enrollment
- Federal Revenue Deduct Per Pupil Amount
- Pupil Transportation
- Support Position Cap
- Division SOL Failure Rates

## Key Data Inputs that Increased Costs Compared to FY12 Base:

- Funded Instructional Salaries
- Funded Support Salaries
- Enrollment Projections
- Funded Nonpersonal Support Costs
- Free Lunch Eligibility
- Inflation Factors
- Health Care Premium
- Textbook Expenditures

# *Appendix A:*

## **State Cost of 2012-2014 Rebenchmarking by Direct Aid Account**

# Standards of Quality Accounts

Standards of Quality Accounts	FY 2012 Base State Cost (Chapter 890)	FY 2013 Updated State Cost*	FY 2012 to FY 2013 Variance	FY 2012 Base State Cost (Chapter 890)	FY 2014 Updated State Cost*	FY 2012 to FY 2014 Variance	2012-2014 Biennium Variance
Basic Aid	\$2,868,000,323	\$3,009,487,065	\$141,486,742	\$2,868,000,323	\$3,020,983,169	\$152,982,846	\$294,469,588
Sales Tax	\$1,162,300,000	\$1,162,300,000	\$0	\$1,162,300,000	\$1,162,300,000	\$0	\$0
Textbooks (General Fund)	\$550,476	\$36,288,748	\$35,738,272	\$550,476	\$36,394,982	\$35,844,506	\$71,582,778
Vocational Education	\$65,987,613	\$51,947,965	(\$14,039,648)	\$65,987,613	\$51,887,275	(\$14,100,338)	(\$28,139,986)
Gifted Education	\$31,060,898	\$31,850,284	\$789,386	\$31,060,898	\$31,954,158	\$893,260	\$1,682,646
Special Education	\$362,561,667	\$359,129,096	(\$3,432,571)	\$362,561,667	\$360,091,407	(\$2,470,260)	(\$5,902,831)
Prevention, Intervention and Remediation	\$69,431,627	\$83,106,596	\$13,674,969	\$69,431,627	\$83,052,621	\$13,620,994	\$27,295,963
VRS Retirement	\$159,588,656	\$162,809,675	\$3,221,019	\$159,588,656	\$163,286,286	\$3,697,630	\$6,918,649
Social Security	\$176,117,112	\$179,725,029	\$3,607,917	\$176,117,112	\$180,246,911	\$4,129,799	\$7,737,716
Group Life	\$6,478,763	\$6,555,820	\$77,057	\$6,478,763	\$6,574,511	\$95,748	\$172,805
<b>Standards of Quality SUB-TOTAL:</b>	<b>\$4,902,077,135</b>	<b>\$5,083,200,278</b>	<b>\$181,123,143</b>	<b>\$4,902,077,135</b>	<b>\$5,096,771,320</b>	<b>\$194,694,185</b>	<b>\$375,817,328</b>

\*Updated FY13 and FY14 State Costs Include Rebenchmarking.

# Incentive Accounts

Incentive Accounts	FY 2012 Base State Cost (Chapter 890)	FY 2013 Updated State Cost*	FY 2012 to FY 2013 Variance	FY 2012 Base State Cost (Chapter 890)	FY 2014 Updated State Cost*	FY 2012 to 2014 Variance	2012-2014 Biennium Variance
Compensation Supplements	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Governor's Schools	\$14,711,914	\$15,485,649	\$773,735	\$14,711,914	\$15,656,327	\$944,413	\$1,718,148
Clinical Faculty	\$318,750	\$318,750	\$0	\$318,750	\$318,750	\$0	\$0
Career Switcher Mentoring Grants	\$279,983	\$279,983	\$0	\$279,983	\$279,983	\$0	\$0
Special Education - Inservice	\$600,000	\$600,000	\$0	\$600,000	\$600,000	\$0	\$0
Special Education - Vocational Education	\$200,089	\$200,089	\$0	\$200,089	\$200,089	\$0	\$0
Composite Index Hold Harmless (General Fund)	\$14,560,612	\$0	(\$14,560,612)	\$14,560,612	\$0	(\$14,560,612)	(\$29,121,224)
At-Risk (General Fund)	\$0	\$68,151,966	\$68,151,966	\$0	\$79,105,052	\$79,105,052	\$147,257,018
Performance Pay Initiative	\$3,000,000	\$0	(\$3,000,000)	\$3,000,000	\$0	(\$3,000,000)	(\$6,000,000)
Supplemental Support for School Operating Costs	\$87,693,820	\$0	(\$87,693,820)	\$87,693,820	\$0	(\$87,693,820)	(\$175,387,640)
<b>Incentive SUB-TOTAL:</b>	<b>\$121,365,168</b>	<b>\$85,036,437</b>	<b>(\$36,328,731)</b>	<b>\$121,365,168</b>	<b>\$96,160,201</b>	<b>(\$25,204,967)</b>	<b>(\$61,533,698)</b>

\*Updated FY13 and FY14 State Costs Include Rebenchmarking.

# Categorical Accounts

Categorical Accounts	FY 2012 Base State Cost (Chapter 890)	FY 2013 Updated State Cost*	FY 2012 to FY 2013 Variance	FY 2012 Base State Cost (Chapter 890)	FY 2014 Updated State Cost*	FY 2012 to 2014 Variance	2012-2014 Biennium Variance
Adult Education	\$1,051,800	\$1,051,800	\$0	\$1,051,800	\$1,051,800	\$0	\$0
Adult Literacy	\$2,645,375	\$2,645,375	\$0	\$2,645,375	\$2,645,375	\$0	\$0
Virtual Virginia	\$2,356,908	\$2,356,908	\$0	\$2,356,908	\$2,356,908	\$0	\$0
American Indian Treaty Commitment	\$66,136	\$62,587	(\$3,549)	\$66,136	\$64,533	(\$1,603)	(\$5,152)
School Lunch	\$5,801,932	\$5,801,932	\$0	\$5,801,932	\$5,801,932	\$0	\$0
Special Education - Homebound	\$5,311,790	\$5,580,444	\$268,654	\$5,311,790	\$5,879,687	\$567,897	\$836,551
Special Education - Jails	\$4,065,031	\$3,749,945	(\$315,086)	\$4,065,031	\$4,010,337	(\$54,694)	(\$369,780)
Special Education - State Operated Programs	\$32,784,982	\$33,619,376	\$834,394	\$32,784,982	\$35,901,523	\$3,116,541	\$3,950,935
<b>Categorical SUB-TOTAL:</b>	<b>\$54,083,954</b>	<b>\$54,868,367</b>	<b>\$784,413</b>	<b>\$54,083,954</b>	<b>\$57,712,095</b>	<b>\$3,628,141</b>	<b>\$4,412,554</b>

\*Updated FY13 and FY14 State Costs Include Rebenchmarking.

# Lottery Funded Accounts (page 1 of 2)

Lottery Funded Accounts	FY 2012 Base State Cost (Chapter 890)	FY 2013 Updated State Cost*	FY 2012 to FY 2013 Variance	FY 2012 Base State Cost (Chapter 890)	FY 2014 Updated State Cost*	FY 2012 to 2014 Variance	2012-2014 Biennium Variance
Foster Care	\$11,280,189	\$12,271,550	\$991,361	\$11,280,189	\$13,348,047	\$2,067,858	\$3,059,219
Composite Index Hold Harmless (Lottery)	\$2,000,000	\$0	(\$2,000,000)	\$2,000,000	\$0	(\$2,000,000)	(\$4,000,000)
At-Risk	\$63,942,399	\$12,859,981	(\$51,082,418)	\$63,942,399	\$1,691,343	(\$62,251,056)	(\$113,333,474)
Virginia Preschool Initiative	\$65,104,439	\$107,270,427	\$42,165,988	\$65,104,439	\$108,420,423	\$43,315,984	\$85,481,972
Early Reading Intervention	\$13,409,571	\$13,827,350	\$417,779	\$13,409,571	\$13,852,302	\$442,731	\$860,510
Mentor Teacher	\$1,000,000	\$1,000,000	\$0	\$1,000,000	\$1,000,000	\$0	\$0
K-3 Class Size Reduction	\$74,777,373	\$77,135,890	\$2,358,517	\$74,777,373	\$76,984,472	\$2,207,099	\$4,565,616
School Breakfast Program	\$2,935,937	\$2,935,937	\$0	\$2,935,937	\$2,935,937	\$0	\$0
SOL Algebra Readiness	\$9,062,788	\$11,095,881	\$2,033,093	\$9,062,788	\$11,074,862	\$2,012,074	\$4,045,167
Regional Alternative Education	\$6,953,940	\$7,161,772	\$207,832	\$6,953,940	\$7,161,534	\$207,594	\$415,426

\*Updated FY13 and FY14 State Costs Include Rebenchmarking.

# Lottery Funded Accounts (page 2 of 2)

Lottery Funded Accounts	FY 2012 Base State Cost (Chapter 890)	FY 2013 Updated State Cost*	FY 2012 to FY 2013 Variance	FY 2012 Base State Cost (Chapter 890)	FY 2014 Updated State Cost*	FY 2012 to 2014 Variance	2012-2014 Biennium Variance
ISAEF	\$2,247,581	\$2,247,581	\$0	\$2,247,581	\$2,247,581	\$0	\$0
Special Education - Regional Tuition	\$76,011,161	\$75,249,812	(\$761,349)	\$76,011,161	\$81,027,586	\$5,016,425	\$4,255,076
Vocational Education - Categorical	\$10,400,829	\$10,400,829	\$0	\$10,400,829	\$10,400,829	\$0	\$0
NCLB/Education for a Lifetime	\$4,749,675	\$4,749,675	\$0	\$4,749,675	\$4,749,675	\$0	\$0
Project Graduation	\$2,774,478	\$2,774,478	\$0	\$2,774,478	\$2,774,478	\$0	\$0
Supplemental Basic Aid	\$869,466	\$722,867	(\$146,599)	\$869,466	\$697,643	(\$171,823)	(\$318,422)
English as a Second Language	\$39,960,785	\$43,920,456	\$3,959,671	\$39,960,785	\$46,159,188	\$6,198,403	\$10,158,074
Remedial Summer School	\$21,496,705	\$23,279,992	\$1,783,287	\$21,496,705	\$24,299,611	\$2,802,906	\$4,586,193
Textbooks (Lottery)	\$26,897,684	\$26,970,522	\$72,838	\$26,897,684	\$27,049,489	\$151,805	\$224,643
<b>Lottery SUB-TOTAL:</b>	<b>\$435,875,000</b>	<b>\$435,875,000</b>	<b>\$0</b>	<b>\$435,875,000</b>	<b>\$435,875,000</b>	<b>\$0</b>	<b>\$0</b>

\*Updated FY13 and FY14 State Costs Include Rebenchmarking.

# Supplemental Education

Supplemental Education	FY 2012 Base State Cost (Chapter 890)	FY 2013 Updated State Cost*	FY 2012 to FY 2013 Variance	FY 2012 Base State Cost (Chapter 890)	FY 2014 Updated State Cost*	FY 2012 to 2014 Variance	2012-2014 Biennium Variance
Career and Technical Education Resource Center	\$248,021	\$248,021	\$0	\$248,021	\$248,021	\$0	\$0
Jobs for Virginia Graduates	\$373,776	\$373,776	\$0	\$373,776	\$373,776	\$0	\$0
Project Discovery	\$619,650	\$619,650	\$0	\$619,650	\$619,650	\$0	\$0
Small School Division Assistance	\$145,896	\$145,896	\$0	\$145,896	\$145,896	\$0	\$0
Southside Virginia Regional Technology Consortium	\$58,905	\$58,905	\$0	\$58,905	\$58,905	\$0	\$0
Southwest VA Public Education Consortium	\$124,011	\$124,011	\$0	\$124,011	\$124,011	\$0	\$0
VA Career Education Foundation	\$31,003	\$31,003	\$0	\$31,003	\$31,003	\$0	\$0
Van Gogh Outreach Program	\$71,849	\$71,849	\$0	\$71,849	\$71,849	\$0	\$0
Virginia Teaching Scholarship Loan Program	\$708,000	\$708,000	\$0	\$708,000	\$708,000	\$0	\$0
National Board Certification Teacher Bonuses	\$4,970,000	\$4,970,000	\$0	\$4,970,000	\$4,970,000	\$0	\$0
Greater Richmond Area Scholarship Program (GRASP)	\$212,500	\$212,500	\$0	\$212,500	\$212,500	\$0	\$0
<b>Supplemental Education SUB-TOTAL:</b>	<b>\$7,563,611</b>	<b>\$7,563,611</b>	<b>\$0</b>	<b>\$7,563,611</b>	<b>\$7,563,611</b>	<b>\$0</b>	<b>\$0</b>

\*Updated FY13 and FY14 State Costs Include Rebenchmarking.

# Summary – All Direct Aid Accounts

State Direct Aid Account Category	FY 2012 <u>Base</u> State Cost (Chapter 890)	FY 2013 Updated State Cost*	FY 2012 to FY 2013 Variance	FY 2012 <u>Base</u> State Cost (Chapter 890)	FY 2014 Updated State Cost*	FY 2012 to 2014 Variance	2012-2014 Biennium Variance
Standards of Quality	\$4,902,077,135	\$5,083,200,278	\$181,123,143	\$4,902,077,135	\$5,096,771,320	\$194,694,185	\$375,817,328
Incentive	\$121,365,168	\$85,036,437	(\$36,328,731)	\$121,365,168	\$96,160,201	(\$25,204,967)	(\$61,533,698)
Categorical	\$54,083,954	\$54,868,367	\$784,413	\$54,083,954	\$57,712,095	\$3,628,141	\$4,412,554
Lottery	\$435,875,000	\$435,875,000	\$0	\$435,875,000	\$435,875,000	\$0	\$0
Supplemental Education	\$7,563,611	\$7,563,611	\$0	\$7,563,611	\$7,563,611	\$0	\$0
<b>State Direct Aid TOTAL COST*</b>	<b>\$5,520,964,868</b>	<b>\$5,666,543,693</b>	<b>\$145,578,825</b>	<b>\$5,520,964,868</b>	<b>\$5,694,082,227</b>	<b>\$173,117,359</b>	<b>\$318,696,184</b>

\*Updated FY13 and FY14 State Costs Include Rebenchmarking.

# Board of Education Agenda Item

Item: \_\_\_\_\_ P. \_\_\_\_\_

Date: July 28, 2011

**Topic:** Report on Virginia's Early Childhood Education Programs

**Presenter:** Ms. Cheryl Strobel, Associate Director for Early Childhood Programs, Office of Standards, Curriculum, and Instruction and Ms. Zelda Boyd, Director, Office of Early Childhood Development, Department of Social Services

**Telephone Number:** (804) 371-7578

**E-Mail Address:** cheryl.strobel@doe.virginia.gov

**Origin:**

- Topic presented for information only (no board action required)
- Board review required by
- State or federal law or regulation
- Board of Education regulation
- Other:
- Action requested at this meeting \_\_\_\_\_ Action requested at future meeting: \_\_\_\_\_

**Previous Review/Action:**

- No previous board review/action
- Previous review/action  
date April 27, 2006  
action The Board received a presentation on the status of Virginia's early childhood programs.

**Background Information:**

Over the last 15 years, the Commonwealth has significantly enhanced its early childhood efforts through systematic collaboration among several state agencies, foundations, and private stakeholder groups. On June 18, 2010, Governor McDonnell designated the Virginia Office of Early Childhood Development (OECD) as the lead agency responsible for the management of the State Advisory Council on Early Childhood Education and Care. The OECD is an interagency office that works to align early childhood programs, systems, and funding across multiple state agencies and departments. It is housed in the Department of Social Services.

A major milestone in Virginia's early childhood emphasis includes the 1995 General Assembly passage of the Omnibus Education Act (HB2542) and the Appropriation Act, which recognized a need for an early childhood initiative to serve four-year-old children who are at risk for school failure and not presently receiving services from the Head Start program. As a result of this legislation, the Virginia Preschool Initiative (VPI) began in FY 1996 with \$10.3 million appropriated by the 1995 General Assembly. Closely coordinating with this program, additional at-risk preschool students are being served through the following:

- Title I Preschool Programs, funded by Part A, of Title I of the *Elementary and Secondary Education Act of 1965* (ESEA), as amended by the *No Child Left Behind Act of 2001* (NCLB), P.L. 107-110;

- Early Childhood Special Education, Section 619 programs, legislated by the *Individuals with Disabilities Education Improvement Act of 2004*; and
- *Head Start Act*, 1981 (as amended by PL-103-218 and PL 105-285).

In 2007, the Commonwealth further enhanced its early childhood efforts by developing the following:

- Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds including standards in literacy, mathematics, science, history and social science, physical motor development, and personal and social development;
- Preschool Curriculum Rubric and Planning Tool; and
- Milestones of Child Development.

**Summary of Major Elements**

A presentation to the Board will outline the major early childhood efforts currently underway including the state’s infrastructure to coordinate the early childhood efforts, data on participation rates, funding descriptions, and successes to date.

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education receive the report.

**Impact on Resources:**

There is no impact on agency resources.

**Timetable for Further Review/Action:**

N/A



# Early Childhood Update

## Board of Education

**Mrs. Cheryl Strobel**

Associate Director of Early Childhood Education  
Virginia Department of Education

**Mrs. Zelda Boyd**

Director, Office of Early Childhood Development  
Virginia Department of Social Services

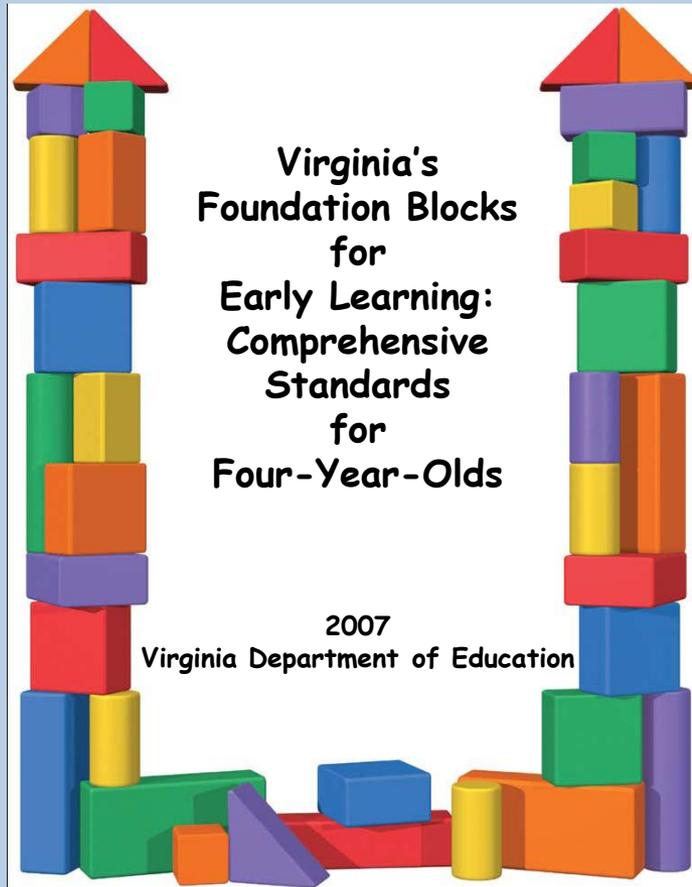
**July 28, 2011**

# Virginia Preschool Programs

<b>Administered by Virginia Department of Education</b>		<b>Administered by Federal Head Start Office</b>
<b>State Funded Programs</b>	<b>Federally Funded Programs</b>	<b>Federally Funded Programs</b>
Virginia Preschool Initiative (VPI)	Title I Preschool Programs	Head Start Programs
	Early Childhood Special Education	

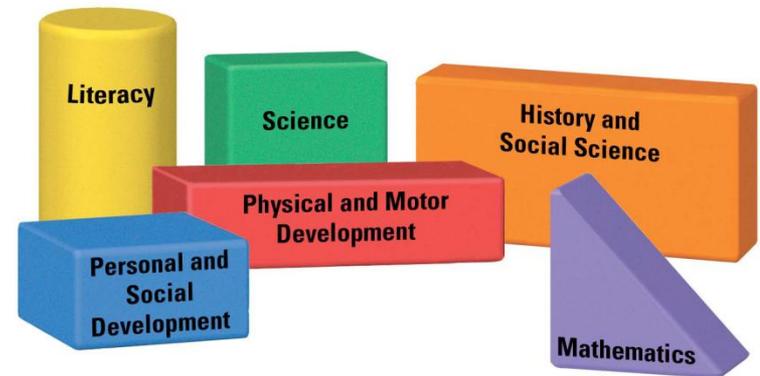


# Foundation Blocks and Rubric



## PRESCHOOL CURRICULUM REVIEW RUBRIC AND PLANNING TOOL

IN SUPPORT OF  
*VIRGINIA'S FOUNDATION BLOCKS OF EARLY LEARNING*  
[HTTP://WWW.PEN.K12.VA.US/VDOE/INSTRUCTION/ELEM\\_M/FOUNDATIONBLOCKS.PDF](http://www.pen.k12.va.us/vdoe/instruction/elem_m/foundationblocks.pdf)



VIRGINIA DEPARTMENT OF EDUCATION  
PREPARED BY THE OFFICE OF ELEMENTARY INSTRUCTIONAL SERVICES  
July 2007



# Virginia Preschool Initiative Funding

- In 1994, the General Assembly appropriated \$10.3 million for the VPI program to begin in FY 1996. Funding has gradually increased to support more at-risk four-year-olds. By FY 2006, 100 percent of unserved at-risk four-year-olds were funded. In FY 2011, \$60.5 million was allocated for the VPI program.
- The funding methodology adopted by the General Assembly uses the estimated number of four-year-olds eligible for Free Lunch as the proxy for at-risk four-year-olds. The estimated number of unserved at-risk four-year-olds is calculated by applying each locality's free lunch eligibility rate to the total estimated number of four-year-olds and subtracting the number of children being served by Head Start. State funding is provided based on the state share of \$6,000 per eligible child. The local share of cost is capped at 50 percent.



# Virginia Preschool Initiative

**The Virginia Preschool Initiative** uses state funds to serve four-year-olds who are at-risk for school failure and not presently receiving services from Head Start.

Provides programs for at-risk four-year-old children that include:

- Quality preschool education
- Health services
- Social services
- Parental involvement
- Transportation



# Virginia Preschool Initiative

## Program Requirements

- Address the learning needs of young children
- Limit the group size to 18
- Require a child/staff ratio of 9:1
- Hire qualified staff
- Require a minimum of half day services
- Provide for staff development
- Plan for home-school communication
- Address assessment procedures



# Virginia Preschool Initiative Selection Criteria for Children

Local plans must indicate student selection criteria.  
Some examples include:

- Poverty
- Homeless
- English language learners
- Family stress



# Virginia Preschool Initiative

## Participation Levels in Virginia

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012 est.
Number of localities:	136	136	136	136	136
Number of localities eligible for funding:	124	124	125	127	127
Number of participating localities:	105	112	112	113	114
Number of eligible, but not participating localities:	19	12	13	14	13
Number of localities not eligible:	12	12	11	9	9
Number of eligible children based on funding formula:	18,929	20,705	21,072	23,177	23,443
Number of participating children:	13,125	14,569	14,944	15,881	16,719



# Virginia Preschool Initiative

## Reasons for Nonparticipation or Partial Use of Slots

- Local Match
- Insufficient space
- Minimal number of students eligible for the program by state allocation formula, resulting in a program that may not be cost effective



# Evidence of Benefits of VPI Participation

- VPI funded program attendance is beneficially associated with a reduced likelihood of repeating kindergarten.
- In terms of literacy skills, attending a VPI–funded program showed a beneficial association for all students.
  - Effect is maintained through first grade for Blacks and Hispanics, and students with disabilities.

*Differential Effects of Preschool: Evidence in Virginia Early Childhood Research Quarterly-Curry School of Education  
(Francis L. Huang, Marcia A. Invernizzi, E. Allison Drake - April 2011)*

- Analysis of preschool and kindergarten literacy Phonological Awareness Literacy Screening (PALS) results showed a strong association between VPI participation and PALS scores.
- More than 91 percent of principals surveyed said that the positive effects of students' participation in preschool continue through at least first grade.

*Joint Legislative Audit and Review Commission (JLARC) Findings 2007*



# Title I

**Title I Preschool Programs** use federal funds to improve the teaching and learning of children in high-poverty schools and enable children to meet challenging academic content and performance standards.

2010-2011	
Participating School Divisions	45
Participating Schools	123
Participating Students	4,522



# Early Childhood Special Education

**Early Childhood Special Education Programs** use federal funds to provide special education services for children ages three to five.

Attending a Regular Early Childhood Program	10,600
Separate Special Education Class	4,641
Separate School	73
Residential Facility	12
Home	528
Service Provider Location	1,227
<b>TOTAL</b>	<b>17,081</b>

*Source: December 1, 2010 Child Count Service Setting Options*



# Head Start Programs

**Head Start and Early Head Start** are comprehensive child development programs that serve children from birth to age five.

2010-2011	
Number of Head Start Grantees	48
Participating students in Virginia	16,706
Head Start State Budget	\$102 million

***Head Start Impact Study and Follow-up, 2000–2011***

[http://www.acf.hhs.gov/programs/opre/hs/impact\\_study/](http://www.acf.hhs.gov/programs/opre/hs/impact_study/)

***Understanding the Head Start Impact Study***

[http://developingchild.harvard.edu/index.php/resources/briefs/evaluation\\_science\\_briefs/](http://developingchild.harvard.edu/index.php/resources/briefs/evaluation_science_briefs/)



# State Approved Strategies for Leveraging Funds and Increasing Participation

- Single Point of Entry
- Braided Funding
- Blended Classrooms



# Phonological Awareness Literacy Screening (PALS – K)

## Percentage of Economically Disadvantaged Kindergarten Students Identified in Fall for Reading Intervention Services by Preschool Experience

<b>PreK Experience*</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>VPI</b>	12%	12%	10%	11%
<b>Coordinated Programs (e.g., VPI and Title I, Early Childhood Special Education and Title I)</b>	18%	14%	15%	11%
<b>No PreK</b>	41%	38%	37%	37%

\*Based on data reported to VDOE by school divisions

University of Virginia, PALS Office, July, 8, 2011



# PALS PreK Developmental Ranges

## Percentage of Students Within or Above Expected Fall and Spring Developmental Range

	VPI			Coordinated program, including VPI			Title I			Head Start		
	Fall	Spring	Dif.	Fall	Spring	Dif.	Fall	Spring	Dif.	Fall	Spring	Dif.
<b>Name Writing</b>	46%	94%	+48%	45%	92%	+47%	44%	97%	+53%	38%	83%	+45%
<b>Alphabet Recognition – Upper case</b>	40%	89%	+49%	43%	87%	+44%	33%	89%	+56%	34%	73%	+39%
<b>Beginning Sound Awareness</b>	45%	89%	+44%	51%	89%	+38%	47%	91%	+44%	44%	80%	+36%
<b>Print and Word Awareness</b>	34%	86%	+52%	36%	85%	+48%	34%	88%	+54%	35%	76%	+41%
<b>Rhyme</b>	43%	87%	+44%	46%	86%	+40%	48%	88%	+40%	43%	80%	+37%
<b>Nursery Rhyme Awareness</b>	43%	91%	+48%	32%	86%	+54%	48%	92%	+44%	41%	83%	+42%

*Phonological Awareness Literacy Screening for Preschool 2009-2010  
Technical Report of Annual Screening Results*



# Virginia's Integrated Data System

## Project Child HANDS

(Helping Analyze Needed Data Securely)

The purpose of Project HANDS is to build a statewide system for the integration of child-level data records, using a federated-process, in a secure and de-identified manner for the purposes of creating longitudinal data sets for policy analysis and program evaluation.

<http://www.childhands.org/>



# Virginia's Definition of School Readiness

School readiness describes the capabilities of children, families, schools and communities. No one component stands alone.

- Ready Children
- Ready Families
- Ready Schools
- Ready Communities

[http://www.doe.virginia.gov/instruction/early\\_childhood/school\\_readiness/index.shtml](http://www.doe.virginia.gov/instruction/early_childhood/school_readiness/index.shtml)



# Office of Early Childhood Development (OECD)

- A unit at the Department of Social Services within the Division of Child Care and Early Childhood Development
- Staffs the Virginia Early Childhood Advisory Council
- Staffed by a director, professional consultants, and administration support
- Funded by federal Administration for Children and Families State Advisory Council Grant dollars and the Child Care and Development Fund
- Works in collaboration with the Departments of Education, Health, and Medical Assistance Services



# Goals of OECD

- To recognize and expand opportunities for high-quality early childhood development for Virginia's children.
- To strengthen relationships among state agencies and between state and private partners.
- To enhance communication and increase awareness of early childhood issues within the Commonwealth.
- To provide opportunities for partners to develop a unified agenda around early childhood issues and sustain state leadership of early childhood efforts.



# Early Childhood Advisory Council (ECAC)

- To ensure statewide coordination and collaboration among the wide array of early childhood programs and services in the State.
- To advance the goal of integrated services to young children and families.
- To make effective use of funds available to facilitate the development or enhancement of high-quality systems of early childhood education and care designed to improve school preparedness, by developing or enhancing programs and activities consistent with the statewide strategic plan.



# ECAC Composition

- The Head Start Reauthorization legislation states that the Council shall include the State Director of Head Start Collaboration and “to the maximum extent possible” should include representation from the following:
  - The state education agency;
  - The state agency overseeing child care;
  - Local education agencies;
  - Institutions of Higher Education;
  - Local providers of early childhood education;
  - Head Start Agencies, including Indian Head Start and migrant and seasonal programs;
  - The state agency responsible for IDEA, part C;
  - The state agency responsible for children’s mental health and health care; and
  - In addition, the Governor may make discretionary appointments.



# Structure and Workgroups

## Early Childhood Advisory Council

Ad Hoc  
Committees

Needs &  
Resource  
Assessment  
Subcommittee

Collaboration  
& Coordination  
Subcommittee

Data Systems  
Subcommittee

Professional  
Development  
Subcommittee

Sustainability  
Subcommittee



# Milestones of Child Development



[www.dss.virginia.gov/family/cc/publications.cgi](http://www.dss.virginia.gov/family/cc/publications.cgi).



# Smart Beginnings

- Smart Beginnings is a network of locally operated coalitions.
- [The Virginia Early Childhood Foundation](#) provides leadership and funding to the regional initiatives.
- Coalitions work toward the same statewide goal with solutions they determine based on each region's needs.



# Virginia Star Quality Initiative (VSQI)

- VSQI is a voluntary system to assess, improve, and communicate the level of quality in early care and education settings.
- A pilot was implemented in 2007.
- Over 300 center based programs and 75 family child care homes are participating in the Family Childcare Demonstration project in 2011.



# Race To The Top-Early Learning Challenge

The purpose of the grant is to support states in their efforts to build an integrated early childhood system.

## Absolute Priorities

- Use of early learning standards and kindergarten entry assessments.
- Use of a tiered quality rating and improvement system.

## Competitive Priorities

- Include all early learning programs in the tiered quality rating system.

## Invitational Priorities

- Sustaining program effects into early elementary grades.
- Encouraging private sector support.



# For More Information

- Dr. Linda Wallinger, Assistant Superintendent for Instruction  
(804) 225-2034 or [Linda.Wallinger@doe.virginia.gov](mailto:Linda.Wallinger@doe.virginia.gov)
- Dr. Mark Allan, Director, Office of Standards, Curriculum, and Instruction  
(804) 786-3925 or [Mark.Allan@doe.virginia.gov](mailto:Mark.Allan@doe.virginia.gov)
- Mrs. Cheryl Strobel, Associate Director of Early Childhood Education,  
Office of Standards, Curriculum, and Instruction  
(804) 371-7578 or [Cheryl.Strobel@doe.virginia.gov](mailto:Cheryl.Strobel@doe.virginia.gov)
- Mrs. Zelda Boyd, Director, Office of Early Childhood Development, Virginia  
Department of Social Services  
(804) 726-7616 or [Zelda.Boyd@dss.virginia.gov](mailto:Zelda.Boyd@dss.virginia.gov)

