Virginia Board of Education Agenda Item

Agenda Item: **Date:** May 23, 2013

Title	Final Review of Proposal to Establish the following Governor's Health Sciences Academies: 1) Albemarle County Public Schools Governor's Health Sciences Academy; 2) Chesterfield County Public Schools Governor's Health Sciences Academy; 3) Cumberland County Public Schools Superintendents' Region 8 Governor's Health Sciences Academy; 4) Fairfax County Public Schools Governor's Health Sciences Academy at Falls Church High School; and 5) Fairfax County Public Schools Governor's Health Sciences Academy at West Potomac High School.		
Presenter	Ms. Lolita B. Hall, Director, Office of Career and Technical Education Services		
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Purpose of Presentation:
Other initiative or requirement. Specify below:
Final Review of the Proposals to Establish the following Governor's Health Sciences Academies: 1) Albemarle County Public Schools Governor's Health Sciences Academy; 2) Chesterfield County Public Schools Governor's Health Sciences Academy; 3) Cumberland County Public Schools Superintendents' Region 8 Governor's Health Sciences Academy; 4) Fairfax County Public Schools Governor's Health Sciences Academy at Falls Church High School; and 5) Fairfax County Public Schools Governor's Health Sciences Academy at West Potomac High School.

Previous Review or Action:
Previous review and action. Specify date and action taken below:
Date: April 25, 2013
Action: First Review

Action Requested:
Final review: Action requested at this meeting.

Alignment with Board of Education Goals: Please indicate (X) all that apply:

X	Goal 1: Accountability for Student Learning
	Goal 2: Rigorous Standards to Promote College and Career Readiness
X	Goal 3: Expanded Opportunities to Learn
	Goal 4: Nurturing Young Learners
	Goal 5: Highly Qualified and Effective Educators
	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

Background Information and Statutory Authority:
Goal 1: The Academy must meet rigorous criteria established by the Board of Education under the Governor's Science, Technology, Engineering, and Mathematics Academy Program. Students progress in academic and technical knowledge and skills; and their employability knowledge and skills are monitored and measured annually to ensure successful transition to college and career.

Goal 3: The Academy is designed to expand options for students' health science literacy and other critical knowledge, skills, and credentials that will prepare them for high-demand, high-wage and high-skill health sciences careers in Virginia.

On September 7, 2012, the Virginia Department of Education announced planning/implementation grants in the amount of $10,000 each for establishment of Governor's Health Sciences Academies in the eight superintendents' regions. The Governor's Health Sciences Academy shall consists of partnerships of one or more public school divisions or multiple schools within a school division, healthcare institutions, business and industry, and higher education institutions; and offer rigorous academic content with career and technical instruction. The Academy must include specialty programs within the five career pathways.

Health Sciences Career Cluster

Career Pathways	General Description
Therapeutic Services	Care and treat patients to improve their health over time. Counsel patients and provide them the tools needed to live a healthier and problem-free lifestyle.
Diagnostic Services	Use tests and evaluations to aid in the detection, diagnosis and treatment of diseases, injuries or other physical conditions.
Health Informatics	Manage health care agencies by overseeing all patient data, financial information and technological applications to health care processes and procedures.
Support Services	Assist health care professionals with a range of administrative and maintenance duties to ensure that the health care environment is maintained.
Biotechnology Research and Development	Discover new treatments and medical technologies to improve human health and advance the overall health science field.

At least two of the health sciences career pathways must be implemented initially. The remaining three pathways must be fully articulated and implemented within the next three years. Also, the Academy must agree to participate in the Governor's Exemplary Standards Award Program.

As required by the Board of Education, the State Council of Higher Education for Virginia (SCHEV) has reviewed the attached proposals and recommends that the Board approve each proposal. Staff members of the Virginia Department of Education (VDOE) have reviewed the proposal in the context of the established criteria. An executive summary of the proposal is in Attachment A. Attachment B is the report from the review by SCHEV and Attachment C is the report from the review by the VDOE. Attachment D is the complete proposal.

Currently, there are two Governor's Health Sciences Academies in Virginia. They are as follows: 1) Divisionwide model, located at Bethel High School, Hampton City Public Schools; and 2) Regional model, located at Warwick High School, Newport News City Public Schools and Bruton High School, York County Public Schools.

Summary of Important Issues:

1) Proposal to Establish the Albemarle County Public Schools Governor's Health Sciences Academy

The proposed Albemarle County Public Schools Governor's Health Sciences Academy will be located at Monticello High School. It will be available to students in all high schools within Albemarle County and when fully implemented it will have the capacity to enroll 200 students, grades 9-12. To enhance learning experiences for students, the Academy has established extensive partnerships with Charlottesville/Albemarle Technical Education Center, University of Virginia, University of Virginia Healthcare System, University of Virginia School of Medicine, University of Virginia Innovations, Piedmont Virginia Community College, Martha Jefferson Hospital, Virginia Biotechnology Association, Defense Intelligence Agency, Albemarle County Economic Development, Hemoshear, Phthisis Diagnostics, Afton Scientific, Orange Family Physicians, and Charlottesville Sedation Dentistry.

Beginning in 2013-14, the career pathway programs for Biotechnology Research and Development and Therapeutic Services will be implemented. The three additional pathway programs will be implemented in subsequent years: Health Informatics in 2014-15; Diagnostic Services in 2015-16; and Support Services in 2016-17.

The curriculum is designed to prepare students for health-related programs leading to bachelor's degrees, two-year associate degrees, apprenticeships, and employment. The health sciences pathways plans of study (Appendix C) will provide the core academic, technical, and employability skills, and credentials necessary for successful transition to postsecondary education and careers such as dentistry, nursing, pharmacy, emergency medicine, radiology, and infection control. Students will engage in case study work, as well as participate in job shadowing, internships, and clinical experiences. Students will explore core content with technology through integrated projects, and focused learning experiences. The curriculum delivery will include dual enrollment and advanced placement coursework.

Data from the Virginia Employment Commission supports the need for the Academy. Short-term and long-term projections in the healthcare industry indicate a great increase in need for health-related occupations in the Charlottesville Metropolitan Statistical Area Community Profile. Projected job growth in several healthcare fields is expected to increase by 26 percent for registered nurses, dentists, physical therapists, pharmacists, and optometrists.

2) Proposal to Establish the Chesterfield County Public Schools Governor's Health Sciences Academy

The Chesterfield proposed Academy is a multi-campus model located at the Chesterfield Technical Center, Cosby High School, and Monacan High School. This model combines resources from the high schools' Health Science Specialty Center Programs at the high schools with the health science offerings at the technical center to provide students selected from the 10 high schools in the division opportunities in a broad range of programs within the five career pathways. The Academy will have the capacity to enroll 400 students, grades 9-12.

The proposed Chesterfield County Public Schools Governor's Health Sciences Academy has established partnerships with Chippenham-Johnston Willis Medical Center, Virginia Commonwealth University, John Tyler Community College, Virginia Tech, ECPI, Bon Secours Sports Medicine, Sheltering Arms Hospital, St. Francis Hospital, St. Mary's Hospital, Memorial Regional and Richmond Community Hospital, Central Virginia Health Planning Agency, Brandermill Woods

Retirement Facility, West End Orthopedic, Medical College of Virginia and Wauford Group.

Beginning in 2013-14, the Academy will offer the pathway plans of study for Diagnostic Services and Therapeutic Services. In 2014-15, the Health Informatics, Support Services, and Biotechnology Research and Development pathways will be fully implemented.

The health sciences pathways plans of study (Appendix C) will provide rigorous academic, technical, and employability skills, and credentials necessary for students' successful transition to postsecondary education and careers. Based on students' career interest, the articulated plans of study will provide the foundational skills and work-based experiences that lead to careers in dentistry, nursing, physical and occupational therapy, sports medicine, biotechnologies in medicine and forensics, and medical systems administration.

The 2010-2011 edition of the Bureau of Labor Statistics Career Guide to Industries reports the health care field will generate 3.2 million new wage and salary jobs between 2008 and 2018. The rate of employment in health care is expected to be approximately 22 percent versus 11 percent for all other industries combined.

The proposed Chesterfield County Public Schools Governor's Health Sciences Academy is poised to address this need in central Virginia and will be a valuable resource to prepare students to pursue health care careers to meet the Commonwealth's demand.

3) Proposal to Establish the Cumberland County Public Schools Superintendents' Region 8 Governor's Health Sciences Academy

The proposal for Superintendents' Region 8 Governor's Health Sciences Academy consists of partnerships among the counties of: Cumberland, Amelia, Brunswick, Buckingham, Charlotte, Greensville, Halifax, Lunenburg, Mecklenburg, Nottoway, and Prince Edward; and Southside Virginia Community College, Piedmont Health District, and South Central Workforce Investment Board Region. The Academy's secondary academic and career and technical courses will be offered in each of the participating school divisions and the postsecondary courses, including dual enrollment courses, will be offered at Southside Virginia Community College. The Academy will have the capacity to enroll 200 students, grades 9-12. Beginning in 2013-14, the Academy will implement the Therapeutic Services and Health Informatics Services pathways. In 2014-15, the Biotechnology Research and Development, Diagnostic Services, and Support Services Pathways will be implemented.

The health sciences pathways plans of study (Appendix C) will provide the core academic, technical, and employability skills, and credentials necessary for successful transition to postsecondary education and careers in respiratory therapy, nursing, medical laboratory technology, radiology technology, therapeutic massage therapy; health care data analysis, and dietary and food service in health care institutions.

According to the Virginia Community College System Community Profile from the Virginia Employment Commission, updated on February 21, 2013, of the 50 largest employers in Southside Virginia, nine are either hospitals or nursing homes. The same profile shows the healthcare occupations are the fourth largest among new hires by the industry and the eighth highest, 9.8 percent, in turnover. In Region 8, currently there are 93,531 workers in health care who are 55 and older and will be retiring soon. The Virginia Employment Commission predicts that an additional

35.4 percent of health care and social assistance workers will be needed by 2020.

4) Proposal to Establish the Fairfax County Public Schools Governor's Health Sciences Academy at Falls Church High School

According to the U.S. Bureau of Labor Statistics, the health sector employment is projected to increase to nearly 18.3 million jobs in 2020. Greater than one million of these jobs will be in the Northern Virginia area. It is imperative that high school students be exposed to the health sciences as a means of increasing knowledge and experiences that may lead to postsecondary degrees in the health care fields, thus helping to meet the demands of Virginia's work force.

Falls Church High School offers one of six academy programs within Fairfax County Public Schools. Currently, the Falls Church High School Academy offers two health sciences career pathways, Therapeutic Services and Diagnostic Services. The proposed Fairfax County Public Schools Governor's Health Sciences Academy will combine these two pathway offerings with the three additional pathways to offer students a wider range of programs within the cluster.

Beginning in 2013-14, the Governor's Health Sciences Academy will offer Health Informatics along with Therapeutic Services and Diagnostic Services; Support Services in 2014-15; and Biotechnology Research and Development in 2015-16. The Governor's Health Sciences Academy will be available to students from 25 high schools and will have the capacity to enroll 300 students, grades 10-12. During the initial school year (2013-2014) applications will be accepted for 145 students.

The Governor's Health Sciences Academy has established an extensive network of healthcare professionals, business and industry, and postsecondary education institutions partners that will provide extended learning opportunities for students through industry tours, job shadow experiences, internships with industry partners specializing in high-tech professions, access to highly ranked medical facilities as well as federal government facilities located close to Fairfax schools. The Academy partners include: Fairfax County Public Schools, Annandale Chamber of Commerce, Falls Church Chamber of Commerce, George Mason University – Department of Nursing, Northern Virginia Community College, Howard University College of Dentistry, University of Maryland School of Dentistry, Virginia Commonwealth University - School of Pharmacy, American Association of Colleges of Pharmacy, Association of American Medical Colleges—Aspiring Docs Program, Inova Health System, Capital Caring (hospice & palliative care), Wise Hospice Options, Walgreens Pharmacy, U.S. Department of Homeland Security--Secret Service, County of Fairfax, VA (Fairfax County Police Department, Fairfax County Fire and Rescue Department, Fairfax County Sheriff's Office), Arlington County Fire Department, Sterling Fire and Rescue, Occoquan-Woodbridge-Lorton Fire and Rescue, James Madison Fire and Rescue, Virginia Tech Fire and Rescue, Prince William County Fire and Rescue – Paramedics, International Association of Fire Fighters, Falls Church Early Childhood Class Based Special Education Center, Northern Virginia Dental Clinic, Mission of Mercy–Northern Virginia Dental Association, Donate Life Virginia, Patterson Dental, and Pace Dental.

The health sciences pathways plans of study (Appendix C) will provide rigorous academic, technical, and employability skills, and credentials necessary for students' successful transition to postsecondary education and careers. Considering students' career interest, the articulated plans of study will provide the foundational skills and work-based experiences that lead to careers in dentistry, nursing, pharmacy, emergency medical services, medical laboratory technology, health care administration, environmental services, and research in biotechnologies and nuclear medicine.

Highly specialized equipment for the health career specialty programs in dentistry, nursing, and pharmacy is available to enable students' clinical laboratory practice in a safe and supervised learning environment. Opportunities are available for virtual and simulated experiences to further enhance learning. Co-curricular participation in the Health Occupations Student Association (HOSA) provides leadership skills, service learning experiences, networking, and other professional learning opportunities for students.

5) Proposal to Establish the Fairfax County Public Schools Governor's Health Sciences Academy at West Potomac High School.

West Potomac High School offers one of six academy programs within Fairfax County Public Schools. Currently, the West Potomac High School Academy offers two health sciences career pathways, Therapeutic Services and Diagnostic Services. The proposed Fairfax County Public Schools Governor's Health Sciences Academy will combine these two pathway offerings with the three additional pathways to offer students a wider range of programs within the cluster.

Beginning in 2013-14, the Governor's Health Sciences Academy will offer Health Informatics along with Therapeutic Services and Diagnostic Services; Support Services in 2014-15; and Biotechnology Research and Development in 2015-16. The Governor's Health Sciences Academy will be available to students from 26 high schools and five centers and will have the capacity to enroll 375 students, grades 10-12. During the initial school year (2013-2014) applications will be accepted for 175 students.

The proposed Governor's Health Sciences Academy at West Potomac High School has established extensive partnerships among: Fairfax County Public Schools, Northern Virginia Community College Medical Education Campus, Howard University College of Dentistry, Virginia Commonwealth University School of Pharmacy, Columbia University College of Dental Medicine, University of Maryland School of Dentistry, Virginia Dental Association, Inova Health System, Capital Caring Hospice and Palliative Care, and Walgreens. The full-time career experience specialist coordinates with the Academy faculty, students, local business and industry, government, postsecondary education partners to provide students a range of work-based learning experiences from pediatrics to geriatrics, and varying degrees of health/wellness stages from home to other healthcare environments.

The health sciences pathways plans of study (Appendix C) will provide rigorous academic, technical, and employability skills, and credentials necessary for students' successful transition to postsecondary education and careers in dentistry, pharmacy, occupational therapy and/physical therapy, medical laboratory technology, and research in biotechnologies. Co-curricular participation in the Health Occupations Student Association (HOSA) provides leadership skills, service learning experiences, networking, and other professional learning opportunities for students.

The proposed Governor's Health Sciences Academy at West Potomac High School will provide programs that prepare students for postsecondary education and/or entry into high-demand careers in Northern Virginia.

Impact on Fiscal and Human Resources:
Funding for implementation must be provided at the local level.

Timetable for Further Review/Action:
The proposed beginning date is school year 2013-14 for the following:

1) Proposal to Establish the Albemarle County Public Schools Governor's Health Sciences Academy
2) Proposal to Establish the Chesterfield County Public Schools Governor's Health Sciences Academy
3) Proposal to Establish the Cumberland County Public Schools Superintendents' Region 8 Governor's Health Sciences Academy
4) Proposal to Establish the Fairfax County Public Schools Governor's Health Sciences Academy at Falls Church High School
5) Proposal to Establish the Fairfax County Public Schools Governor's Health Sciences Academy at West Potomac High School

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Board of Education approve the proposals to establish a Governor's Health Sciences Academy for the following:

1) Albemarle County Public Schools Governor's Health Sciences Academy
2) Chesterfield County Public Schools Governor's Health Sciences Academy
3) Cumberland County Public Schools Superintendents' Region 8 Governor's Health Sciences Academy
4) Fairfax County Public Schools Governor's Health Sciences Academy at Falls Church High School
5) Fairfax County Public Schools Governor's Health Sciences Academy at West Potomac High School

Albemarle County Public Schools

Governor's Health Sciences Academy
Executive Summary
April 2, 2013

Partnership: Albemarle County Public Schools, Charlottesville/Albemarle Technical Education Center, University of Virginia, University of Virginia Healthcare System, University of Virginia School of Medicine, University of Virginia Innovations, Piedmont Virginia Community College, Martha Jefferson Hospital, Virginia Biotechnology Association, Defense Intelligence Agency, Albemarle County Economic Development, Hemoshear, Phthisis Diagnostics, Afton Scientific, Orange Family Physicians, and Charlottesville Sedation Dentistry.

Lead/Fiscal Agent: Albemarle County Public Schools

Lead Contact Person:
Katina Dudley, Director
Governor's Health Sciences Academy
Monticello High School
1400 Independence Way
Charlottesville, VA 22902
434 244-3100 ext. 61122
kdudley@k12albemarle.org

Academy Locations: Monticello High School

Number Students: The Governor's Health Sciences Academy will have the capacity to enroll 200 students, grades 9-12. During the initial school year (2013-2014) applications will be accepted for 70-75 students.

Career Pathways:
Biotechnology Research and Development (2013-2014)
Therapeutic Services (2013-2014)
Health Informatics (2014-2015)
Diagnostic Services (2015-2016)
Support Services (2016-2017)

Academy Goals and Description: The overall goals of the Governor's Health Sciences Academy are to provide expanded options for students' health science literacy and other critical knowledge, skills, and credentials that will prepare them for high-demand, high-wage, and high-skills health sciences careers in Virginia.

Specific Governor's Health Sciences Academy objectives include:

- Improve academic achievement of students in the Academy;
- Increase completion of dual enrollment courses;
- Provide work-based experiences for students through strong partnerships with businesses and health care institutions;
- Increase high school graduation rates;
- Reduce dropout rates; and
- Increase enrollment and retention in postsecondary education.

Program Highlights:

As a result of participating in the Governor's Health Sciences Academy, students will:

- Gain a deeper understanding of the skills and knowledge incorporated in their health science fields of study;
- Benefit from specialized, project-based courses which develop critical-thinking, problem-solving, and decision-making skills, preparing them for the 21st century world;
- Acquire greater communication and collaborative skills;
- Develop workplace readiness skills;
- Receive opportunities to earn industry certifications preparing them to be more competitive in the work force and when applying to advanced training schools or postsecondary institutions;
- Obtain meaningful hands-on experiences in their career pathway studies; and
- Benefit from opportunities for internships, mentorships, clinical, and cooperative experiences, providing the student with an advantage when entering postsecondary education and/or the workplace.

The State Council of Higher Education for Virginia

Review of Governor's STEM Academy Proposal

Name of Lead Entity on Proposal: *Albemarle County Public Schools*

Date of Review: May 8, 2013

The State Council of Higher Education for Virginia recommends approval of: *Governor's Health Sciences Academy at Monticello High School*

Peter Blake
Director

5/8/13
Date

Virginia Department of Education
Governor's Health Sciences Academy
Planning Grant
Proposal Review Checklist

For

Albemarle County Public Schools

Governor's Health Sciences Academy

Virginia Department of Education
Governor's Academy for Health Sciences
Planning Grant Proposal Review Checklist

I. Partnership Capacity

Partnerships desiring to implement a Governor's Academy for Health Sciences 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 regional K-12 education (superintendents or designee), higher education, healthcare agencies, 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 the 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 Academy for Health Sciences to broaden the scope of students' educational experiences.			X	Agreements have been established. Applicant indicates the MOA will be provided prior to the second review.
D. A statement of assurances that the Governor's Academy for Health Sciences Planning Committee has reviewed provisions of *Administrative Procedures Guide for the Establishment of Governor's Academies for Health Sciences* and agrees to follow the guidelines set forth in the document (see appendix).	X			

Criteria	Documentation			Comments
	Full	Partial	None	
E. A statement of assurances that an ongoing Governing Board will be established to reflect current Board of Education regulations relative to jointly operated schools and programs (see appendix).				N/A
Comments:				

II. Need/Rationale for the Academy

Partnerships desiring to implement a Governor's Academy for Health Sciences 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 Academy for Health Sciences, including need at the state, regional, and local levels.	X			
B. A description of the enhanced or additional offerings in health sciences as well as in career and technical education that will meet the need described above.	X			
C. A fiscal agent that is a school division, including a certification that the division is willing and able to serve in that capacity.	X			
Comments:				

III. Program Description

Each regional Governor's Academy for Health Sciences planning committee shall develop cooperatively with at least two or more school divisions, business and industry, community, healthcare agencies, and higher education partners and have available for review and dissemination, a program description.

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

Criteria	Documentation			Comments
	Full	Partial	None	
1. Rigorous academic content with career and technical instruction.	X			
2. For year one of implementation, at least two of the five pathways for health sciences are well articulated and fully developed and available to students. The remaining three pathways must be fully articulated and implemented within the next three years.	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 career readiness curriculum for a particular health science career pathway.	X			
5. Incorporation of *Virginia's Workplace Readiness Skills for the Commonwealth*.	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 work-based 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 career readiness 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			
10. Increase the number of graduates employed in high-wage, high-demand and high-skill careers.		X		Provide documentation pertaining to how this will be measured.
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. Curriculum design including CTE and academic;	X			
5. List of courses to be delivered;				
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:

Evidence	Documentation			Comments
	Full	Partial	None	
		X		A request has been submitted to the Governor's Exemplary Standards Award Program director to be included in the next cycle of program reviews.
Comments:				

E. Program and course descriptions:

E.1. For year one of implementation, at least two of the five well-articulated career pathways in health sciences must be available for students. The remaining three health sciences pathways must be implemented within the next three years.

Each of the five health science pathways must meet the following criteria:

Criteria	Documentation			Comments
	Full	Partial	None	
Pathway #1 – Therapeutic Services				
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, bachelors and graduate levels.	X			
b. Must be in a high demand health science field identified by a statewide authority or organization, such as the Virginia Economic Development Partnership as a strategic growth area for Virginia, or	X			
c. Must address regional and local work force demand in high-wage, high-skill occupations as identified by employers and work force officials.	X			
d. This career pathway should drive the innovative capacity of the region and/or state.	X			
Comments:				

Criteria	Documentation			Comments
	Full	Partial	None	
Pathway #2 – Diagnostic Services				
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, bachelors and graduate levels.	X			
b. Must be in a demanded health science field identified by a statewide authority or organization, such as the Virginia Economic Development Partnership as a strategic growth area for Virginia, or	X			
c. Must address regional and local work force demand in high-wage, high-skill occupations as identified by employers and work force officials.	X			
d. This career pathway should drive the innovative capacity of the region and/or state.	X			
Comments:				

Criteria	Documentation			Comments
	Full	Partial	None	
Pathway #3 – Health Informatics				
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, bachelors and graduate levels.	X			
b. Must be in a demanded health science field identified by a statewide authority or organization, such as the Virginia Economic Development Partnership as a strategic growth area for Virginia, or	X			
c. Must address regional and local work force demand in high-wage, high-skill occupations as identified by employers and work force officials.	X			
d. This career pathway should drive the innovative capacity of the region and/or state.	X			
Comments:				

Criteria	Documentation			Comments
	Full	Partial	None	
Pathway #4 – Support Services				
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, bachelors and graduate levels.	X			
b. Must be in a demanded health science field identified by a statewide authority or organization, such as the Virginia Economic Development Partnership as a strategic growth area for Virginia, or	X			
c. Must address regional and local work force demand in high-wage, high-skill occupations as identified by employers and work force officials.	X			
d. This career pathway should drive the innovative capacity of the region and/or state.	X			
Comments:				

Criteria	Documentation			Comments
	Full	Partial	None	
Pathway #5 – Biotechnology Research and Development				
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, bachelors and graduate levels.	X			
b. Must be in a demanded health science field identified by a statewide authority or organization, such as the Virginia Economic Development Partnership as a strategic growth area for Virginia, or	X			
c. Must address regional and local work force demand in high-wage, high-skill occupations as identified by employers and work force officials.	X			
d. This career pathway should drive the innovative capacity of the region and/or state.	X			
Comments:				

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

Requirement for 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; **or**	X			
b. Earn at least nine transferable college credits as defined in the Early College Scholars program (includes dual enrollment, AP and other options); **or**	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**			N/A	
b. Internships; **or**	X			
c. Job Shadowing; **or**	X			
d. Mentorships; **or**	X			
e. Project-based learning; **or**	X			
f. Service learning; **or**			N/A	
g. A combination of the above.				
Comments:				

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

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

G. Assurance from the fiscal agent that on-going operating funds and facilities are available to support the Governor's Academy for Health Sciences and are adequate to meet the needs of the program.

Evidence	Documentation			Comments
	Full	Partial	None	
	X			

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

Evidence	Documentation			Comments
	Full	Partial	None	
	X			

I. A brief description of the proposed program, 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	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 Academy for Health Sciences must develop and maintain procedures developed cooperatively with participation partners. There should be evidence of procedures in the seven areas that follow:

A. Partnerships – The role of business and industry, public school divisions, health science related agencies, and postsecondary institutions in the partnership, and where appropriate, should include the role of work force and economic development entities.

Evidence	Documentation			Comments
	Full	Partial	None	
	X			
Comments:				

B. Student recruitment, selection criteria, and admissions.

Evidence	Documentation			Comments
	Full	Partial	None	
	X			
Comments:				

C. Code of student conduct and attendance.

Evidence	Documentation			Comments
	Full	Partial	None	
	X			
Comments:				

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

Evidence	Documentation			Comments
	Full	Partial	None	
	X			Students zoned outside of the Monticello High School district will provide own transportation.
Comments:				

E. Staff recruitment, selection, and assignment – The Governor's Academy for Health Sciences 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.

Evidence	Documentation			Comments
	Full	Partial	None	
	X			
Comments:				

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

Evidence	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 employment Academy personnel.

Evidence	Documentation			Comments
	Full	Partial	None	
	X			
Comments:				

H. Parent, student and community involvement

Criteria	Documentation			Comments
	Full	Partial	None	
1. Preparation for entering the Academy should begin by eighth grade.	X			
2. Students, parents, teachers, and school counselors should work collaboratively to: a. Complete career interest inventories;	X			
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 health science pathway; and	X			
e. Discuss available diplomas, seals and other recognitions including admission to specialized programs such as Governor's Academies.	X			
Comments:				

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

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

Albemarle County Public Schools

Governor's Health Sciences Academy

Monticello High School

Health and Medical Sciences Academy
HMSA

Governor's Health Sciences Academy
Monticello High School

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I. Partnership Capacity

The proposed Monticello High School Governor's Health Sciences Academy will be established to provide opportunities for all students enrolled in Albemarle County Public Schools (ACPS). Students will apply to the Academy, and if they are accepted, they will enroll as students at Monticello High School and complete coursework required for graduation from the Governor's Health Sciences Academy. The Academy is established to provide opportunities for all students enrolled in the school division. They will attend the Academy and participate in course offerings offered at Monticello for the remaining coursework required for graduation.

An Advisory Board composed of educational professionals, community partners, and parents will convene bimonthly throughout the planning stages for the Academy. The Planning Committee will meet weekly and as needed throughout the planning stages of the Academy.

This proposal incorporates rigorous academic content with Career and Technical Education courses and consists of partnerships with:

- The University of Virginia Healthcare System
- Martha Jefferson Hospital
- The University of Virginia
- Piedmont Virginia Community College
- Charlottesville/Albemarle Technical Education Center
- Virginia Biotechnology Association
- Defense Intelligence Agency
- Biotechnology businesses
- Private healthcare businesses.

(See Appendix A –Advisory Board and Planning Committee Signed Documents)

The Advisory Board and Planning Committee members' experiences, career roles, and personal understanding of specific healthcare skills and knowledge will provide the best guidance of, and opportunities for, students' success at the Monticello High School Governor's Health Sciences Academy.

The Planning Committee for the Monticello High School Governor's Health Sciences Academy has reviewed the provisions of the Administrative Procedures Guide for the Establishment of a Governor's Health Sciences Academy and agrees to follow the guidelines set forth in the document. (See Appendix B-Statement of Assurances)

Monticello High School will partner with middle schools and high schools within Albemarle County. Students enrolled in the Albemarle County School system are eligible to apply to the Governor's Health Sciences Academy.

II. Need/Rationale for the Academy

WHY a Health and Medical Sciences Academy?

Data from the United States Department of Labor – Bureau of Labor Statistics - show health care is one of the fastest growing occupations that will generate 3.2 million new wage and salary jobs between 2008 and 2018. Data from the Virginia Employment Commission show short-term and long-term projections in the healthcare industry that indicate a great increase in need for health-related occupations in the Charlottesville Metropolitan Statistical Area Community Profile alone. Projected job growth in several healthcare fields is expected to increase and they include: registered nurses by 26 percent, dentists, physical therapists, pharmacists, and optometrists. Several reasons for this increase include the aging of baby boomers and the need for the increasing use of medicine and insurance companies' coverage. Long-term projections in the Charlottesville area show an increase of 23.67 percent (8,104 job openings) in Healthcare Practitioner & Technical Occupations; additionally, an increase of 39.99 percent (4,478 job openings) in Health Support Occupations between 2008 and 2018. Student interest at Monticello High School, according to the results obtained from PSAT data for the Class of 2013 indicates that 57 out of 228 students are interested in pre-health professions to include pre-med, nursing, sports medicine, physical therapy, pre-vet, etc.

The Health and Medical Sciences Academy began operation in August 2012 and serves students interested in exploring health science career opportunities. The curriculum, which delivers a foundation for both postsecondary education and work force readiness in health-related professions, is technology-focused, using case studies, integrated projects and internships to enrich learning. The division supports the need for the Academy. As our population ages and with the expansion of access to medical care, health and medical care professions not only will be a source of employment, but also for high quality medical care delivery. Our designation as a regional Governor's Health Services Academy recognizes the visionary work being done in our classrooms and laboratories and the importance of our mission to the community.

General Information:

The Academy is designed to revolutionize the way health and medical sciences will be taught in the future. Our goals include (1) exciting students at elementary and middle school levels about health and medical science as a profession, (2) increasing student exposure to a broader range of career opportunities in health and medical science-this is about much more than becoming a medical doctor, (3) exploring anatomy and physiology in order to prepare students for the rigors of collegiate anatomy and physiology course, and (4) providing opportunities for preparation and practice via clinical rotations and internships. Students enrolled in the Academy will engage in lessons and activities that will provide opportunities for students to demonstrate workplace readiness skills for the Commonwealth. These "soft skills" learned will be essential for student success in clinical rotations and internships. The importance of a strong industry participation

would be to help shape curriculum, drive professional skills to make students' work force ready, and provide case studies and internships.

This unique Academy will offer integrated curriculum and opportunities for individualized points of access to curriculum offered at Monticello High School. Once students select their career pathway, students will be provided with instructional opportunities that prepare them for the challenges they will face after high school graduation. Students will participate in engaging learning opportunities that support critical thinking, problem solving, teamwork, and lifelong learning. Students will engage in case study work, as well as participate in job shadowing and clinical opportunities.

Albemarle County Public Schools will serve as the fiscal agent. The school division has multiple high schools and the Governor's Health Sciences Academy is established for students from across Albemarle County. Ongoing operating funds and facilities are available to support the Governor's Health Sciences Academy and are adequate to meet the needs of the program.

III. Program Description

A. A statement of program goals

The Monticello High School Governor's Health Sciences Academy's mission will be to empower students to use 21st century skills while exploring health science career opportunities. The program will provide students a foundation for postsecondary education or work force readiness in certified health-related professions. Students will explore core content with technology through integrated projects, case studies, and focused learning experiences.

Students will gain the knowledge and skills they need to succeed in technologically rich workplaces by learning how to work in teams, communicate effectively, and apply the principles of science, technology, engineering, mathematics, and health care. Students will choose specific career pathways in health sciences: Therapeutic Services, Diagnostic Services, Health Informatics, Support Services, and Biotechnology Research and Development. (See Appendix C-Individualized High School Plans.)

The Monticello High School Governor's Health Science Academy is designed to give students in ninth through twelfth grades the opportunity to explore several career paths while incorporating *Virginia's Workplace Readiness Skills for the Commonwealth*. Career pathways are designed to prepare students from programs leading to bachelor's degrees, two-year associate's degrees, apprenticeships, and employment. For the 2012-13 academic year, the Health and Medical Sciences Academy at Monticello High School enrolled 25 students; in the 2013-14 academic year, the proposed Governor's Health Sciences Academy will enroll an additional 75 students by year four. By working with our various partnerships, our goal is to provide well-trained workers to support the recruitment of new businesses and industries to Virginia and the Albemarle County area and to meet the needs of existing business and industry.

Course Sequence

Students enrolled in the Governor's Health Sciences Academy will participate in the following courses/opportunities.

Career Pathway	9th Grade	10th Grade	11th Grade	12th Grade
Therapeutic Services	Principles of Biomedical Sciences (8379) Health 9 Biology Biotechnology Foundations (9050)	Human Body Systems (8380) Chemistry	Medical Terminology (8383) and/or DE or AP Psychology	Internship
Diagnostic Services	Principles of Biomedical Sciences (8379) Health 9 Biology Biotechnology Foundations (9050)	Human Body Systems (8380) Chemistry	Medical Terminology (8383) and/or DE or AP Psychology	Internship and/or Research Project
Health Informatics	Principles of Biomedical Sciences (8379) Health 9 Biology Biotechnology Foundations (9050)	Human Body Systems (8380) Chemistry	Medical Terminology (8383) and/or DE or AP Psychology	Internship/Cooperative Education and/or DE Principles of Information Systems, ITE 120 (6669)
Support Services	Principles of Biomedical Sciences (8379) Health 9 Biology Biotechnology Foundations (9050)	Human Body Systems (8380) Chemistry	Medical Terminology (8383) and/or DE or AP Psychology	DE Principles of Information Systems, ITE 120 (6669)
Biotechnology Research and Development	Principles of Biomedical Sciences (8379) Health 9 Biology Biotechnology Foundations (9050)	Human Body Systems (8380) Chemistry	DE or AP Psychology and/or Research Project Statistics	Internship or Research Project AP Biology and/or AP Chemistry AP Calculus

Related Industry Certifications

Students will have the opportunity to earn industry certifications in the following career clusters:

Therapeutic Services:

Dental Assisting Assessment (NOCTI)
Radiation Health Safety
Infection Control
Emergency Medical Technician
Virginia Pharmacy Technician
Certified Nursing Assistant I
Virginia's Workplace Readiness Skills for the Commonwealth

Diagnostic Services:

Dental Assisting Assessment (NOCTI)
Radiation Health Safety
Infection Control
Virginia's Workplace Readiness Skills for the Commonwealth

Health Informatics:

Virginia Pharmacy Technician
Virginia's Workplace Readiness Skills for the Commonwealth

Support Services:

Dental Assisting Assessment (NOCTI)
Radiation Health Safety
Infection Control
Virginia Pharmacy Technician
Virginia's Workplace Readiness Skills for the Commonwealth

Biotechnology Research and Development:

Virginia's Workplace Readiness Skills for the Commonwealth

B. A statement of program objectives and performance measures

1. Improve student academic achievement.

Program objectives to meet criteria

a. Establish a community of learners
b. Create common Mustang Morning time for remediation and/or enrichment for all Academy students
c. Provide tutoring before and/or after school
d. Increase communication between teachers/counselors/administration of Academy students

Performance measure(s)

a. Evaluate longitudinal data of Academy students within each academic year and throughout next four years
b. Compare achievement data of students within the Academy to students with similar demographics outside of the Academy
c. Students enrolled in the Academy will earn grades at a C or higher and will maintain a GPA of 2.5 or higher

2. Increase completion of dual enrollment courses.

Program objectives to meet criteria

a. Establish rigor to prepare students for the COMPASS test
b. Partnership with Piedmont Virginia Community College will enhance the curriculum and increase college readiness

Performance measure(s)

a. Increase the number of postsecondary credits earned through dual enrollment and Advanced Placement courses by five percent over the next four years

3. Provide work-based learning experiences for students through strong partnerships with businesses.

Program objectives to meet criteria

a. Establish placements for Academy students to participate in mentorship, internship, and/or job shadowing experiences during their junior and/or senior year
b. Establish research opportunities for students.

Performance measure(s)

a. Ensure that 100 percent of students participate in work-based learning experiences, through strong partnerships with businesses and organizations.

4-5. Increase high school graduation rates/Reduce dropout rates.

Program objectives to meet criteria

a. Create career-oriented curriculum to show the importance of education and make connections between the curriculum and the career
b. Continue to meet individual needs of students to provide additional support required to encourage and engage students
c. Increase exposure to various careers.

Performance measure(s)

a. Increase our school's high school graduation rate by five percent over the next five years
b. Reduce the school's high school dropout rate by five percent over the next five years.

6-8. Increase enrollment and retention in postsecondary education/Increase the proportion of students completing a college and career readiness curriculum in high school/Reduce the proportion of students requiring remediation in college.

Program objectives to meet criteria

a. Enroll students in higher-level coursework through dual enrollment and/or Advanced Placement courses
b. Enroll students in courses required to complete general education requirements for PVCC
c. Enroll students in CTE courses which lend themselves to career pathways in order to make strong connections between instruction and careers
d. Monitor student achievement and provide academic support to Academy students when necessary
e. Foster partnership with PVCC.

Performance measure(s)

a. Increase the proportion of students completing a college and career curriculum in high school by increasing enrollment and completion rates annually by five percent in specified career pathway courses.

9. Increase the number of industry certifications awarded to high school students.

Program objectives to meet criteria

a. Provide opportunities for training to increase student performance on industry assessments
b. Administer industry certification assessments.

Performance measure(s)

a. Ensure that 100 percent of Academy students receive and pass industry certification assessments.

10. Increase the number of graduates employed in high-wage, high-demand, and high-skill health sciences careers.

Program objectives to meet criteria

a. Expose students to various careers in health sciences
b. Provide mentors from the community to assist students with career plans and provide an understanding of the various opportunities.

Performance measure(s)

a. Increase the number of Academy graduates employed in high-wage, high-demand, and high-skill careers; prior to graduation, students will complete a survey to indicate postsecondary plans and career interests.
b. Use the results from the Weldon Cooper Center CTE survey as an indicator for Academy graduates employed in high-wage, high-demand and high-skill careers. This information will indicate to the division whether or not the hiring of graduates for such careers has risen. The division will be involved with the state's longitudinal data system.

C. A brief description of the proposed program

Governor's Health Sciences Academy

Site Location: Monticello High School, 1400 Independence Way, Charlottesville, VA 22902

Number of students to be served: Students will apply to the Academy during their eighth-grade year. Students will enroll in the Academy during their ninth-grade year. The proposed Governor's Health Sciences Academy will serve 70-75 students in 2013-14. Each year following, the Academy will serve an additional 50 students, with full enrollment during the 2017-18 academic year of 200 students.

Grade level: The Academy will serve students in grade 9-12.

Curriculum Design: Sample plans of study are included in Appendix C. Upon completion of high school coursework, students will earn credits in Career and Technical Education, dual enrollment or Advanced Placement courses, and other academic coursework required by the Virginia Department of Education. Students will have an opportunity to earn two or more industry certifications and nine or more transferable college-level credits. Coursework is designed to prepare students for postsecondary education and regional work force demands in high-wage, high-skill occupations as identified by data from the Virginia Employment Commission, Weldon Cooper Center for Public Service, and Governor's Health Sciences Academy planning committee and advisory board. Students will participate in career interest surveys to determine career pathway courses.

List of courses to be delivered:

Students may complete study in the following courses in the Monticello High School Governor's Health Sciences Academy: Biology, Principles of Biomedical Science (8379), Health 9, Biotechnology Foundations (9050), Chemistry, Human Body Systems (8380), dual enrollment or AP Psychology, dual enrollment Microbiology, dual enrollment Medical Terminology, AP Biology and/or AP Chemistry.

Course Descriptions:

- **Integrated Principles of Biomedical Sciences (8379), Health 9 , and Biology (4310)**
  The course curriculum is integrated and will explore content from the core areas through the lens of Health and Medical Sciences. The goal of this course is to provide an opportunity for students to pursue their interests and prepare for a career in health and medical sciences. Students will be exposed to various professions in the health care field, participate in field trips and case studies as they explore opportunities of interest. Students are taught concepts of human physiology, medical innovation, water contamination, public health issues, molecular biology, and forensic autopsy. Students complete an independent project as a culminating activity.
- **Biotechnology Foundations (9050)**
  Students gain foundational knowledge and skills appropriate for health and medical research including a variety of medical-related career paths in the field of medical technology. Students will address problems that can be tested using the scientific method. The scientific method is an inquiry process used to systematically study, investigate, and provide explanations for observed phenomenon in the natural world. Students are introduced to diagnostic and therapeutic laboratory procedures that support medical research and practice, and investigate safety, quality assurance, and ethical concerns associated with the field of medical technology.
- **Human Body Systems (8380)**
  Students explore the human body systems of communication, power, and movement. To do this, students are taught the body's components, tissues, molecules, and cells, as well as concepts of homeostasis and body system defenses. Students will complete case studies, participate in field trips and will continue to explore career opportunities in Health and Medical Sciences.
- **Chemistry (4410)**
  Students are introduced to basic chemical concepts including composition of matter, atomic structure, periodic table, chemical bonding, formulas and equations, reacting quantities, gas laws, and acid base theory. The investigative skills used by practicing scientists are emphasized. This course is taught through the lens of medical science in order to further familiarize students to new opportunities of interest.
- **AP Psychology (2900)**
  This course provides an introduction to the psychological topics and principles taught in an introductory psychology class at the college level. Specific topics addressed include: the biological bases of behavior, sensation and perception, states of consciousness; learning, memory, and intelligence; language development; motivation and emotion; human development; personality theory; social psychology abnormal psychology and

methods of therapy; current issues; and applications of the discipline. Emphasis will be placed on reading and writing, evaluating and conducting research, and completing independent projects.

- **Dual Enrollment Principles of Psychology (PSY 200)**
  This course surveys the basic concepts of psychology. The course covers the scientific study of behavior, behavioral research methods, and analysis and theoretical interpretations. Included are topics that cover physiological mechanisms, sensation/perception, motivation, learning, personality, psychopathology, therapy, and social psychology. This course fulfills general education requirements for students interested in earning their Associate of Applied Science Degree in Diagnostic Medical Sonography at PVCC.
- **Dual Enrollment Developmental Psychology (PSY 230)**
  This course allows students the opportunity to study the development of the individual from conception to death. The course follows a life-span perspective on the development of the person's physical, cognitive, and psycho-social growth. This course fulfills general education requirements for students interested in earning their Associate of Applied Science Degree in Nursing at PVCC.
- **Dual Enrollment English 111/112**
  This college-level course develops the students' ability to write and read effectively for study, work, and pleasure. Students read prose, fiction, drama, and poetry. They also compose essays, letters, abstracts, annotations, and other nonfiction prose. Emphasis is placed on short narrative works. Students work extensively in each area of the writing process and learn to employ writing conventions while developing individual voice and style. Students write extensively, with emphasis on response to literature and writing for a variety of audiences and purposes. Through these writing experiences, students synthesize information, develop individual voice and style, and better understand literary technique.
- **AP Biology (4340)**
  The AP Biology course is designed to be the equivalent of the general biology course usually taken during the first college year. For some students, this course enables them to undertake, in their first year, second-year work in the biology sequence at their institution or to register in courses in other fields where general biology is a prerequisite. For other students, the AP Biology course fulfills the laboratory science requirement and frees time for other courses.
- **AP Chemistry (4440)**
  The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. For some students, this course enables them to undertake, in their first year, second-year work in the chemistry sequence at their institution or to register in courses in other fields where general chemistry is a prerequisite. For other students, the AP Chemistry course fulfills the laboratory science requirement and frees time for other courses.
- **AP English (1196)**
  This highly rigorous course concentrates on reading and analyzing historical material, weighing historical evidence and interpretation, and synthesizing and evaluating information in analytical writing. Students study American literary eras, reading from a variety of disciplines and contexts. They compose for a variety of purposes and

audiences. Reading and writing experiences help students understand the concepts of communication, individual development and identity, aesthetics, and universality.

- **AP English (1195)**
  This highly rigorous course is conducted much like a college seminar, and therefore it requires high-quality work in and out of class. Students read works of literature analytically and critically, and they respond with increasing sensitivity and discrimination of language. Essays focus on literary analysis but students have some opportunity to practice creative writing.
- **AP Calculus (3177)**
  This course is concerned with developing the student's understanding of the concepts of calculus and providing experience with its methods and application. It emphasizes a multi-representational approach to calculus with concepts, results, and problems being expressed geometrically, numerically, analytically, and verbally. Technology is used regularly by students to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results.
- **AP Statistics (3192)**
  Topics for the course are grouped around four themes – exploratory analysis, planning a study, probability, and statistical inference. Within each theme, the topics stress statistical thinking and use of technology, primarily the graphing calculator and computers with appropriate software.
- **Dual Enrollment Microbiology (NAS 185)**
  This course allows students the opportunity to survey microorganisms, presenting their characteristics and activities as related to health and disease. Students will participate in hands-on laboratory activities. This course fulfills general education requirements for students interested in earning their Associate of Applied Science Degree in Nursing at PVCC.
- **Dual Enrollment Medical Terminology (8383)**
  This course is designed to help students learn health care language. Topics are presented in order beginning with each body system's anatomy and physiology and progressing through pathology, diagnostic procedures, therapeutic interventions, and finally pharmacology. Students learn concepts, terms, and abbreviations for each topic.
- **Dual Enrollment Sports Medicine 1 (7686)**
  This course provides students with the basic concepts and skills required for careers in sports medicine such as athletic training, physical therapy, medical physician, exercise physiology, and occupational therapy. It introduces students to topics such as injury prevention, nutrition, first aid/CPR/AED, exercise physiology, and biomechanics. Students study basic human anatomy and physiology, medical terminology, legal and ethical issues in sports medicine, and career preparation.
- **Dual Enrollment Sports Medicine 2 (7687)**
  This course continues the studies of Sports Medicine 1. Students learn advanced concepts and skills required for careers in sports medicine.

Description of how/where courses will be delivered: Courses for students enrolled in the Governor's Health Sciences Academy may take place at one of the following locations: Monticello High School (offering dual enrollment and Advanced Placement courses as well as

various courses in CTE), Charlottesville/Albemarle Technical Center, Piedmont Virginia Community College, and/or the University of Virginia. Online courses may be options for students who show interest.

Designation of full-day or part-day, academic-year program: The Academy will serve students for part of their day. Students enrolled in the Academy will complete work for their Academy courses as a cohort during their ninth- and tenth-grade years. The remaining academic and elective courses will be provided at Monticello High School. During their eleventh- and twelfth-grade years, students will participate in courses designed to increase their competiveness for post-high school opportunities. Coursework for students will be differentiated during these academic years. Students will also participate in internships, research, and other opportunities supported by the Albemarle/Charlottesville communities.

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

The Monticello High School Governor's Health Sciences Academy will follow the Governor's Exemplary Standards Award Program for Career and Technical Education.

E. Program and Course Descriptions

During the first year of the proposed Monticello High School Governor's Health Sciences Academy, two well-articulated career pathways will be offered: Therapeutic Services and Biotechnology Research and Development. The remaining three pathways will be implemented within the next three years.

Students completing career pathways will earn industry credentials, postsecondary certificates, an advanced studies diploma, or an associate degree. Students will continue on their pathway to earn additional degrees at the associate, bachelor's, and/or graduate level of postsecondary education. All students will earn certification in *Virginia's Workplace Readiness Skills for the Commonwealth* before their high school graduation.

The data on the following page includes a spreadsheet of health care industry data in Albemarle County. There are approximately 5,500 health industry jobs in Albemarle County, not including hospitals (those data are suppressed to protect confidentiality). Additional jobs are available in the City. The spreadsheet includes occupational employment data recently released from the Virginia Employment Commission. The data provides Health Cluster data for Virginia and for the Workforce Investment Area. Occupations are sorted by pathway and by anticipated job openings.

Labor Market Data for Albemarle County, Data provided by the Weldon Cooper Center, University of Virginia

Occupation Titles In Health Sciences	Predominant level of education and training	Estimate 2010	Proj 2020	Number Change	Percent Change	Annual Job Openings	Annual VA Median 2011
Healthcare Practitioners and Technical Occupations		**191,430**	**240,333**	**48,903**	**26%**	**8,778**	**$57,720**
Health Diagnosing and Treating Practitioners		**114,952**	**144,887**	**29,935**	**26%**	**5,232**	
Health Technologists and Technicians		**71,969**	**90,383**	**18,414**	**26%**	**3,332**	
Other Healthcare Practitioners and Technical Occupations		**4,509**	**5,063**	**554**	**12%**	**214**	
Healthcare Support Occupations		**89,059**	**121,200**	**32,141**	**36%**	**4,506**	**$24,620**
Nursing, Psychiatric, and Home Health Aides		**50,200**	**70,890**	**20,690**	**41%**	**2,717**	
Occupational and Physical Therapist Assistants and Aides		**3,745**	**5,552**	**1,807**	**48%**	**239**	
Other Healthcare Support Occupations		**35,114**	**44,758**	**9,644**	**27%**	**1,551**	
Therapeutic Services							
Registered Nurses	Bachelor's or more	63,124	77,857	14,733	23%	2,615	$63,710
Nursing Aides, Orderlies, and Attendants	HS or less	35,725	46,108	10,383	29%	1,499	$23,240
Home Health Aides	HS or less	13,369	23,539	10,170	76%	1,189	$18,820
Licensed Practical and Licensed Vocational Nurses	Some college/Assoc	20,687	25,741	5,054	24%	1,057	$38,560
Medical Assistants	Some college/Assoc & Training/certification	10,044	13,568	3,524	35%	506	$29,330

Dental Assistants	Some college/Assoc	7,834	11,187	3,353	43%	499	$34,630
Pharmacy Technicians	Some college/Assoc & Training/certification	8,476	11,251	2,775	33%	425	$28,430
Physicians and Surgeons, All Other	Bachelor's or more & Training/certification	9,384	11,745	2,361	25%	422	$177,480
Pharmacists	Bachelor's or more	7,454	9,341	1,887	25%	379	$114,670
Dental Hygienists	Some college/Assoc	4,469	6,740	2,271	51%	317	$81,450
Physical Therapists	Bachelor's or more	4,838	6,707	1,869	39%	243	$79,620
Emergency Medical Technicians and Paramedics	Some college/Assoc	4,490	5,997	1,507	34%	241	$30,640
Dentists, General	Bachelor's or more & Training/certification	3,479	4,576	1,097	32%	213	$184,110
Family and General Practitioners	Bachelor's or more & Training/certification	2,968	4,027	1,059	36%	165	$150,180
Speech-Language Pathologists	Bachelor's or more	2,833	3,581	748	26%	129	$73,580
Veterinarians	Bachelor's or more	2,171	2,987	816	38%	125	$85,420
Occupational Therapists	Bachelor's or more	2,468	3,235	767	31%	124	$80,770
Physical Therapist Assistants	Some college/Assoc	1,698	2,539	841	50%	110	$51,100
Physician Assistants	Bachelor's or more	1,965	2,647	682	35%	105	$79,910
Respiratory Therapists	Some college/Assoc	2,340	2,864	524	22%	97	$55,580
Physical Therapist Aides	Some college/Assoc & Training/certification	1,362	2,036	674	49%	88	$22,000
Opticians, Dispensing	Some college/Assoc & Training/certification	2,016	2,481	465	23%	86	$39,080

Internists, General	Bachelor's or more & Training/certification	1,512	2,065	553	37%	85	$162,330
Psychiatric Technicians	Some college/Assoc	4,377	4,441	64	1%	82	$24,230
Surgical Technologists	Some college/Assoc	2,116	2,487	371	18%	74	$41,300
Chiropractors	Bachelor's or more	1,531	1,963	432	28%	73	$59,000
Dietitians and Nutritionists	Bachelor's or more & Training/certification	1,263	1,474	211	17%	65	$53,870
Optometrists	Bachelor's or more	845	1,150	305	36%	60	$108,910
Healthcare Practitioner/Technical Workers, All Other	Bachelor's or more	1,193	1,373	180	15%	60	$34,700
Anesthesiologists	Bachelor's or more & Training/certification	932	1,261	329	35%	51	#
Surgeons	Bachelor's or more & Training/certification	867	1,158	291	34%	46	#
Obstetricians and Gynecologists	Bachelor's or more & Training/certification	746	1,025	279	37%	43	#
Athletic Trainers	Bachelor's or more	520	718	198	38%	38	$40,080
Occupational Therapist Assistants	Some college/Assoc	545	811	266	49%	35	$57,750
Pediatricians, General	Bachelor's or more & Training/certification	611	817	206	34%	33	$158,030
Psychiatric Aides	HS or less	1,106	1,243	137	12%	28	$23,940
Health Diagnosing/Treating Practitioners, All Other	Bachelor's or more	583	703	120	21%	23	$74,180
Recreational Therapists	Bachelor's or more	404	461	57	14%	20	$38,890

Psychiatrists	Bachelor's or more & Training/certification	484	563	79	16%	18	$161,780
Therapists, all other	Bachelor's or more	510	580	70	14%	18	$49,540
Audiologists	Bachelor's or more	358	515	157	44%	18	$67,700
Dietetic Technicians	Some college/Assoc & Training/certification	530	599	69	13%	16	$24,140
Radiation Therapists	Some college/Assoc	400	457	57	14%	14	$71,340
Podiatrists	Bachelor's or more & Training/certification	280	346	66	24%	13	$109,380
Oral and Maxillofacial Surgeons	Bachelor's or more & Training/certification	187	246	59	32%	12	#
Dentists, All Other Specialists	Bachelor's or more & Training/certification	204	255	51	25%	11	$136,780
Orthotists and Prosthetists	Some college/Assoc	201	225	24	12%	6	$66,970
Occupational Therapist Aides	Some college/Assoc	140	166	26	19%	5	$26,440
Respiratory Therapy Technicians	Some college/Assoc & Training/certification	175	179	4	2%	3	$48,210
Diagnostic Services							
Radiologic Technologists and Technicians	Some college/Assoc	5,348	6,786	1,438	27%	227	$56,790
Medical and Clinical Laboratory Technicians	Bachelor's or more	3,601	4,338	737	20%	144	$36,340
Medical and Clinical Laboratory Technologists	Bachelor's or more	4,152	4,733	581	14%	139	$54,370

Health Technologists and Technicians, All Other	Some college/Assoc	2,917	3,503	586	20%	117	$33,840
Veterinary Technologists and Technicians	Some college/Assoc	1,338	2,044	706	53%	94	$35,470
Diagnostic Medical Sonographers	Some college/Assoc	1,201	1,681	480	40%	67	$67,250
Cardiovascular Technologists and Technicians	Some college/Assoc	1,506	1,908	402	27%	63	$58,300
Nuclear Medicine Technologists	Some college/Assoc	442	507	65	15%	13	$65,680
Medical Secretaries	Some college/Assoc & Training/certification	6,265	8,967	2,702	43%	354	$32,530
Health Informatics							
Medical Records and Health Information Technicians	Some college/Assoc	3,927	4,742	815	21%	161	$33,080
Medical Transcriptionists	Some college/Assoc	1,698	1,805	107	6%	37	$33,000
Support Services							
Medical and Health Services Managers	Bachelor's or more	6,287	7,644	1,357	22%	290	$87,610
Healthcare Support Workers, All Other	Some college/Assoc	6,197	7,239	1,042	17%	199	$30,850
Veterinary Assistants and Laboratory Animal Caretakers	Some college/Assoc	3,478	3,967	489	14%	102	$23,910
Pharmacy Aides	Some college/Assoc	763	946	183	24%	30	$22,120
Medical Equipment Preparers	Some college/Assoc & Training/certification	912	1,057	145	16%	28	$28,240
Biotechnology R&D							
Biomedical Engineers	Bachelor's or more	462	905	443	96%	54	$92,340
Medical Scientists, Except Epidemiologists	Bachelor's or more	994	1,423	429	43%	49	$86,660

Bioscience is included as one of the sectors identified by the Virginia Economic Development Partnership as key for Virginia which includes the pharmaceutical, medical device, and biotechnology sectors. According to the information provided by the Weldon Cooper Center health care is not on VEDP's list.

Health care is required everywhere and it is one of the largest industries in Virginia, and in Albemarle County it is the second largest industry – after Education. Registered nurses are the largest health care occupation by far in Virginia and in our area. Other large occupations are also nursing-related, including nursing aides and LPNs.

The table below shows the Career Pathways as they relate to programs offered at Monticello High School Governor's Health Sciences Academy.

Health Sciences Career Pathways	
	Courses offered at Monticello High School, PVCC, or CATEC
Therapeutic Services	Principles of Biomedical Sciences (8379) Biotechnology Foundations (9050) Human Body Systems (8380) Dental Assistant I (8328) Dental Assistant II (8329) Emergency Medical Technician I (8333) Emergency Medical Technician II (8334) Emergency Medical Technician III (8335) Medical Terminology (8383) Nurse Aide I (8360) Nurse Aide II (8362) Pharmacy Technician I (8305) Pharmacy Technician II (8306) Sports Medicine I (7660) Sports Medicine II (7662)
Diagnostic Services	Principles of Biomedical Sciences (8379) Biotechnology Foundations (9050) Human Body Systems (8380) Dental Assistant I (8328) Dental Assistant II (8329) Medical Terminology (8383) Sports Medicine I (7660) Sports Medicine II (7662)
Health Informatics	Principles of Biomedical Sciences (8379) Biotechnology Foundations (9050) Human Body Systems (8380) Medical Terminology (8383)

	Pharmacy Technician 1 (8305) Pharmacy Technician II (8306)
Support Services	Principles of Biomedical Sciences (8379) Biotechnology Foundations (9050) Human Body Systems (8380) Dental Assistant I (8328) Dental Assistant II (8329) Medical Terminology (8383) Pharmacy Technician 1 (8305) Pharmacy Technician II (8306)
Biotechnology Research and Development	Principles of Biomedical Sciences (8379) Biotechnology Foundations (9050) Human Body Systems (8380)

E2. List of Requirements and E3. Benchmarks

- Academy graduates will earn one or more industry certifications or state occupational licenses, and/or demonstrate competencies on an assessment instrument recognized by postsecondary institutions.
- Academy graduates will earn at least nine transferable college credits by enrolling in dual enrollment or Advanced Placement courses offered at Monticello High School and/or enrolling in college courses at the University of Virginia or Piedmont Virginia Community College.

E4. Work-based experience

The Governor's Health Sciences Academy will be a great place to discover a career. We are committed to providing our students with a rigorous academic and technical education that incorporates classroom learning and real-world work-based learning experiences. Program offerings will include:

Internships The internship program will be available to high-achieving juniors and seniors interested in advancing classroom knowledge and gain real-world application experience in the workplace. Internships may be paid or unpaid; one to three days per week. Students will be responsible for transportation to and from their internship sites.

Internship Requirements: In addition to maintaining a satisfactory attendance rate and a minimum 2.5 overall GPA, successful applicants maintain a minimum B average in their Academy courses.

Career Shadow Program Shadow-a-Health-Professional Day The University of Virginia Health System, School of Medicine, and School of Nursing shadowing event is an opportunity for Governor's Health Sciences Academy students and undergraduates to explore careers in health care, with an emphasis on the impact of diversity and inclusiveness on healthcare practice and research. http://www.virginia.edu/mlk/Shadowing_2013.html

Classroom Speakers Series Each year, classroom learning and career exploration is enhanced by special guest presentations made by industry leaders, science and technology professionals, specific career field experts, and current events speakers.

Field Trips and Tours Organized by teachers and the career specialist, field trips and tours provide off-site and hands-on learning experiences. Academy students will participate annually in the following opportunities: CBIC Tech Tour http://cvillebic.org/tech-tour, Shenandoah Valley Biotechnology Symposium, and various tours available by local industry leaders and private businesses.

Additional Training Opportunities Students will have additional opportunities available throughout the year, during spring and summer breaks. (1) PVCC Spring Break Health Sciences Academy, (2) Lebanon Valley College Health and Biomedical Sciences Summer Camp, and (3) The University of Virginia Medical Center and Martha Jefferson Hospital Junior Volunteer Program. Students interested in these opportunities will need to complete an application and submit for review in the winter/early spring prior to admission. (See Appendix D-Training Opportunities Beyond the Classroom for Students.)

F. Academy daily schedule

The Academy will serve students for part of their day. Students will participate in the Academy coursework for two blocks of their academic schedule within each Academy year. The remaining six blocks will be taught outside the Academy at Monticello High School or at a location that best serves their academic needs. (See Appendix E-Bell Schedules.)

G. Assurance from the fiscal agent

A statement of assurances has been signed by Albemarle County Public Schools Superintendent on behalf of the Governor's Health Sciences Academy stipulating that the Monticello High School Governor's Health Sciences Academy Planning Committee has reviewed provisions of Administrative Procedures Guide for the Establishment of Governor's Health Sciences Academies and agrees to follow the guidelines set forth in the document (See Appendix B-Statement of Assurances).

H. Materials and Equipment to be provided to accomplish goals and objectives

The Governor's Health Sciences Academy will utilize the initial grant funds to purchase additional equipment for each career pathway. Further, financial support will be provided by the school division, state equipment funds, donations from local industry and higher education partners, and the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Equipment purchased with state and federal funds will follow state purchasing guidelines, and will be selected from the state-approved equipment list for career and technical education programs. Equipment purchased through the Perkins Grant will meet all applicable grant regulations.

Since the program will be a partnership with local organizations that already have much of the required equipment, resource sharing agreements may be developed among the partnering organizations.

IV. Administrative Procedures

A. Partnerships

Albemarle County Public Schools has established community partnerships with the School of Medicine at the University of Virginia, U.Va. professors, Virginia Biotechnology Association, and Piedmont Virginia Community College to support and enhance instructional opportunities.

The Planning/Advisory Board will address the following goals:

1. Providing active guidance on an ongoing basis in order that the Academy forges a partnership among local hospitals, the University of Virginia, Piedmont Virginia Community College, local biotech partners, local medical offices, and Albemarle County Public Schools.
2. Developing a shared vision for an integrated and relevant curriculum that will engage students in problem solving, research and development, and outreach;
3. Providing advice on decisions to be made;
4. Making decisions on how to best proceed with events and/or activities; and
5. Bridging connections with our community to foster clinical opportunities and internships for our students.

Monticello High School is also working in collaboration with the middle schools and additional high schools in Albemarle County in order to share the vision and intent of the Academy and making students aware of the existence of this new opportunity for those interested in healthcare careers. Our goal is to inform students of the various opportunities available to students enrolled in the Academy.

B. Student recruitment, selection criteria, and admissions

All students must apply for admission to the Governor's Health Sciences Academy. The application process consists of basic demographic information, faculty and parent recommendations, and writing samples. Every application will be reviewed by a team of teachers and administrators. The review team uses a rubric to identify applicants qualified for the Academy. The team will meet at various times to determine students that will be accepted into the Academy based on the information provided from the applicant and recommendation forms as well as student responses received during interviews. The criteria used for selecting students will be adapted to the Governor's Health Sciences Academy. (See Appendix F-Application, Admissions Timeline, and Selection Criteria.)

C. Code of student conduct and attendance

The Monticello High School Governor's Health Sciences Academy's student discipline, attendance, and safety policies will conform to the policies and practices established by the Albemarle County School Board and/or the provider of services (i.e., college/university and business). (See Appendix G-Admissions Agreement.)

D. Transportation

Students who attend Albemarle County Public Schools and are accepted into the Governor's Health Sciences Academy at Monticello High School will be provided bus transportation if they are zoned to attend Monticello High School. Transportation will be provided by Albemarle County Public Schools Department of Transportation and will be in compliance with all applicable federal and state regulations. Students zoned to attend other high schools within the division must provide their own transportation to Monticello High School daily.

E. Staff recruitment, selection, and assignment

The Governor's Health Sciences Academy shall hire personnel who meet the Virginia teacher licensure requirements and/or postsecondary faculty qualification. ACPS Human Resources guidelines will be followed when recruiting and hiring personnel for the Academy.

F. Staff development

The Albemarle County Public School system provides opportunities for teacher participation in engaging professional development activities. To assist in providing high-quality Science, Technology, Engineering and Mathematics (STEM) instruction to prepare students for Academy coursework, Academy teachers will be provided with opportunities to participate in staff development focusing on STEM. Teachers will participate in summer institutes, conferences, workshops, and in-building professional development opportunities to expand their use of project-based and experiential learning strategies. Teachers will be required to integrate the content and strategies learned into classroom modules and lessons. Opportunities for learning

during the school year will be provided through observations of classroom instruction. Follow-up activities and resources will be provided and communicated with teachers. Teachers will be provided an instructional planning period. Training will support research-based instructional strategies to STEM curriculum. Where applicable, business partners will also assist in providing teacher training. Teachers will collaborate with postsecondary and business partners to create real-world STEM opportunities for students to apply what they have learned.

G. Staff evaluation

Staff will be evaluated according to the human resources policies of ACPS. ACPS's Teacher Performance Appraisal provides a systematic structure to build and ensure a culture of professional learners committed to meeting the educational needs of all students.

H. Parent, student, and community involvement

Parents, students, and the community will be actively involved in Academy program planning. Student and parent informational meetings, parent-teacher conferences, and business partnerships will be among the resources used to encourage student, parent, and community involvement with Academy initiatives.

Beginning in middle school, all prospective Academy students will have the opportunity to participate in pre-Academy programs, including site tours, open houses, and a half-day summer institute that will be coordinated by the Academy director.

Students will complete career assessments in middle school, and throughout high school, under the guidance of school counselors, college and career specialists, and classroom instructors who will monitor individual career pathways identified by the students.

During high school, students will work with school counselors to complete career assessments and create academic and career plans outlining intended courses of study. These career plans will be reviewed annually prior to course registration and adjusted as needed to meet the needs and interests of the student. Postsecondary pathways will also be reviewed and discussed. School admission requirements, industry certifications and credentialing options, career studies, associate or technical college degrees, and advanced college degree programs will also be reviewed with students and parents.

Local businesses and educational institutions will be instrumental in providing resources and opportunities for students enrolled in the Academy, while providing data that will be essential to ensuring that Academy program options are aligned with postsecondary education and industry needs.

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

Budget Narrative

A. Personnel - Total: $54,500

Director currently oversees the program and will spend 50 percent of their time supervising staff, overseeing implementation of curriculum, programs, and activities. $30,000 will be used to cover 50 percent of this individual's annual salary.

Faculty will create and implement lesson plans on a daily basis. Three sections of FTE will be used for teachers to instruct Academy students. $24,500 will be used to cover three sections for the coursework.

B. Staff Development - Total: $1,000

The Faculty will attend conferences in Virginia (VAST and ASCD conferences) in order to continue their work to improve teaching, learning, and leading the way. Three faculty members will attend one of the two conferences.

C. Summer Component Activities - Total: $3,000

Work over the summer includes writing curriculum to be used for Academy courses. Curriculum taught in the Academy will be through the lens of medicine and summer work will provide opportunities for faculty to create lessons that will be engaging to students interested in healthcare professions.

D. Materials and Supplies - Total: $2,500

Six EKG Probe sensors each costing $155 have been purchased. In addition, several new labs have been purchased from Carolina Scientific or Ward's Science in order to enhance the experiences of Academy students. Kidney dialysis labs, First Aid and CPR training materials, and biotechnology materials have been purchased.

E. Equipment - Total: $79,000

Students enrolled in the Academy will each receive a laptop. Each laptop is $600 and 50 laptops were purchased for this first year. Additional laptops were purchased for use in the classroom and for each STEM laboratory cart. Seven STEM laboratory carts were purchased in order to provide laboratory experiences in classrooms not equipped for such activities. $48,945 was invested in the purchase of STEM laboratory carts for the Academy curriculum.

F. Facilities - Total: $60,000

Renovations to Monticello HS continue in order to facilitate the Academy's student's flexibility within the classrooms and the Academy space. Accommodations are being implemented to allow students an area for collaboration at various times during the school schedule. The renovations incorporate furniture and space allocation to encourage the students to gather in support of projects and classwork on a flexible basis.

In-Kind – Advisory Board members will allocate time to meet four times during the academic year. Within this funding, 40 members have been included at $100 for their time. The remaining amount is allocated for various time committed throughout the year for guest speakers, UVA students travel, time and expenses, as well as field experiences. (See Appendix H for Budget.)

(See Appendix I for Insurance.)

APPENDICIES

Appendix A

Advisory Board and Planning Committee Signed Agreements

Partnerships: Advisory Board and Planning Committee

K-12 Education		
Monticello High School	Darah Bonham Assistant Principal	dbonham@k12albemarle.org 1400 Independence Way Charlottesville, VA 22902 434-244-3100 ext. 61020
Albemarle County Public Schools	Tony Borash Department of Instruction, Lead Coach	tborash@k12albemarle.org 401 McIntire Road Charlottesville, VA 22901 434-296-5820 ext. 13532
Albemarle County Public Schools	Monica Cabarcas Instructional Coach	mcabarcas@k12albemarle.org 1400 Independence Way Charlottesville, VA 22902 434-244-3100 ext. 60991
Monticello High School	Michael Craddock CTE Teacher, Department Chair	mcraddock@k12albemarle.org 1400 Independence Way Charlottesville, VA 22902 434-244-3100 ext. 61121
Monticello High School	Emily Dooley School Testing Coordinator	edooley@k12albemarle.org 1400 Independence Way Charlottesville, VA 22902 434-244-3100 ext. 61131
Monticello High School	Jeremy Dove Biology Teacher	jdove@k12albemarle.org 1400 Independence Way Charlottesville, VA 22902 434-244-3100 ext. 61124
Monticello High School	Katina Dudley Director Health and Medical Sciences Academy	kdudley@k12albemarle.org 1400 Independence Way Charlottesville, VA 22902 434-244-3100 ext. 61122
Albemarle County Public Schools	Ned Gallaway School Board Member	ngallaway@k12albemarle.org 401 McIntire Road Charlottesville, VA 22901
Albemarle County Public Schools	Matt Haas Assistant Superintendent for Organizational and Human Resource Leadership	mhaas@k12albemarle.org 401 McIntire Road Charlottesville, VA 22901 434-296-5820 ext. 13534
Albemarle County Public Schools	Diane Harding Instructional Coach	dharding@k12albemarle.org 1400 Independence Way Charlottesville, VA 22902 434-244-3100 ext. 23992
Charlottesville Albemarle Technical Center	Adam Hastings Director	ahastings@k12albemarle.org 1000 East Rio Road Charlottesville, VA 22901 434-973-4461 ext. 69010

Monticello High School	Kevin Huff Science Department Chair	khuff@k12albemarle.org 1400 Independence Way Charlottesville, VA 22902 434-244-3100 ext. 61433
Cale Elementary School	Mike Irani Assistant Principal	mirani@k12albemarle.org 1757 Avon Street Extended Charlottesville, VA 22902 434-293-7455 ext. 25011
Monticello High School	Irvin Johnson Director of School Counseling	ijohnson@k12albemarle.org 1400 Independence Way Charlottesville, VA 22902 434-244-3100 ext. 61086
Monticello High School	John Mitchem Health/PE Teacher	jmitchem@k12albemarle.org 1400 Independence Way Charlottesville, VA 22902 434-244-3100 ext. 61530
Monticello High School	Alison Neil Career Specialist	aneil@k12albemarle.org 1400 Independence Way Charlottesville, VA 22902 434-244-3100 ext. 61085
Albemarle High School	Jeff Prillaman Director Math, Engineering, and Science Academy	jprillaman@k12albemarle.org 2775 Hydraulic Road Charlottesville, VA 22901 434-975-9300 ext. 60624
Albemarle County Schools	Chad Ratliff Assistant Director of Instruction and Innovation Projects	cratliff@k12albemarle.org 401 McIntire Road Charlottesville, VA 22902 434-296-5820 ext. 13539
Walton Middle School	Alison Dwier-Selden Principal	aselden@k12albemarle.org 4217 Red Hill Road Charlottesville, VA 22903 434-977-5615 ext. 54010
Monticello High School	Adam Southall School Counselor	asouthall@k12albemarle.org 1400 Independence Way Charlottesville, VA 22902 434-244-3100 ext. 61089
Albemarle County Public Schools	Eric Strucko School Board	estrucko@k12albemarle.org 401 McIntire Road Charlottesville, VA 22902
Monticello High School	Jesse Turner Principal	jturner@k12albemarle.org 1400 Independence Way Charlottesville, VA 22902 434-244-3100 ext. 61010
Monticello High School	Lauren Williamson Science Teacher	lwilliamson@k12albemarle.org 1400 Independence Way Charlottesville, VA 22902

		434-244-3100 ext. 61104
Higher Education		
University of Virginia School of Medicine	Dr. Randy Canterbury Senior Associate Dean for Education	rjc9s@virginia.edu P.O. Box 800623 Charlottesville, VA 22908 434-243-2522
University of Virginia	Fred Diehl Emeritus Professor of Biology	fad@virginia.edu McCormick Road PO Box 400319 Charlottesville, VA 22904 434-982-5488
Piedmont Virginia Community College	John Donnelly Vice President for Instruction and Student Services	jdonnelly@pvcc.edu Room M242 501 College Drive Charlottesville, VA 22902 434-961-5205
University of Virginia School of Medicine	Dr. Tim Garson Director, Center for Health Policy	
Piedmont Virginia Community College	Kathleen Hudson Dean, Division of Health and Life Sciences	khudson@pvcc.edu Room K12 Kluge-Moses Building 501 College Drive Charlottesville, VA 22902 434-961-5446
Business and Industry		
Albemarle County Economic Development	Lee Catlin Assistant to County Executive for Community and Business Partnerships	lcatlin@k12albemarle.org 401 McIntire Road Charlottesville, VA 22902 434-296-5841
HOSA	Ann Craddock State Specialist	abc@vahosa.org 209 St. Ives Road Charlottesville, VA 22911 434-975-1085
Hemoshear	Nikki Hastings	hastings@hemoshear.com 1115 5th Street SW Charlottesville, VA 22902 434-872-0196
Phthisis Diagnostics	Crystal Icenhour President, Chief Science Officer	crystal.icenhour@phthisisdiagnostic.com 705 Dale Avenue Charlottesville, VA 22903 434-293-8180
University of Virginia Innovations	Lianne Landers Entrepreneurial Networks	lbl6u@virginia.edu 250 West Main Street, Suite 300 P.O. Box 400896 Charlottesville, VA 22902 434-243-2196

University of Virginia Healthcare Systems	Dr. Richard Lindsay Emeritus Professor of Internal Medicine and Family Practice	rwl3w@k12albemarle.org P.O. Box 800446 Charlottesville, VA 22902 434-924-5835
Martha Jefferson Hospital	Jackie Martin Director of Community Outreach and Junior Volunteer Programs	Jacklene.Martin@mjh.org 500 Martha Jefferson Drive Charlottesville, VA 22911
Defense Intelligence Agency	Philip Roberts Chief, Field Support Activity, Rivanna Station	teamroberts@mac.com Charlottesville, VA 22911 434-995-4000
Afton Scientific	Thomas Thorpe CEO	tthorpe@aftonscientific.com 2030 Avon Court Charlottesville, VA 22902 434-979-3737
Orange Family Physicians	Tom Wolanski	tewolanski@hotmail.com 13198 James Madison Highway Orange, VA 22960 540-672-3010
Charlottesville Sedation Dentistry	JC Wolfe	jcwolfe63@embarqmail.com 300 Hickman Road, Suite 201 Charlottesville, VA 22911 434-923-0303
Martha Jefferson Hospital; Jefferson OB/GYN	Sue Woodson Certified Nurse Midwife, RN	sue.woodson@gmail.com 600 Peter Jefferson Way; Suite 200 Charlottesville, VA 22911 434-977-4488

Governor's Health Sciences Academy

ACPS - Health and Medical Sciences Academy

Monticello High School

Advisory Board

The authorized signature on this page certifies to the Virginia Department of Education of their participation on the advisory board for the ACPS Health and Medical Sciences Academy. The advisory board is active and ongoing.

The advisory board continues to meet bimonthly to evaluate the progress of the academy. The board is providing a unique perspective based on their own personal understanding of the knowledge and skills required by business or industry that will provide the best opportunity for success.

The board is addressing the following goals:

1. Providing active guidance on an ongoing basis in order that the academy forges a partnership among local hospitals, the University of Virginia, Piedmont Virginia Community College, local biotech partners, local medical offices, and Albemarle County Public Schools.
2. Developing a shared vision for an integrated and relevant curriculum that will engage students in problem solving, research and development, and outreach;
3. Providing advice on various decisions to be made;
4. Making decisions on how to best proceed with events and/or activities; and
5. Bridging connections with our community to foster clinical opportunities and internships for our students.

By signing below, I certify that I serve on the planning committee for the ACPS Health and Medical Sciences Academy.

Darah Bonham
Typed or Printed Name

2/5/13 ASST. Principal MHS
Title

Signature

2/5/13
Date

Governor's Health Sciences Academy

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Anthony Borash	Lead Coach, ACPS
Typed or Printed Name	Title
	Feb 11, 2013
Signature	Date

Governor's Health Sciences Academy

ACPS - Health and Medical Sciences Academy

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Randolph J. Canterbury, MD
Typed or Printed Name

Title

Signature

2/11/13
Date

Governor's Health Sciences Academy

ACPS - Health and Medical Sciences Academy

Monticello High School

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By signing below, I certify that I serve on the planning committee for the ACPS Health and Medical Sciences Academy.

Lee P. Catlin
Typed or Printed Name

Assistant to the County Exec.
Title

Lee P Catlin
Signature

2/22/2013
Date

Governor's Health Sciences Academy

ACPS - Health and Medical Sciences Academy

Monticello High School

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By signing below, I certify that I serve on the planning committee for the ACPS Health and Medical Sciences Academy.

ANN CRADDOCK	HOSA Specialist
Typed or Printed Name	Title
Ann Craddock	3/5/13
Signature	Date

Governor's Health Sciences Academy

ACPS - Health and Medical Sciences Academy

Monticello High School

Advisory Board

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5. Bridging connections with our community to foster clinical opportunities and internships for our students.

By signing below, I certify that I serve on the planning committee for the ACPS Health and Medical Sciences Academy.

M Craddock
Typed or Printed Name

CTE Lead Teacher
M Craddock
Title

Signature

2/5/13
Date

Governor's Health Sciences Academy

ACPS - Health and Medical Sciences Academy

Monticello High School

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Fred Diehl PhD
Typed or Printed Name

Emeritus Prof Biology, U. Va -
Title

Signature

2/12/13
Date

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John R. Donnelly
Typed or Printed Name

Vice President for Instructi and Student Services
Title

Signature

2/6/13
Date

Governor's Health Sciences Academy

ACPS - Health and Medical Sciences Academy

Monticello High School

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Jeremy Dove
Typed or Printed Name

Teacher
Title

Jeremy K Dove
Signature

2/5/13
Date

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ACPS - Health and Medical Sciences Academy

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Katina Dudley
Typed or Printed Name

Director, Health & Medical Sciences Academy
Title

Katina Dudley
Signature

2/27/13
Date

Governor's Health Sciences Academy

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Alison Dwier - Selden
Typed or Printed Name

principal - Walton Middle School
Title

Alison Dwier - Selden
Signature

2/6/13
Date

Governor's Health Sciences Academy

ACPS - Health and Medical Sciences Academy

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NED GALLAWAY
Typed or Printed Name

MEMBER, ALBEMARLE CO. SCHOOL BD.
Title

Signature

2/4/13
Date

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Matthew Haas	Assistant Superintendent
Typed or Printed Name	Title
	February 6, 2013
Signature	Date

Governor's Health Sciences Academy

ACPS - Health and Medical Sciences Academy

Monticello High School

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Diane T. Harding
Typed or Printed Name

Instructional Coach
Title

Diane T. Harding
Signature

2/13/13
Date

Governor's Health Sciences Academy

ACPS - Health and Medical Sciences Academy

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Nicole E. Hastings, PhD
Typed or Printed Name

VP Operations
Title

Signature

2/7/13
Date

Governor's Health Sciences Academy

ACPS - Health and Medical Sciences Academy

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KEVIN D. HUFF
Typed or Printed Name

TEACHER, DEPT. CHAIR
Title

Signature

2-14-13
Date

Katina Dudley

Governor's Health Sciences Academy

ACPS - Health and Medical Sciences Academy

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Michael Irani
Typed or Printed Name

Assistant Principal
Title

Signature

2/6/13
Date

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LIANNE LANDERS

Typed or Printed Name

Title

Signature

2/7/13

Date

Governor's Health Sciences Academy

ACPS - Health and Medical Sciences Academy

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John Mitchem, ATC
Typed or Printed Name

Teacher
Title

John Mitchem ATC
Signature

2/14/13
Date

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Alison Neil
Typed or Printed Name

Career Specialist
Title

Signature

2/14/13
Date

Governor's Health Sciences Academy

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Phillip Roberts
Typed or Printed Name

Chief, Field Support
Title Activity Rivanna Station

Signature

10 Feb 2013
Date

Governor's Health Sciences Academy

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Adam R Southall	School Counselor
Typed or Printed Name	Title
[signature]	2/7/13
Signature	Date

Governor's Health Sciences Academy

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ERIC J STRUCKO
Typed or Printed Name

UVA UPG CFO, ALBEMARLE SCHOOL BOARD
Title

Eric J. Strucko
Signature

02.08.2013
Date

Governor's Health Sciences Academy

ACPS - Health and Medical Sciences Academy

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THOMAS L THORPE
Typed or Printed Name

CEO, AFFOR SCIENTIFIC
Title

Signature

07 FEB 2013
Date

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Jesse Turner, Jr., Ed.D.	Principal
Typed or Printed Name	Title
[illegible], Ed.D.	2/5/13
Signature	Date

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Lauren Williamson
Typed or Printed Name

Science teacher
Title

Lauren Williamson
Signature

2/6/13
Date

Governor's Health Sciences Academy

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J.C. WOLFE
Typed or Printed Name

DENTIST
Title

Signature

2/7/2013
Date

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Sue A. Woodson	CNM, MSN
Typed or Printed Name	Title
Sue A Woodson, CNM, MSN	2/7/13
Signature	Date

Governor's Health Sciences Academy

ACPS - Health and Medical Sciences Academy

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Planning Committee

The authorized signature on this page certifies to the Virginia Department of Education of their participation on the planning committee for the ACPS Health and Medical Sciences Academy. The planning committee will hold its first meeting in the first quarter of 2013 and will continue to meet on a regular basis.

The planning committee continues to actively develop, cooperatively with the University of Virginia Healthcare systems, Martha Jefferson Hospital, VABIO and several local Biotech businesses, the University of Virginia, Piedmont Virginia Community College, the Defense Intelligence Agency, Charlottesville/Albemarle Technical Education Center and several private healthcare businesses, a program description that incorporates rigorous academic content with career and technical instruction.

The committee is addressing the following goals:

1. Incorporating rigorous academic content and technical instruction;
2. Implementing career pathways in health sciences: therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development;
3. Developing individualized high school plans to ensure course selections that are aligned with students' transition and career goals after high school;
4. Ensuring that graduates complete a college and career readiness curriculum for one of the five health science career pathways; and
5. Incorporating *Virginia's Workplace Readiness Skills for the Commonwealth.*

By signing below, I certify that I serve on the planning committee for the ACPS Health and Medical Sciences Academy.

Darah Barham
Typed or Printed Name

2/5/13 Asst. Principal, MHS
Title

Signature

2/5/13
Date

Governor's Health Sciences Academy

ACPS - Health and Medical Sciences Academy

Monticello High School

Planning Committee

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By signing below, I certify that I serve on the planning committee for the ACPS Health and Medical Sciences Academy.

Monica Cabarcas
Typed or Printed Name

Instructional Coach
Title

Monica Cabarcas
Signature

3/6/13
Date

Governor's Health Sciences Academy

ACPS - Health and Medical Sciences Academy

Monticello High School

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Lee P. Catlin	Assistant to the County Exec.
Typed or Printed Name	Title
Lee P. Catlin	2/22/2013
Signature	Date

Governor's Health Sciences Academy

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By signing below, I certify that I serve on the planning committee for the ACPS Health and Medical Sciences Academy.

M Craddock
Typed or Printed Name

CTE Lead Teacher
Title

Signature

2/5/13
Date

Governor's Health Sciences Academy

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Fred Diehl, PhD Emeritus Prof Biology U. Va

Typed or Printed Name — Title

Signature — 2/12/13 Date

Governor's Health Sciences Academy

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Emily L. Dooley	teacher
Typed or Printed Name	Title
Emily L. Dooley	2/6/13
Signature	Date

Governor's Health Sciences Academy

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Jeremy Dove	Teacher
Typed or Printed Name	Title
Jeremy Dove	2/5/13
Signature	Date

Governor's Health Sciences Academy

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Katina Dudley
Typed or Printed Name

Director, Health & Medical Sciences Academy
Title

Katina Dudley
Signature

2/27/13
Date

Governor's Health Sciences Academy

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By signing below, I certify that I serve on the planning committee for the ACPS Health and Medical Sciences Academy.

Diane T. Harding
Typed or Printed Name

Instructional Coach
Title

Diane T. Harding
Signature

2/13/13
Date

Governor's Health Sciences Academy

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ADAM HASTINGS	DIRECTOR - CATEC
Typed or Printed Name	Title
	2.11.13
Signature	Date

Governor's Health Sciences Academy

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Nicole E. Hastings
Typed or Printed Name

VP Operations
Title

Nicole E Hastings
Signature

2/7/13
Date

Governor's Health Sciences Academy

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Kathleen Hudson
Typed or Printed Name

Dean, Division of Health & Life Sciences PVCC
Title

Kathleen Hudson
Signature

2/7/13
Date

Governor's Health Sciences Academy

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KEVIN D. HUFF	TEACHER, DEPT. CHAIR
Typed or Printed Name	Title
KDHuff	2-14-13
Signature	Date

Governor's Health Sciences Academy

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John Mitchem ATC	Teacher
Typed or Printed Name	Title
[illegible] ATC	2/14/13
Signature	Date

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Chad S. Ratliff	Assistant Director of Instruction
Typed or Printed Name	Title
Chad S. Ratliff	2/27/13
Signature	Date

Governor's Health Sciences Academy

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Adam R Southall
Typed or Printed Name

School Counselor
Title

Adam R Southall
Signature

2/7/13
Date

Governor's Health Sciences Academy

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Lauren Williamson	Science Teacher
Typed or Printed Name	Title
Lauren Williamson	2/5/13
Signature	Date

Appendix B
Statement of Assurances

Governor's Health Sciences 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 Health Sciences Academy* outlined in the Guidance Document, 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 Guide for the Establishment of Governor's Health Sciences Academy* document.

3. The regional Governor's Health Sciences Academy will be a jointly-operated program of at least two school divisions, 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 school division 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 regional Governor's Health Sciences Academy, and that the applicant will comply with the statements of assurances.

Pamela R. Moran
Typed or Printed Name of Authorized Official

Superintendent ACPS
Title

Pamela R. Moran
Signature of Authorized Official

3/12/13
Date

(copy as needed)

Appendix C
Individualized High School Plans

CareerClusters™ PATHWAYS TO COLLEGE & CAREER READINESS
Health Science

Commonwealth of Virginia Plan of Study

Student Name: _____
School: Monticello High School
Date: _____

Cluster: Health Science **Pathway:** Diagnostic Services

This Career Pathway Plan of Study can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts	Mathematics	Science	Social Studies/ Science	Other Required Courses Recommended Electives Learner Activities	Recommended Career and Technical Courses Source: Administrative Planning Guide http://www.cteresource.org/apg/	SAMPLE – Occupations Relating to This Pathway: http://www.doe.virginia.gov/instruction/career_technical/career_clusters/sample_plans_study/index.shtml http://www.careerclusters.org http://www.cteresource.org/cpg/
		NOTE: Indicate State Course Titles and Codes						
Graduation Requirements: http://www.doe.virginia.gov/instruction/graduation/index.shtml								
MIDDLE	7	English 7 (1110)	Math 7 (3111)	Life Science (4115)	U S History (2354)			
MIDDLE	8	English 8 (1120)	Math 8/Algebra 1 (3130)/Geometry (3143)	Physical Science (4125)	Civics & Economics (2357)			
Career Assessment: Identify an appropriate career assessment instrument at the middle school level used to help students and their parents plan for high school: X career cruising								Lab Technician Process Technician Data Entry Clerk Quality Assurance Technician Quality Control Technician Biochemist Microbiologist Research Assistant Research Scientist
SECONDARY	9	English (1130)	Algebra I (3130)/Geometry (3143)/Algebra II (3135)	Biology (4310)	World History (2215)/ Geography I (2210)/AP World History (2380)	Economics & Personal Finance (6120) Health & PE (2 years) Foreign Language (3 years) Other Electives to Complement Pathway (Core Academic and CTE): ITE 120: Principles of Information Systems (6669) DE Microbiology (4319) Biotechnology Foundations (9050) Medical Terminology (8383) Sports Medicine I (7686) Sports Medicine II (7687)	Principles of Biomedical Sciences (8379)	
SECONDARY	10	English (1140)	Geometry (3143)/Algebra II (3135)/Trigonometry (3150)	Chemistry (4410)	World History (2216)/ AP World Geography (2210)/AP European History (2399)		Human Body Systems (8380)	
SECONDARY	11	English (1150)/AP or DE English (1150)	Algebra II (3135)/Trigonometry (3150)/ AP Calculus (3177)	Physics (4510)/AP Biology (4370)	US/VA History (2360)/AP US/VA History (2319)		DE PSY 200: Principles of Psychology or AP Psychology (2900)/Research Project	
SECONDARY	12	English (1160)/AP or DE English (1196/1165)	AP Calculus (3177) or AP Statistics (3192)	Physics (4510)/AP Chemistry (4470)	US/VA Government(2440)/AP US/VA Government (2450)		Internship/Job Shadowing/Independent Research Project/Cooperative Education	

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

List related certifications/credentials approved by VDOE and offered locally:
http://www.cteresource.org/apg (Go to Certification – License Section)

Workplace Readiness Skills for the Commonwealth (CTECS)

Additional Learning Opportunities:
CTSO Organization(s): X HOSA

Work-Based Learning:
X Career Research X Cooperative Education X Internship X Mentorship X Job Shadowing

Postsecondary: Placement Assessments such as Virginia Placement Test or COMPASS

College Entrance Exams such as ACT & SAT

POSTSECONDARY

SAMPLE POSTSECONDARY PROGRAMS RELATED TO THIS CAREER PATHWAY
Individual plans must include locally agreed upon courses at the postsecondary level (See page 2)

Pathway	Associate Degree, College Certificate, or Apprenticeship	Bachelors Degree	Postgraduate Degree
Diagnostic Services	Medical Laboratory – AAS Radiography - AAS	Bachelor of Science in Biology Bachelor of Science in Chemistry	Microbiology – PhD Biochemistry and Molecular Genetics - PhD

College: Piedmont Virginia Community College **School Division(s):** Albemarle County Schools

Postsecondary: Placement Assessments such as Virginia Placement Test or COMPASS

POSTSECONDARY - COMMUNITY COLLEGE or APPRENTICESHIP - Determined Locally

Semester	English	Mathematics	Science	Social Studies	Required Courses or Recommended Electives			
POSTSECONDARY PLAN OF STUDIES MUST INCLUDE POSTSECONDARY ACADEMIC, CTE, AND OTHER ELECTIVE COURSES APPROPRIATE FOR AN ASSOCIATE DEGREE.								
Year 1 1st Semester			BIO 141: Human Anatomy and Physiology I	Humanities Elective	RAD 100: Intro to Radiology and Protection	RAD 121: Radiographic Procedures I	RAD 125: Patient Care Procedures	RAD 190: Clinical Internship
Year 1 2nd Semester			BIO 142: Human Anatomy and Physiology II		RAD 111: Radiologic Science I	RAD 221: Radiographic Procedures II	RAD 131: Elementary Clinical Procedures I	
Year 2 1st Semester					RAD 112: Radiologic Science II	RAD 231: Advanced Clinical Procedures I	RAD 246: Special Procedures	
Year 2 2nd Semester						RAD 232: Advanced Clinical Procedures II	RAD 256: Radiographic Film Evaluation	HLT/PED: Health/PE Elective
Year 3 1st Semester			RAD 205: Radiation Protection and Radiobiology		RAD 240: Radiographic Pathology	RAD 270: Digital Image Acquisition and Display	RAD 280: Terminal Competencies in Radiography	RAD 290: Coordinated Internship

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 X Internship ☐ Mentorship
☐ Job Shadowing ☐ Service Learning Project ☐ Registered Apprenticeship

UNIVERSITY

University/College: University of Virginia
Degree or Major: Bachelor of Science in Biology
Number of Articulated CC Credits:

Notes:

CareerClusters™ PATHWAYS TO COLLEGE & CAREER READINESS
Health Science

Commonwealth of Virginia Plan of Study

Student Name: _____
School: Monticello High School
Date: _____

Cluster: Health Science **Pathway:** Health Informatics

This Career Pathway Plan of Study can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts	Mathematics	Science	Social Studies/ Science	Other Required Courses Recommended Electives Learner Activities	Recommended Career and Technical Courses Source: Administrative Planning Guide http://www.cteresource.org/apg/	SAMPLE – Occupations Relating to This Pathway: http://www.doe.virginia.gov/instruction/career_technical/career_clusters/sample_plans_study/index.shtml http://www.careerclusters.org http://www.cteresource.org/cpg/
		NOTE: Indicate State Course Titles and Codes						
Graduation Requirements: http://www.doe.virginia.gov/instruction/graduation/index.shtml								
MIDDLE	7	English 7 (1110)	Math 7 (3111)	Life Science (4115)	U S History (2354)			
MIDDLE	8	English 8 (1120)	Math 8/Algebra 1 (3130)/Geometry (3143)	Physical Science (4125)	Civics & Economics (2357)			
Career Assessment: Identify an appropriate career assessment instrument at the middle school level used to help students and their parents plan for high school: X career cruising								Admitting Clerk Health Educator Health Care Administrator Medical Assistant Medical Biller/Patient Financial Services Risk Management Medical Information Technologist
SECONDARY	9	English (1130)	Algebra I (3130)/Geometry (3143)/Algebra II (3135)	Biology (4310)	World History (2215)/ Geography I (2210)/AP World History (2380)	Economics & Personal Finance (6120) Health & PE (2 years) Foreign Language (3 years) Other Electives to Complement Pathway (Core Academic and CTE): ITE 120: Principles of Information Systems (6669) DE Microbiology (4319) Biotechnology Foundations (9050) Medical Terminology (8383) Sports Medicine I (7686) Sports Medicine II (7687)	Principles of Biomedical Sciences (8379)	
SECONDARY	10	English (1140)	Geometry (3143)/Algebra II (3135)/Trigonometry (3150)	Chemistry (4410)	World History (2216)/ AP World Geography (2210)/AP European History (2399)		Human Body Systems (8380)	
SECONDARY	11	English (1150)/AP or DE English (1150)	Algebra II (3135)/Trigonometry (3150)/ AP Calculus (3177)	Physics (4510)/AP Biology (4370)	US/VA History (2360)/AP US/VA History (2319)		DE PSY 200: Principles of Psychology or AP Psychology (2900)/Research Project	
SECONDARY	12	English (1160)/AP or DE English (1196/1165)	AP Calculus (3177) or AP Statistics (3192)	Physics (4510)/AP Chemistry (4470)	US/VA Government(2440)/AP US/VA Government (2450)		Internship/Job Shadowing/Independent Research Project/Cooperative Education	

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

List related certifications/credentials approved by VDOE and offered locally:
http://www.cteresource.org/apg (Go to Certification – License Section)

Workplace Readiness Skills for the Commonwealth (CTECS)

Additional Learning Opportunities:
CTSO Organization(s): X HOSA

Work-Based Learning:
X Career Research X Cooperative Education X Internship X Mentorship X Job Shadowing

Postsecondary: Placement Assessments such as Virginia Placement Test or COMPASS

College Entrance Exams such as ACT & SAT

POSTSECONDARY

SAMPLE POSTSECONDARY PROGRAMS RELATED TO THIS CAREER PATHWAY
Individual plans must include locally agreed upon courses at the postsecondary level (See page 2)

Pathway	Associate Degree, College Certificate, or Apprenticeship	Bachelors Degree	Postgraduate Degree
Health Informatics	Health and Information Management - Certificate Health Information Technology - AAS		

College: Piedmont Virginia Community College **School Division(s):** Albemarle County Schools

Postsecondary: Placement Assessments such as Virginia Placement Test or COMPASS

POSTSECONDARY - COMMUNITY COLLEGE or APPRENTICESHIP - Determined Locally

Semester	English	Mathematics	Science	Social Studies	Required Courses or Recommended Electives			
POSTSECONDARY PLAN OF STUDIES MUST INCLUDE POSTSECONDARY ACADEMIC, CTE, AND OTHER ELECTIVE COURSES APPROPRIATE FOR AN ASSOCIATE DEGREE.								
Year 1 1st Semester			BIO 145: Anatomy and Physiology for Health Sciences		HIM 130: Health Information Systems	HIM 131: Health Information Procedures		
Year 1 2nd Semester		BUS 208: Quality and Productivity Management	ACC 211: Principles of Accounting I	ACC 213: Principles of Accounting II	HIM 151: Reimbursement Issues	HIM 250: Health Data Classification Systems I: ICD9-CM	HIM 255: Health Data Classification Systems II: CPT	HIM 143: Managing Electronic Billing in Medical Practice
Year 1 Summer Semester					HIM 251: Clinical Practice I	HIM 254: Advanced Coding and Reimbursement	HIM 253: Health Records Coding	HIM: 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 X Internship ☐ Mentorship
☐ Job Shadowing ☐ Service Learning Project ☐ Registered Apprenticeship

UNIVERSITY

University/College:
Degree or Major:
Number of Articulated CC Credits:

Notes:

CareerClusters™ PATHWAYS TO COLLEGE & CAREER READINESS
Health Science

Commonwealth of Virginia Plan of Study

Student Name: _____
School: Monticello High School
Date: _____

Cluster: Health Science **Pathway:** Support Services

This Career Pathway Plan of Study can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts	Mathematics	Science	Social Studies/ Science	Other Required Courses Recommended Electives Learner Activities	Recommended Career and Technical Courses Source: Administrative Planning Guide http://www.cteresource.org/apg/	SAMPLE – Occupations Relating to This Pathway: http://www.doe.virginia.gov/instruction/career_technical/career_clusters/sample_plans_study/index.shtml http://www.careerclusters.org http://www.cteresource.org/cpg/
		NOTE: Indicate State Course Titles and Codes						
Graduation Requirements: http://www.doe.virginia.gov/instruction/graduation/index.shtml								
MIDDLE	7	English 7 (1110)	Math 7 (3111)	Life Science (4115)	U S History (2354)			
MIDDLE	8	English 8 (1120)	Math 8/Algebra 1 (3130)/Geometry (3143)	Physical Science (4125)	Civics & Economics (2357)			
Career Assessment: Identify an appropriate career assessment instrument at the middle school level used to help students and their parents plan for high school: X career cruising								
SECONDARY	9	English (1130)	Algebra I (3130)/Geometry (3143)/Algebra II (3135)	Biology (4310)	World History (2215)/ Geography I (2210)/AP World History (2380)	Economics & Personal Finance (6120) Health & PE (2 years) Foreign Language (3 years) Other Electives to Complement Pathway (Core Academic and CTE): ITE 120: Principles of Information Systems (6669) DE Microbiology (4319) Biotechnology Foundations (9050) Medical Terminology (8383) Sports Medicine I (7686) Sports Medicine II (7687)	Principles of Biomedical Sciences (8379)	Biomedical /Clinical Technician Central Service Manager Facilities Manager Materials Manager Ward Secretary Environmental Services Manager EMT Dental Assistant Certified Veterinarian Assistant Phlebotomist
SECONDARY	10	English (1140)	Geometry (3143)/Algebra II (3135)/Trigonometry (3150)	Chemistry (4410)	World History (2216)/ AP World Geography (2210)/AP European History (2399)		Human Body Systems (8380)	
SECONDARY	11	English (1150)/AP or DE English (1150)	Algebra II (3135)/Trigonometry (3150)/ AP Calculus (3177)	Physics (4510)/AP Biology (4370)	US/VA History (2360)/AP US/VA History (2319)		DE PSY 200: Principles of Psychology or AP Psychology (2900)/Research Project	
SECONDARY	12	English (1160)/AP or DE English (1196/1165)	AP Calculus (3177) or AP Statistics (3192)	Physics (4510)/AP Chemistry (4470)	US/VA Government(2440)/AP US/VA Government (2450)		Internship/Job Shadowing/Independent Research Project/Cooperative Education	
High school courses in the pathway offered locally for college credit should be coded: DE (Dual Enrollment) and/or VC (Validated Credit)								

List related certifications/credentials approved by VDOE and offered locally:
http://www.cteresource.org/apg (Go to Certification – License Section)

Workplace Readiness Skills for the Commonwealth (CTECS)

Additional Learning Opportunities:
CTSO Organization(s): X HOSA

Work-Based Learning:
X Career Research X Cooperative Education X Internship X Mentorship X Job Shadowing

Postsecondary: Placement Assessments such as Virginia Placement Test or COMPASS

College Entrance Exams such as ACT & SAT

POSTSECONDARY

SAMPLE POSTSECONDARY PROGRAMS RELATED TO THIS CAREER PATHWAY
Individual plans must include locally agreed upon courses at the postsecondary level (See page 2)

Pathway	Associate Degree, College Certificate, or Apprenticeship	Bachelors Degree	Postgraduate Degree
Support Services	Emergency Medical Technician – AAS Emergency Medical Technician - Certificate Health Information Technology – AAS		

College: Piedmont Virginia Community College **School Division(s):** Albemarle County Schools

Postsecondary: Placement Assessments such as Virginia Placement Test or COMPASS

POSTSECONDARY - COMMUNITY COLLEGE or APPRENTICESHIP - Determined Locally

Semester	English	Mathematics	Science	Social Studies	Required Courses or Recommended Electives			
POSTSECONDARY PLAN OF STUDIES MUST INCLUDE POSTSECONDARY ACADEMIC, CTE, AND OTHER ELECTIVE COURSES APPROPRIATE FOR AN ASSOCIATE DEGREE.								
Year 1 1st Semester			BIO 145: Anatomy and Physiology for Health Sciences	Social Science Elective	EMS 111: Emergency Medical Technician Basic	EMS 120: EMT Basic Clinical		
Year 1 2nd Semester				Humanities Elective	EMS 151: Introduction to Advanced Life Support	EMS 153: Basic ECG Recognition	EMS 157: ALS Trauma Care	EMS 170: ALS Internship
Year 2 1st Semester					EMS 155: ALS Medical Care	EMS 159: ALS Special Populations	EMS 172: ALS Clinical Internship II	EMS 173: ALS Field Internship II
Year 2 2nd Semester					EMS 201: EMS Professional Development	EMS 205: Advanced Pathophysiology	EMS 207: Advanced Patient Assessment	EMS 242: ALS Clinical Internship III
			EMS 209: Advanced Pharmacology	EMS 211: Operations	EMS 215: Registry Review	EMS 243: ALS Field Internship III	EMS 244: ALS Clinical Internship IV	EMS 245: ALS Field Internship IV

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 X Internship ☐ Mentorship
☐ Job Shadowing ☐ Service Learning Project ☐ Registered Apprenticeship

UNIVERSITY

University/College:
Degree or Major:
Number of Articulated CC Credits:

Notes:

CareerClusters™ PATHWAYS TO COLLEGE & CAREER READINESS
Health Science

Commonwealth of Virginia Plan of Study

Student Name: _____
School: Monticello High School
Date: _____

Cluster: Health Science **Pathway:** Therapeutic Services

This Career Pathway Plan of Study can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts	Mathematics	Science	Social Studies/ Science	Other Required Courses Recommended Electives Learner Activities	Recommended Career and Technical Courses Source: Administrative Planning Guide http://www.cteresource.org/apg/	SAMPLE – Occupations Relating to This Pathway: http://www.doe.virginia.gov/instruction/career_technical/career_clusters/sample_plans_study/index.shtml http://www.careerclusters.org http://www.cteresource.org/cpg/
		NOTE: Indicate State Course Titles and Codes						
Graduation Requirements: http://www.doe.virginia.gov/instruction/graduation/index.shtml								Athletic Trainer Audiologist Certified Nurse Aide Dental Assistant Dentist EMT, Paramedic Exercise Physiologist Home Health Aide LPN Massage Therapist Medical Assistant Occupational Therapist Occupational Therapist Aide Optician Pharmacy Technician Physical Therapist Physical Therapist Aide Physician Recreation Therapist RN Surgeon Veterinarian Assistant
MIDDLE	7	English 7 (1110)	Math 7 (3111)	Life Science (4115)	U S History (2354)			
MIDDLE	8	English 8 (1120)	Math 8/Algebra 1 (3130)/Geometry (3143)	Physical Science (4125)	Civics & Economics (2357)			
Career Assessment: Identify an appropriate career assessment instrument at the middle school level used to help students and their parents plan for high school: X career cruising								
SECONDARY	9	English (1130)	Algebra I (3130)/Geometry (3143)/Algebra II (3135)	Biology (4310)	World History (2215)/ Geography I (2210)/AP World History (2380)	Economics & Personal Finance (6120) Health & PE (2 years) Foreign Language (3 years) Other Electives to Complement Pathway (Core Academic and CTE): ITE 120: Principles of Information Systems (6669) DE Microbiology (4319) Biotechnology Foundations (9050) Medical Terminology (8383) Sports Medicine I (7686) Sports Medicine II (7687)	Principles of Biomedical Sciences (8379)	
SECONDARY	10	English (1140)	Geometry (3143)/Algebra II (3135)/Trigonometry (3150)	Chemistry (4410)	World History (2216)/ AP World Geography (2210)/AP European History (2399)		Human Body Systems (8380)	
SECONDARY	11	English (1150)/AP or DE English (1150)	Algebra II (3135)/Trigonometry (3150)/ AP Calculus (3177)	Physics (4510)/AP Biology (4370)	US/VA History (2360)/AP US/VA History (2319)		DE PSY 230: Psychology or AP Psychology (2900)/Research Project	
SECONDARY	12	English (1160)/AP or DE English (1196/1165)	AP Calculus (3177) or AP Statistics (3192)	Physics (4510)/AP Chemistry (4470)	US/VA Government(2440)/AP US/VA Government (2450)		Internship/Job Shadowing/Independent Research Project/Cooperative Education	

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

List related certifications/credentials approved by VDOE and offered locally:
http://www.cteresource.org/apg (Go to Certification – License Section)

Workplace Readiness Skills for the Commonwealth (CTECS)

Additional Learning Opportunities:
CTSO Organization(s): X HOSA

Work-Based Learning:
X Career Research X Cooperative Education X Internship X Mentorship X Job Shadowing

Postsecondary: Placement Assessments such as Virginia Placement Test or COMPASS

College Entrance Exams such as ACT & SAT

POSTSECONDARY

SAMPLE POSTSECONDARY PROGRAMS RELATED TO THIS CAREER PATHWAY
Individual plans must include locally agreed upon courses at the postsecondary level (See page 2)

Pathway	Associate Degree, College Certificate, or Apprenticeship	Bachelors Degree	Postgraduate Degree
Therapeutic Services	Practical Nursing - Certificate Dental Assisting - Certificate Nursing – AAS Dental Hygiene - AAS	Bachelor of Science in Nursing	Master of Science in Nursing Nurse Practitioner Doctor of Nursing Practice

College: Piedmont Virginia Community College **School Division(s):** Albemarle County Schools

Postsecondary: Placement Assessments such as Virginia Placement Test or COMPASS

POSTSECONDARY - COMMUNITY COLLEGE or APPRENTICESHIP - Determined Locally

Semester	English	Mathematics	Science	Social Studies	Required Courses or Recommended Electives			
POSTSECONDARY PLAN OF STUDIES MUST INCLUDE POSTSECONDARY ACADEMIC, CTE, AND OTHER ELECTIVE COURSES APPROPRIATE FOR AN ASSOCIATE DEGREE.								
Year 1 1st Semester			BIO 141: Human Anatomy and Physiology I	NAS 185: Introduction to Sociology	NUR 100: Intro to Nursing and Health	NUR 108: Nursing Principles and Concepts I	NUR 226: Health Assessment	
Year 1 2nd Semester			BIO 142: Human Anatomy and Physiology II	Humanities Elective	NUR 112: Nursing II	NUR 230: Pharmacology		
Year 2 1st Semester					NUR 201: Psychiatric Nursing	NUR 202: Medical-Surgical Nursing		
Year 2 2nd Semester					NUR 245: Maternal/Newborn Nursing	NUR 246: Parent/Child Nursing	NUR 254: Nursing Dimensions	

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: University of Virginia
Degree or Major: Bachelors of Science in Nursing
Number of Articulated CC Credits:

Notes:

CareerClusters™ PATHWAYS TO COLLEGE & CAREER READINESS
Health Science

Commonwealth of Virginia Plan of Study

Student Name: _____
School: Monticello High School
Date: _____

Cluster: Health Science **Pathway:** Biotechnology Research and Development

This Career Pathway Plan of Study can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts	Mathematics	Science	Social Studies/ Science	Other Required Courses Recommended Electives Learner Activities	Recommended Career and Technical Courses Source: Administrative Planning Guide http://www.cteresource.org/apg/	SAMPLE – Occupations Relating to This Pathway: http://www.doe.virginia.gov/instruction/career_technical/career_clusters/sample_plans_study/index.shtml http://www.careerclusters.org http://www.cteresource.org/cpg/
		NOTE: Indicate State Course Titles and Codes						
Graduation Requirements: http://www.doe.virginia.gov/instruction/graduation/index.shtml								
MIDDLE	7	English 7 (1110)	Math 7 (3111)	Life Science (4115)	U S History (2354)			Laboratory Technician Quality Assurance/Control Technician Laboratory Assistant Nuclear Medicine Technologist Cell Biologist Research Assistant Research Scientist Biochemist
MIDDLE	8	English 8 (1120)	Math 8/Algebra 1 (3130)/Geometry (3143)	Physical Science (4125)	Civics & Economics (2357)			
Career Assessment: Identify an appropriate career assessment instrument at the middle school level used to help students and their parents plan for high school: X career cruising								
SECONDARY	9	English (1130)	Algebra I (3130)/Geometry (3143)/Algebra II (3135)	Biology (4310)	World History (2215)/ Geography I (2210)/AP World History (2380)	Economics & Personal Finance (6120) Health & PE (2 years) Foreign Language (3 years) Other Electives to Complement Pathway (Core Academic and CTE): ITE 120: Principles of Information Systems (6669) DE Microbiology (4319) Biotechnology Foundations (9050) Medical Terminology (8383) Sports Medicine I (7686) Sports Medicine II (7687)	Principles of Biomedical Sciences (8379)	
SECONDARY	10	English (1140)	Geometry (3143)/Algebra II (3135)/Trigonometry (3150)	Chemistry (4410)	World History (2216)/ AP World Geography (2210)/AP European History (2399)		Human Body Systems (8380)	
SECONDARY	11	English (1150)/AP or DE English (1150)	Algebra II (3135)/Trigonometry (3150)/ AP Calculus (3177)	Physics (4510)/AP Biology (4370)	US/VA History (2360)/AP US/VA History (2319)		DE or AP Psychology (2900)/Research Project	
SECONDARY	12	English (1160)/AP or DE English (1196/1165)	AP Calculus (3177) or AP Statistics (3192)	Physics (4510)/AP Chemistry (4470)	US/VA Government(2440)/AP US/VA Government (2450)		Internship/Job Shadowing/Independent Research Project/Cooperative Education	
		High school courses in the pathway offered locally for college credit should be coded: DE (Dual Enrollment) and/or VC (Validated Credit)						

List related certifications/credentials approved by VDOE and offered locally:
http://www.cteresource.org/apg (Go to Certification – License Section)

Workplace Readiness Skills for the Commonwealth (CTECS)

Additional Learning Opportunities:
CTSO Organization(s): X HOSA

Work-Based Learning:
X Career Research X Cooperative Education X Internship X Mentorship X Job Shadowing

Postsecondary: Placement Assessments such as Virginia Placement Test or COMPASS

College Entrance Exams such as ACT & SAT

POSTSECONDARY

SAMPLE POSTSECONDARY PROGRAMS RELATED TO THIS CAREER PATHWAY
Individual plans must include locally agreed upon courses at the postsecondary level (See page 2)

Pathway	Associate Degree, College Certificate, or Apprenticeship	Bachelors Degree	Postgraduate Degree
Biotechnology Research and Development	Medical Lab Technology - Certificate Biotechnology - AAS	Bachelor of Science in Biotechnology Bachelor of Science in Biology Bachelor of Art in Biology Bachelor of Science in Biochemistry	Master Degree in Biotechnology

College: Piedmont Virginia Community College **School Division(s):** Albemarle County Schools

Postsecondary: Placement Assessments such as Virginia Placement Test or COMPASS

POSTSECONDARY - COMMUNITY COLLEGE or APPRENTICESHIP - Determined Locally

Semester	English	Mathematics	Science	Social Studies	Required Courses or Recommended Electives			
POSTSECONDARY PLAN OF STUDIES MUST INCLUDE POSTSECONDARY ACADEMIC, CTE, AND OTHER ELECTIVE COURSES APPROPRIATE FOR AN ASSOCIATE DEGREE.								
Year 1 1st Semester		MTH 163: Pre-Calculus	BIO 101: General Biology I w/ Laboratroy	HIS 121: U.S. History I or HIS 101: History of Western Civilization I	BIO 180: Introduction to Biotechnology Careers	CHM 111: College Chemistry I w/ Laboratory		
Year 1 2nd Semester			BIO 102: General Biology II w/ Laboratory	HIS 122: U.S. History II or HIS 102: History of Western Civilization 2		CHM 112: College Chemistry II w/ Laboratory		
Year 2 1st Semester		MTH 240: Statistics or MTH 157: Elementary Statistics or MTH 271: Applied Calculus	BIO 206: Cell Biology		BIO/CHM/NAS 299: Supervised Study in Science	PHI 220: Ethics or PHI 227: Biomedical Ethics	HLT/PED: Health or PE Elective	
Year 2 2nd Semester			BIO 256: General Genetics		Humanities Elective	Social Science 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: James Madison University
Degree or Major: Bachelor of Science in Biotechnology
Number of Articulated CC Credits:

Notes: AP Chemistry, AP Statistics, and AP Calculus are transferable to JMU with a 4 or higher on the AP test. Students could earn 11 credits for degree while in high school.

Appendix E
Bell Schedules

2012/13

MONTICELLO HIGH SCHOOL BELL SCHEDULE

Semester classes meet every day, Monday through Friday
For a yearlong class, "A" meets on Mon/Wed/Fri and "B" meets on Tue/Thu/Fri

Monday-Thursday	
8:55-9:00	Homeroom
9:05-9:30	Mustang Morning
9:35-11:00	Broadcast 1st Period
11:05-1:00	2nd Period Lunch schedule: ① 11:00-11:30 ② 11:45-12:15 ③ 12:30-1:00
1:05-2:25	3rd Period
2:30-3:50	4th Period

Friday	
8:55-9:00	Homeroom
9:05-9:30	Mustang Morning
9:35-10:18	Broadcast 1A
10:23-11:00	1B
11:05-11:45	2A*Go to 2nd lunch
12:20-1:00	2B
	Lunch schedule: ① 11:00-11:30 ② 11:45-12:15* ③ 12:30-1:00
1:05-1:43	3A
1:48-2:25	3B
2:30-3:08	4A
3:13-3:50	4B

2012/2013 ONE Hour Delayed Opening Bell Schedule

Monday-Thursday	Friday
No Zero Period, No Mustang Morning, No News Broadcast, No Homeroom Block 1 (A or B) 9:55-11:15	No Zero Period, No Mustang Morning, No News Broadcast, No Homeroom Block 1A 9:55-10:35 Block 1B 10:40-11:15
Block 2 (A or B) 11:20-1:10	Block 2A 11:20-12:00 Block 2B 12:35-1:10
1st Lunch 11:20-11:50 2nd Lunch 12:00-12:30 3rd Lunch 12:40-1:10	1st Lunch 11:20-11:50 2nd Lunch 12:00-12:30 3rd Lunch 12:40-1:10
Block 3 (A or B) 1:15-2:30	Block 3A 1:15-1:50 Block 3B 1:55-2:30
Block 4 (A or B) 2:35-3:50	Block 4A 2:35-3:10 Block 4B 3:15-3:50

2012/2013 Two Hour Delayed Opening Bell Schedule

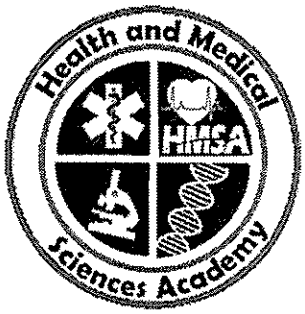
Monday-Thursday	Friday
No Zero Period, No Mustang Morning, No News Broadcast, No Homeroom	No Zero Period, No Mustang Morning, No News Broadcast, No Homeroom
Block 1 (A or B) 10:55-12:00	Block 1A 10:55-11:25 Block 1B 11:30-12:00
Block 2 (A or B) 12:05-1:50	Block 2A 12:05-12:40 Block 2B 1:15-1:50
1st Lunch 12-12:30 2nd Lunch 12:40-1:10 3rd Lunch 1:20-1:50	1st Lunch 12-12:30 2nd Lunch 12:40-1:10 3rd Lunch 1:20-1:50
Block 3 (A or B) 1:55-2:50	Block 3A 1:55-2:20 Block 3B 2:25-2:50
Block 4 (A or B) 2:55-3:50	Block 4A 2:55-3:20 Block 4B 3:25-3:50

Appendix F

Application, Admission Timeline and Selection Criteria

Health and Medical Sciences Academy
Monticello High School

Admissions 2013-14 Timeline



December 3, 2012 – The application for HMSA for the 2013-14 school year will be posted on December 3rd and will be located in the Admissions Folder (left column at the bottom of the page, under HMSA) at http://www2.k12albemarle.org/school/MOHS/hmsa/Pages/default.aspx. The application includes student writing and demonstration of problem-solving skills, and requires three letters of recommendation from one math and one science teacher; a third letter can be submitted by another person who knows the student, ie. coaches, clergy, scout leader, other teacher, etc. **Incomplete applications will not be considered**. Please make sure to print your email address clearly on your application as we will use this to communicate with you.

December 4, 2012 – HMSA Open House between 5 and 7 pm. There will be a short presentation in the Forum at Monticello High School at 5 pm followed by a tour of the Academy Space. The presentation will continue and will include time to meet and ask questions of current Academy students. This is a great opportunity to learn about HMSA.

December 18, 2012 - MHS Curriculum Fair between 7:00 and 8:30 pm
Short presentation provided in the Auditorium at 7pm followed by the Curriculum Fair in the gymnasium at 7:30. Academy students will be available in the Gym to answer questions during the Curriculum Fair.

January 18, 2013 - Application Due Date. Applications may be delivered to the student's middle school guidance counselors or to MHS. Applications may also be mailed to:

HMSA
c/o Monticello High School
1400 Independence Way
Charlottesville, VA 22901

Alternatively, applications can be faxed to (434) 244-3104 with attention to Katina Dudley.

Please Note: (This has happened with MESA deadlines in the past). In the event Albemarle County schools are closed due to inclement weather on the due date, the deadline will be extended to the end of the next full school day.

February 4 – February 15, 2013 – Interviews will be conducted for selected students. These interviews will provide additional information to the selection committee as they work to make final decisions.

March 1, 2013 - Student letters will be sent the week of March 1st. Notification of acceptance will be sent both electronically and in writing. Students will be accepted, denied or placed on the waiting list. Students on the wait list will be re-evaluated should any openings occur after student decisions have been finalized.

March 15, 2013 - Students will confirm or deny acceptance. Middle school counselors will be notified, so that they may make appropriate changes to the students schedule for the fall of the 2013-14 school year.

Albemarle County Public Schools

Albemarle County

Health and Medical Sciences Academy

Monticello High School, 1400 Independence Way, Charlottesville, VA 22901

Inspiring Excellence, Innovation, and a Future of Service

The Albemarle County Schools Health and Medical Sciences Academy's mission is to empower students for success, utilizing 21st century skills, while exploring health science career opportunities. The program will provide students a foundation for post-secondary education or workforce readiness in certified health related professions. Students will explore core content with technology through integrated projects, case studies, and focused learning experiences.

Application for Admission School Year 2013-14

(online submission available at www.k12albemarle.org/hmsa)

Part A: Personal Information

Application Checklist

- ☐ Completed Application
- ☐ Admissions Agreement
- ☐ 3Recommendation Forms
- ☐ Parent Recommendation Form
- ☐ Transcript (for students not currently enrolled in ACPS)

Please select Pathway of Interest

- ☐ **Pathway 1: Allied Health (industry certification programs)**
- ☐ **Pathway 2: Technical, Bio-Engineering, Medical Equipment**
- ☐ **Pathway 3: Medical Doctor, D.D.S, RN, LPN**

Name: _____
(Last) (First) (Middle)

Home Address: _____
(Street)

_____
(City) (State) (Zip Code)

Mother's/Guardian's Name: _____ Work Phone: _____
Cell Phone: _____

Father's/Guardian's Name: _____ Work Phone: _____
Cell Phone: _____

Student E-mail Address: _____

Current School: _____ Zoned High School: AHS MHS WAHS

Career Interests: _____

_____ _____
(Signature of Applicant) (Date) (Signature of Parent/Guardian) (Date)

Completed Application must be submitted to your school counselor by January 18, 2013.

Albemarle County Public Schools

Health and Medical Sciences Academy

Part B: Writing and Essay Questions

Essay Questions (to be completed by the applicant)

Instructions: Please type or neatly write your answer to each question on a separate sheet of paper. Keep responses to around 250 words.

1. The knowledge and skills in Health and Medical Science continue to change. How do you view your education in the context of preparation for a career that doesn't currently exist? You should consider personal attributes, skills, and knowledge that would help you to prepare for such a career.

2. Students in a class are assigned as a group to design a model of the heart that is able to pump water through various tubes and valves. The class has been given one week to work on the project with only one class day allotted for group work. Mike is a highly motivated student who wants to get the group organized and complete the project quickly. Mike is getting irritated at John because he cannot decide on a design and get going. John keeps coming up with different creative ideas for the heart model. John is getting irritated at Mike because he thinks that Mike is trying to control the group.

   If you were a member of this group, how could you help resolve the situation to ensure that the group completes a successful project? While considering this scenario, feel free to draw on your own previous experiences. You might consider examples of experiences that were positive as well as those that might have been more challenging. Explain how you dealt with the various issues that arise when working in a group setting.

Part C: Extracurricular

Please list your extracurricular activities over the last three years. Consider both school based activities and other organized activities (scouts, religious organizations, music clubs, camps attended, sports, etc).

Activity/Organization	Brief Description (responsibilities/leadership)	Years of Participation

Completed Application must be submitted to your school counselor by January 18, 2013.

Albemarle County Public Schools

Confidential Educator Letter of Recommendation

Health and Medical Sciences Academy

Dear Applicant: This page should be given to an educator, and/or someone who has been able to observe your leadership abilities (coaches, scout leaders, clergy, etc), that will be able to provide an evaluation of your academic work ethic, your personality and your leadership abilities. **Please give one each to your current math and science teacher, if you are currently not in a science class, please use your science teacher from a previous year.**

Applicant's Name: _____ Current School: _____

Your Name: _____ Signature: _____ Date: _____

How long have you known the applicant and in what capacity? _____

Rating (5 is superior)	Questions to Consider	Please Comment:
Student's ability to make connections: 1 2 3 4 5	Is the student passive or does the student ask leading or probing questions? Does the student enjoy the practical or real life applications of concepts? Does the student show an interest in how things interact? Are they able to connect multiple concepts quickly? Does the student readily graph new concepts or do they need many examples?	
Student's response to challenges 1 2 3 4 5	Does the student accept and respond positively to challenges? Do they enjoy difficult problems? Do they give up quickly or easily on homework or classwork? Does the student seek extra help when they have performed poorly on a test?	
Student's ability to work with peers 1 2 3 4 5	Does the student demonstrate the ability to work with a variety of personalities? Does the student take over projects or are they willing to let others lead? Does the student get easily frustrated with others in their group. Does the student readily accept other's ideas or input?	
Disciplined Work Habits 1 2 3 4 5	Is the student consistently prepared for class? Has the student demonstrated preparation for tests? Are assignments submitted on time? Can the student work independently or do they have to be constantly monitored? Does the student work to their potential?	
Overall Recommendation: 1 2 3 4 5	Does the student have the potential to thrive in a challenging environment? Does the student excel due to hard work, brilliance of mind or a combination of both? Does the student show a love of learning and enjoy school? Does the student have a high level of energy?	

** Please add any observations or any summary appraisals that you feel should be made in consideration of this applicant. You may attach an extra sheet or use the back of this page as necessary.

Please fax/mail to:
Monticello High School (HMSA)
1400 Independence Way
Charlottesville, VA 22902
Phone 434-244-3100 Fax 434-244-3104

Albemarle County Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, disability, age, pregnancy or marital status in its programs and activities. The Director of Human Resources has been designated to handle all inquiries regarding non-discrimination policies. Address any inquiries or concerns to: Director of Human Resources, 401 McIntire Road, Charlottesville, Virginia, 22902. (434) 296-5827

Albemarle County Public Schools

Albemarle County

Health and Medical Sciences Academy

Monticello High School, 1400 Independence Way, Charlottesville, VA 22901

Inspiring Excellence, Innovation, and a Future of Service

Parent/Guardian Recommendation Form

(online submission available at www.k12albemarle.org/hmsa)

Student's Name: _____

Counselor: _____ School: _____

Directions to Student: Complete the information above and have a parent or guardian complete this form.

Directions to Parent/Guardian: Your child is applying for admissions to the Health and Medical Sciences Academy at Monticello High School. Please complete the questions below to provide additional information that might assist us in determining your child's potential to succeed in a rigorous academic program.

1. What personal characteristics are important for your son or daughter?

2. What do you see as your son or daughter's greatest achievement? What makes him or her unique to you?

3. What do you think will be your son or daughter's greatest challenge while enrolled in the Health and Medical Sciences Academy, and what way do you think he or she will meet the challenge? How do you see yourself supporting your child during these next four years of their education? (Please feel free to use the back of this form if necessary.)

_____ _____ _____

Parent/Guardian's Name (Printed) Parent/Guardian's Signature Date

HMSA Selection Process:

FACTORS:

Teacher recommendations

Attendance

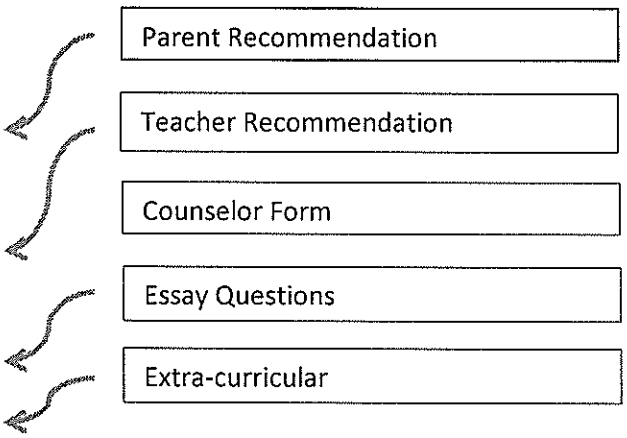
Collaboration

Work Ethic

Interest in Health Care Career

		Collaborative	Resourcefulness	Interest in Health Care Careers	OTHER	Total (%)
Parent	Parental Support				5	
	Response to Change		5			16%
Teacher	Makes Connections				5	
	Response to Challenges		5			
	Work w/peers	5				
	Work Habits		5			
	Overall				5	41%
Q1	Interest in Health care			10		
Q2	Collaboration	10				33%
Student	Extracurricular		6			10%
	Totals	15	21	10	15	

Rater	
	Consider
10 pts	Parent Support; Response to Change
25-75 pts	Make Connections; Response to Challenges; Work w/peers; Work Habits; Overall
20 pts	Interest in Health Care Careers
6 pts	Involvement (3); Leadership (3)



Intangibles: Attendance, Discipline

What to consider for interviews: Interest in Health Care Careers!

RUBRIC:

TEACHER REC	1	2	3	4	5
Ability to make connections (Engaging with the Curriculum)	Student is not interested in making connections to the curriculum. Student is often disruptive.	Student is often off-task and does not show interest in making connections to the curriculum. At times student is disruptive to the learning environment.	Student does not always participate, questions are sometimes asked. Student has difficulty grasping concepts, but with examples provided by the teacher, student is usually able to understand and make connections.	Student is usually engaged during class, questions asked lead to a deeper understanding. Student is able to grasp concepts with examples provided by the teacher.	Student is highly engaged in class, student participates and asks probing questions. Connections to the curriculum are apparent and student readily grasps concepts.
Response to challenges	Student does not accept and respond positively to challenges. Student is not a problem solver and usually does not complete tasks. Student does not seek help when necessary.	Student becomes easily frustrated when responding to challenges. Student will attempt to problem solve, but often turns in incomplete assignments. Student does not seek help when necessary.	Student sometimes accepts and responds positively to challenges. Student often becomes frustrated when responding to challenges and does not seek help appropriately.	Student usually accepts and responds positively to challenges. Student is a problem solver, hard worker, and usually seeks help when necessary.	Student accepts and responds positively to challenges. Student is a problem solver, hard worker, and seeks help when necessary.
Work with peers	Student does not work well with others.	Student usually becomes frustrated while working with others and would prefer to work independently to complete the assigned task.	Student sometimes becomes frustrated while working with peers but completes the assigned task.	Student is willing to work with peers to complete assigned task. They usually either take the lead or do not, but they are able to work through conflicts that arise without intervention from the teacher.	Student thrives when working with peers. Student is able to lead and be led in order to complete the assigned task.
Work Habits and Academic Performance	Student is often off-task and fails to use time provided to complete assignments. Student requires consistent monitoring by the teacher.	Student is often off-task and does not use their time wisely. Performance on assessments is below average. Student is often asked to redirect their efforts on class assignments. Work submitted demonstrates below average effort.	Student is usually prepared for class, performance on assessments is average, and work is usually submitted on time. Student is usually able to work independently and work submitted demonstrates average effort.	Student is usually prepared for class, performance on assessments is above average, and work is submitted on time. Student is able to work independently and work submitted demonstrates consistent effort.	Student is consistently prepared for class, performance on assessments is high, and work is always submitted on time. Student is able to work independently and submits high quality work.
Overall Rating	Student is not recommended for this environment.	Student will be overwhelmed in a challenging environment. Student is not a likely candidate for success.	Student will succeed in a challenging environment but will require lots of additional support. Student is a good candidate for this environment.	Student will succeed in a challenging environment with some additional support provided. Student is a good candidate for this environment.	Student will thrive in a challenging environment. Student is an exceptional candidate for this environment.

PARENT REC	1	2	3	4	5
Parental Support	Parent did not complete recommendation form.	Parent does not provide challenges to be met by their child.	Parent provides a vague response to the question. They do not provide specific examples for parental support.	Parent provides specific challenges for their child but do not provide specific examples for parental support.	Parent describes specific challenges with specific examples as to how they plan to support their child.
Response to challenges	Student does not accept and respond positively to challenges.	Student becomes easily frustrated when responding to challenges. Strategies for success are not provided.	Student sometimes accepts and responds positively to challenges. Strategies for success are not clear.	Student usually accepts and responds positively to challenges. Specific strategies for success are provided.	Student accepts and responds positively to challenges. Specific strategies for success are provided.
ESSAYS	**1-2**	**3-4**	**5-6**	**7-8**	**9-10**
Q1	Student does not mention an interest or understanding of HMS careers.	Student gives only vague ideas about why they are interested in pursuing a career in HMS. Student shows an unclear understanding of what skills are needed in a HMS career.	Student does not include specific examples of personal attributes, skills and knowledge in response. Student has a general understanding of the knowledge and skills necessary for HMS careers.	Student includes few examples of personal attributes, skills and knowledge in response. Student shows good understanding of the knowledge and skills necessary for HMS careers.	Specific personal attributes, skills and knowledge are included in student response. Student has a clear background knowledge and understanding of the knowledge and skills necessary for HMS careers.
Q2	Student is unable to answer the question or student did not follow the instructions from the question and therefore student's understanding of working together is not shown.	Student focused on completing the task and failed to share how the group would work together to complete the task. Previous experiences are not shared.	Student is focused on completing the task but is unclear or vague about how the group can best work together. Student fails to consider previous experiences; either positive or challenging.	Student's response is other's focused, and mentions a few standard or obvious solutions.	Student is other's focused, and references previous experiences and specific and creative solutions. Student demonstrates growth from both positive and challenging experiences.
Extra-curricular	**0**	**1**	**2**	**3**	
Involvement	Lacks Involvement.	Some Involvement.	Highly involved, may not include a variety of activities/roles.	Highly involved, may include a variety of activities/roles.	
Leadership	Lacks Involvement.	Leadership not mentioned.	Leadership is mentioned/shown in at least 1 activity.	Leadership is mentioned/shown in 2 or more activities.	

Additional Comments:

Where do grades, attendance, and discipline fit into the percentages?

Should parent's questions be worth more than the extracurricular activities?

Appendix G
Admissions Agreement

Albemarle County Public Schools

Albemarle County

Health and Medical Sciences Academy

Monticello High School, 1400 Independence Way, Charlottesville, VA 22901

Inspiring Excellence, Innovation, and a Future of Service

Admissions Agreement

The Albemarle County Public Schools Health and Medical Sciences Academy at Monticello High School offers a unique high school education with specialized curricula in the health and medical science field. For students to be successful in this program, the student must be a consistent, dedicated learner. Therefore Albemarle County Public Schools require that students and parents make the following commitment.

I agree to the following terms and conditions for participating in the Health and Medical Science Academy. I will

1. follow the rules of the Academy as well as those rules outlined in the *Student Handbook* and *Code of Student Conduct for a Monticello High School Student*.
2. actively participate in each class by being prepared, listening attentively, offering relevant comments, posing insightful questions, taking notes, and doing any other activities necessary to meet the expectations set forth for each class.
3. submit quality work in a timely fashion seeking additional assistance from my instructors as needed.
4. manifest the highest degree of academic integrity. Incidents of cheating may be grounds for immediate removal from the program.
5. fulfill all academy or advanced academic program requirements.

I understand that if I do not meet the standards or follow the rules of the Health and Medical Sciences Academy, I may be asked to withdraw from the program to enroll in a course of study which better meets my needs. If I am asked to withdraw from the academy by the Program Coordinator, I understand that I may appeal that decision to the building principal whose ruling is the final authority.

I also understand that if I leave the Health and Medical Sciences Academy Program I must return to my zoned school and, according to Virginia High School League rules, I would not be eligible to participate in VHSL activities for 365 days unless I was granted a waiver under VHSL rule 28-6-2(14).

Student Signature _____ Date _____

I hereby grant permission and consent for my son/daughter to enroll in the Health and Medical Sciences Academy at Monticello High School and agree to all terms listed above. Finally, I will support my child's academic growth and encourage development of independent study skills. I understand that my son/daughter may be withdrawn from the academy by the program coordinator and/or the principal if he/she does not fulfill the terms of this agreement.

Parent/Guardian Signature _____ Date _____

Appendix H
Budget

Budget Narrative

A. Personnel - **Total: $54,500**

Director currently oversees the program and will spend 50 percent of their time supervising staff, overseeing implementation of curriculum, programs, and activities. $30,000 will be used to cover 50 percent of this individual's annual salary.

Faculty will create and implement lesson plans on a daily basis. Three sections of FTE will be used for teachers to instruct Academy students. $24,500 will be used to cover three sections for the coursework.

B. Staff Development - **Total: $1,000**

The Faculty will attend conferences in Virginia (VAST and ASCD conferences) in order to continue their work to improve teaching, learning, and leading the way. Three faculty members will attend one of the two conferences.

C. Summer Component Activities - **Total: $3,000**

Work over the summer includes writing curriculum to be used for Academy courses. Curriculum taught in the Academy will be through the lens of medicine and summer work will provide opportunities for faculty to create lessons that will be engaging to students interested in healthcare professions.

D. Materials and Supplies - **Total: $2,500**

Six EKG Probe sensors each costing $155 have been purchased. In addition, several new labs have been purchased from Carolina Scientific or Ward's Science in order to enhance the experiences of Academy students. Kidney dialysis labs, First Aid and CPR training materials, and biotechnology materials have been purchased.

E. Equipment - **Total: $79,000**

Students enrolled in the Academy will each receive a laptop. Each laptop is $600 and 50 laptops were purchased for this first year. Additional laptops were purchased for use in the classroom and for each STEM laboratory cart. Seven STEM laboratory carts were purchased in order to provide laboratory experiences in classrooms not equipped for such activities. $48,945 was invested in the purchase of STEM laboratory carts for the Academy curriculum.

F. Facilities - **Total: $60,000**

Renovations to Monticello HS continue in order to facilitate the Academy's student's flexibility within the classrooms and the Academy space. Accommodations are being implemented to allow students an area for collaboration at various times during the school schedule. The renovations incorporate furniture and space allocation to encourage the students to gather in support of projects and classwork on a flexible basis.

In-Kind – Advisory Board members will meet four times during this academic year. Within this funding, 40 members have been included at $100. for their time. The remaining amount is allocated for various time committed throughout the year for guest speakers, UVA students travel, time and expenses, as well as field experiences. (See Appendix H for Budget.)

GOVERNOR'S HEALTH SCIENCES ACADEMY

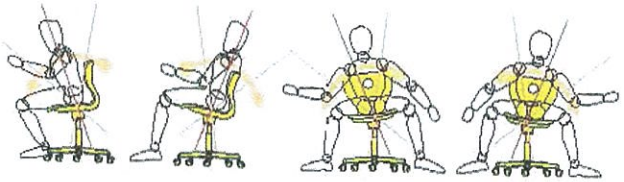
INITIAL PLANNING/IMPLEMENTATION GRANT BUDGET
(First $5,000 Payment)*

A – Director Costs	TOTAL			
	$5,000* Grant State Funds	**Perkins Funds**	**Other Funds (Local or grant Funds to be described in Budget Narrative)**	**In-Kind**
1. Personnel --- 1000			74,000	
2. Employment Benefits --- 2000				
3. Purchased/Contractual Services --- 3000				
4. Internal Services --- 4000				
5. Staff Development --- 5000	1,000		1,000	
6. Summer Component Activities --- 5000			3,000	
7. Travel --- 5000				
8. Contractual Services --- 5000				
9. Materials and Supplies --- 6000	2,000	4,000	2,500	
10. Equipment --- 8000	1,000	6,000	78,000	
11. Facilities --- 8000	1,000		60,000	
12. In-Kind				4,000
B – Direct Costs **				
TOTAL				

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

PantoMove Chair by VS

- Adjustable Height
- Five-star foot with castors
- Ergonomic 3D Rocker Mechanism
- Seat Shape allows for multiple seating positions

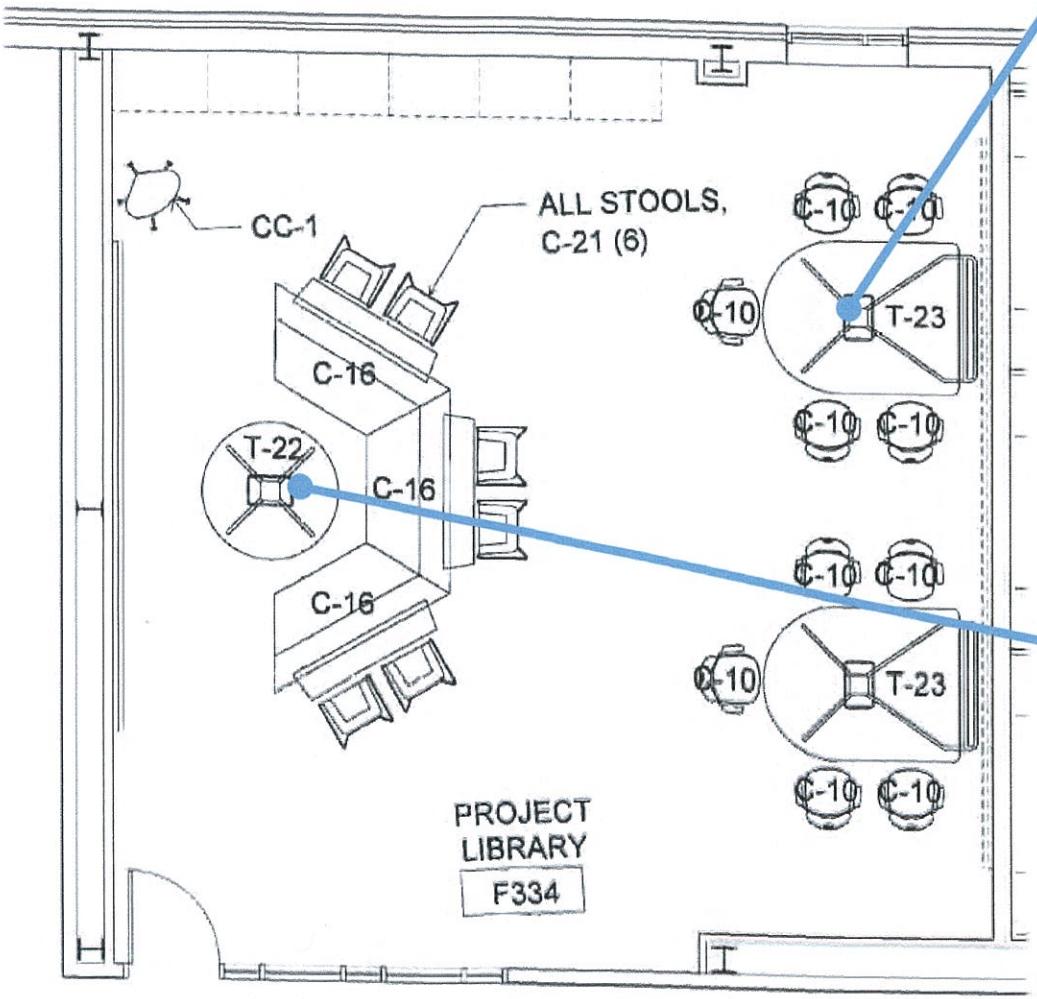


Rondolift Table by VS

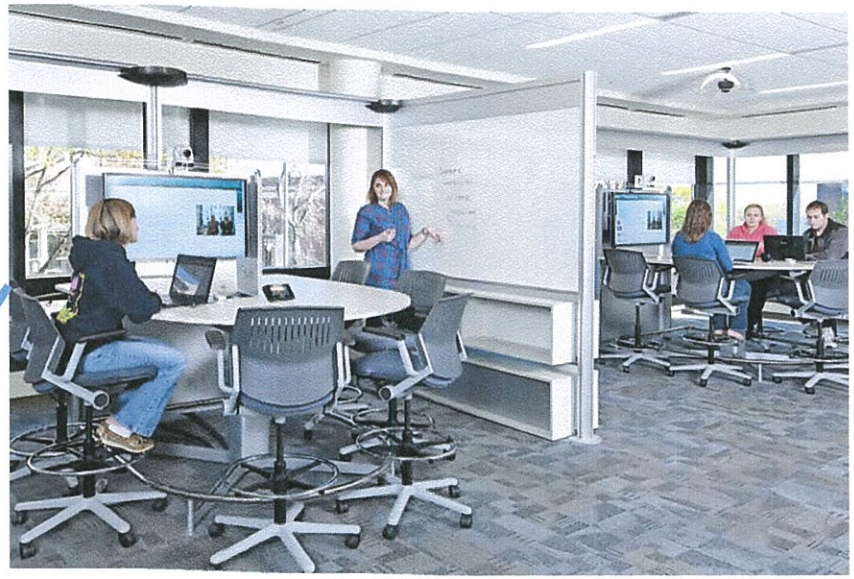
- Easily adjustable height with lever
- Ranges from sit down to stand up heights
- 40-40" in Diameter (seats 4 students)
- Mobile on lockable castors

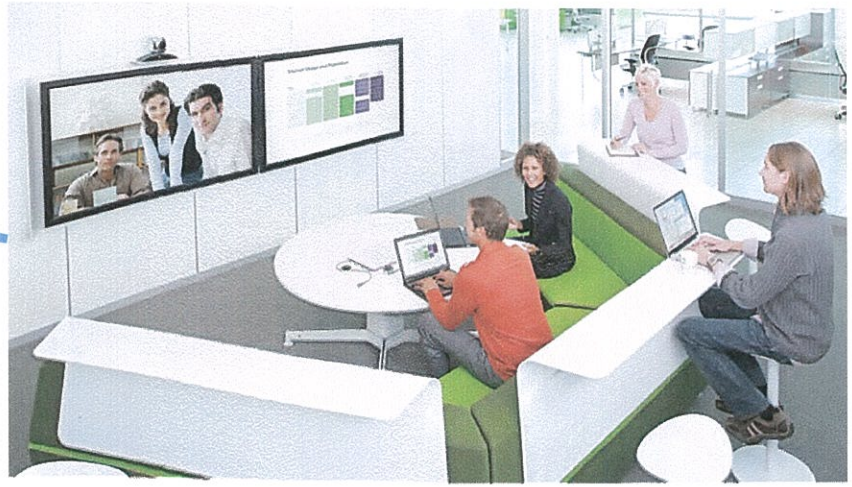
Mediascape by Steelchase

- Integrated furniture & technology for collaborative learning
- Full Brochure



Proposed Plan for Fluvanna High School by BCWH Architects





This set up is also at UVA Fine Arts Library.

Connected Line by Bretford

- Lounge furniture with integrated technology
- Full Brochure

STEM IN MOTION

Additional Options

EarthWalk prides itself on being a custom solutions provider. Our products are built around the specific needs of each client and, in turn, the STEM in Motion lab is designed to fulfill most IT requirements. Contact your EarthWalk representative for more information on any of these customized solutions:

- Custom Graphics and Colors
- Wireless Networking
- Server Packages
- Data Loggers
- Glassware
- UPS Systems
- Electronic Testing Devices
- Custom Fitted Foam
- Experiment Kits
- Motion Sensors
- Robotics
- RFID Tracking Systems for Equipment
- Projectors / Cameras / Monitors / Audio Visual products
- Alternative Energy Charging Solutions (Solar)
- Multi-Language Curriculum Software

Overall Lab Dimension

Top height: 106.68cm/ 42in
Top length: 168.91cm/ 66.5in
Top width: 68.58cm/ 27in
Weight (empty): 159.1kg/ 350lbs
Work surface length (w/o extension): 153.67cm /60.5in
Work surface extension: 46cm /18in
Work surface thickness: 1.91cm/ 0.75in

Sink Dimension

20.32cm x 14.60cm x 30.48cm (W 8"x D 5.75"x L 12")

Removable Storage Bin Dimensions

Quantity (2) TWO: (D 77 x W 312 x L 425 mm) (D 3.03 x W 12.28 x L 16.73 in)
Quantity (8) EIGHT: (D 157 x W 312 x L 425 mm) (D 6.18 x W 12.28 x L 16.73 in)

*110V-250V Multi-Voltage Electrical configurations available for use outside the United States

EarthWalk.
Technology a step ahead®
10511 Battleview Parkway, Manassas, VA 20109

T: 703-393-1940 F: 703-997-8797
E: Sales@earthwalk.com

EarthWalk.
Technology a step ahead®

INTRODUCING STEM IN MOTION

With over fifteen years experience developing and manufacturing mobile technology solutions for learning environments, EarthWalk is proud to introduce the STEM in Motion Lab —a multipurpose mobile laboratory designed to engage students and support teachers in hands on science, technology, engineering, and math (S.T.E.M.) coursework. EarthWalk's STEM in Motion Lab can transform any classroom from a typical, teacher-centered classroom to one driven by student discovery and exploratory learning.

The STEM in Motion Lab's versatile design can incorporate multiple electronic devices such as data collectors, probe ware or laptop computers in addition to supplying storage for equipment needed to meet curriculum standards for students at every level.

Stem in Motion is a system which allows both students and teachers instant access to all tools without the added cost of a dedicated laboratory. By bringing the lab directly to students, institutions with constrained budgets and overcrowded classrooms can save valuable space while reducing infrastructure and laboratory equipment costs.

Quality in Construction

STEM-Lab is 100% American made. The frame, chassis and internal structure are 16 gauge solid-steel and can be shipped fully assembled or in kit-form, ready to be assembled on-site. The design includes eight antitheft, locking doors to secure valuable equipment and the electrical, water, and gas management systems. The standard build includes four, solid rubber, six inch diameter wheels with total-locking, swivel casters to assure ease of transport between classrooms and buildings. The lab's overall size, weight, and height can effortlessly navigate standard hallways and doorways.

Chemical Resistant Epoxy Resin Work Surface

STEM-Lab's epoxy resin work surfaces meet laboratory grade performance with a strong resistance to chemicals and heat. The custom work surface adheres to ASTM standards for rigidity, chemical resistance, water absorption, and flammability. A folding work surface extension, hinged to the left of the sink, expands the work area an additional eighteen inches in length.

Chemical Resistant Sink and Water System

STEM-Lab's epoxy resin sink has a single lever faucet, plumbed to a 5-liter, clean water tank along with a 5-liter, chemically resistant waste container. A self-priming, 35-psi electric pump allows for continuous water flow. This pressure-sensing system automatically powers down when the water source is empty to prevent overheating.

Electrical System

STEM-Lab features an electronic device storage and charging compartment with four fixed shelves and eighteen electrical outlets. This secured area can be upgraded to accommodate sophisticated devices such as tablets, netbooks, or laptops. The complete system is powered by a single primary power cord using one standard electrical outlet. All electronic devices, the water system, and system upgrade packages operate simultaneously without fear of overloading the electrical circuit. The unit incorporates an RCD cut off switch for added protection. Four additional exterior outlets are located on the back panel to power accessories such as a projector, instructor laptop or observation camera.

Upgrades

Laptop/Netbook Compartment Upgrade

STEM-Lab's laptop upgrade package converts the lab's standard electronic device storage and charging compartment to a true mobile computer lab system. This upgrade package provides storage and charging compartments for eight, full size laptop computers, sixteen netbook computers or tablet devices. This upgrade package enables the lab to incorporate additional custom configuration packages such as EarthWalk's High Efficiency™ laptop charging system, integrated Ethernet hardwire package, integrated wireless package, or an additional battery charging system. See more details on these custom configuration packages below.

Integrated Gas System

The gas upgrade package configures the STEM-Lab to include a dual valve gas system compatible with natural, butane, or propane gas supplies. This system features barbed-end, fitted gas nozzles affixed to the STEM-Lab work surface and piped to a lockable storage shelf to secure the gas container.

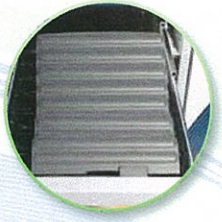
**Gas containers/ tanks not included.*

Integrated Presentation Package

The STEM-Lab AV upgrade package adds a movable, elevated presentation podium, which supplies two device-mounting platforms. One platform can be used for the instructor's laptop and the other can accommodate a projector or presentation device.

STEM Custom Configuration Options

** Custom configuration packages require the STEM-Lab laptop upgrade package.*



*Integrated High-Efficiency Charging System

STEM-Lab can be configured to include EarthWalk's patented High Efficiency™ laptop charging system, providing up to 85% energy efficiency when charging most brands of laptop computers or netbooks. The High Efficiency™ charging system simultaneously charges all devices without the use of AC adapters. All internal power systems are customized to the specific brand requirements and integrated into the lab for easy cable management. High Efficiency™ charging guarantees all devices will be safely charged in a single cycle without overloading the electrical circuit, while simultaneously maximizing energy savings.

*BatteryBay Charging System

The EarthWalk BatteryBay™ charging system can store and charge eight additional lithium-ion laptop batteries, allowing laptops to operate via battery power all day long. When a laptop signals "low battery power", users can easily swap depleted batteries for fully charged batteries for continuous, mobile operation. *Please contact your EarthWalk sales representative for available compatibility options.

*Hardwire Ethernet Package

This optional network package integrates a 10/100/1000 Ethernet network switch into the lab, along with CAT6 Ethernet uplink cables to each laptop/netbook compartment. This system provides IT convenience and ease of operation to administer software updates or imaging via network broadcast. The package adds a stainless steel three port uplink module to the exterior of the cart. One Ethernet cable connection from your network to the cart is all that is required for convenient network access to all devices and peripherals.

Appendix I

Certificate of Insurance

ALBEM-1 OP ID: 7J

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 04/04/2013

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER
Scott Insurance (Rich)
1700 Bayberry Court Ste. 200
Richmond, VA 23226
Phone: 804-545-2200
Fax: 804-545-2201

CONTACT NAME:
PHONE (A/C, No, Ext):
FAX (A/C, No):
E-MAIL ADDRESS:

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : School Systems of VA	
INSURER B : Ohio Casualty Ins Co (A)	24074
INSURER C :	
INSURER D :	
INSURER E :	
INSURER F :	

INSURED
Albemarle County School Board
Mr. D. Jackson Zimmermann
401 McIntire Road
Charlottesville, VA 22901

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS		
B	GENERAL LIABILITY X COMMERCIAL GENERAL LIABILITY CLAIMS-MADE X OCCUR X School Leaders E& GEN'L AGGREGATE LIMIT APPLIES PER: POLICY PRO-JECT LOC			CBP 8789741	07/01/2012	07/01/2013	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG Emp Ben.	$ $ $ $ $ $ $	1,000,000 1,000,000 15,000 1,000,000 3,000,000 3,000,000 1,000,000
B	AUTOMOBILE LIABILITY X ANY AUTO ALL OWNED AUTOS HIRED AUTOS SCHEDULED AUTOS NON-OWNED AUTOS			BA8780242	07/01/2012	07/01/2013	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)	$ $ $ $ $	1,000,000
B	UMBRELLA LIAB OCCUR X EXCESS LIAB CLAIMS-MADE DED X RETENTION $ 10,000			CU 8780842	07/01/2012	07/01/2013	EACH OCCURRENCE AGGREGATE	$ $ $	10,000,000 10,000,000
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y / N (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	N / A		626/006	07/01/2012	07/01/2013	WC STATU-TORY LIMITS OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	$ $ $	500,000 500,000 500,000
B	Excess Umbrella			ECO(11)54500921	07/01/2012	07/01/2013	Each Occ. Aggregate		5,000,000 5,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

Event: Governor's HMS Academy Applications

CERTIFICATE HOLDER

VADEDUC

Virginia Dept of Education
Attn George Willcox
James Monroe Bldg
101 N 14th Street
Richmond, VA 23219

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Stacey W Hall

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