

COMMONWEALTH of VIRGINIA

Board of Education Agenda



Date of Meeting: January 15, 2009

Time: 9 a.m.

Location: Jefferson Conference Room, 22nd Floor, James Monroe Building
101 North 14th Street, Richmond, Virginia

9:00 a.m. FULL BOARD CONVENES

Moment of Silence

Pledge of Allegiance

Highlights on Educational Excellence:

- Presentation by Virginia's Secretary of Technology, Aneesh Chopra, on the PlugGED In Initiative
- Announcement of Awards for High-Performing Schools and School Divisions in Virginia: The Virginia Index of Performance (VIP) Program Awards

Approval of Minutes of the November 20, 2008, Meeting of the Board

Resolutions/Recognitions

- Presentation of Resolution of Appreciation to Suzette Denslow, Deputy Policy Director and Legislative Director, Office of the Governor, for outstanding service to public education
- Presentation to school divisions recently receiving the SACS/CASI District Accreditation: Bland County Public Schools, Dickenson County Public Schools, Pulaski County Public Schools, Suffolk City Public Schools, Tazewell County Public Schools, and Washington County Public Schools

Public Comment

Consent Agenda

- A. Final Review of Financial Report on Literary Fund
- B. Final Review of Recommendations Concerning Applications for Literary Fund Loans
- C. Final Review of Recommendations Concerning Literary Fund Applications Approved for Release of Fund or Placement on a Waiting List

Action/Discussion Items

- D. First Review of Revisions of Industry, Professional, or Trade Association Certification Examinations and Occupational Competency Assessments to Meet the Requirements for the Board of Education's Career and Technical Education and Advanced Mathematics and Technology Seals and the Student-Selected Verified Credit
- E. First Review of Timeline for the Review of the *Science Standards of Learning*
- F. First Review of Timeline for the Review of the *English Standards of Learning*
- G. First Review of a Request to Appoint a Part-Time Superintendent for Highland County Public Schools
- H. First Review of a Request to Appoint a Part-Time Superintendent for Colonial Beach Public Schools
- I. First Review of Proposed Amendment to Virginia's Consolidated State Application Accountability Plan Under the *No Child Left Behind Act of 2001*
- J. First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure to Grant Approval to Requests to Add New Endorsement Programs at the University of Mary Washington and the University of Virginia
- K. First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Grant Full Accreditation to the Teacher Education Program at Saint Paul's College

REPORTS

- L. Report on the Alternative Education Programs in Petersburg City Public Schools
- M. Report on the Governor's Proposed Amendments to the 2008-2010 Biennial Budget (HB 1600/SB 850)

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

EXECUTIVE SESSION

ADJOURNMENT

PUBLIC NOTICE

The Board of Education members will meet for dinner at 6:30 p.m. at the Crowne Plaza Hotel on Wednesday, January 14, 2009. Items for the Board agenda may be discussed informally at that dinner. No votes will be taken, and it is open to the public. The Board president reserves the right to change the times listed on this agenda depending upon the time constraints during the meeting.

GUIDELINES FOR PUBLIC COMMENT

1. The Board of Education is pleased to receive public comment at each of its regular monthly meetings. In order to allow the Board sufficient time for its other business, the total time allotted to public comment will generally be limited to thirty (30) minutes. Individuals seeking to speak to the Board will be allotted three (3) minutes each.
2. Those wishing to speak to the Board should contact Dr. Margaret Roberts, Executive Assistant for Board Relations at (804) 225-2924. Normally, speakers will be scheduled in the order that their requests are received until the entire allotted time slot has been used. Where issues involving a variety of views are presented before the Board, the Board reserves the right to allocate the time available so as to insure that the Board hears from different points of view on any particular issue.
3. Speakers are urged to contact Dr. Roberts in advance of the meeting. Because of time limitations, those persons who have not previously registered to speak prior to the day of the Board meeting cannot be assured that they will have an opportunity to appear before the Board.
4. In order to make the limited time available most effective, speakers are urged to provide multiple written copies of their comments or other material amplifying their views.

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

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends approval of the financial report (including all statements) on the status of the Literary Fund as of September 30, 2008.

Impact on Resources:

As funds become available in the Literary Fund, recommendations will be made to the Board for funding priority projects and those projects at the top of the First Priority Waiting List, with the cash balance reduced as loan requests are processed.

Timetable for Further Review/Action:

The Department staff will prepare a quarterly financial report on this fund for Board approval. Information also will be presented each quarter, as part of another agenda item, regarding those projects on the two waiting lists.

BOARD OF EDUCATION
STATEMENT OF THE FINANCIAL POSITION OF THE LITERARY FUND
(as of September 30, 2008)

Line Reference	PRINCIPAL BALANCE	<u>September 30, 2008</u>	<u>June 30, 2008</u>	<u>Increase/(Decrease)</u>
1.	Cash and investments maintained by State Treasurer	162,381,902	151,091,810	11,290,092
2.	Temporary loans received from local school boards (secured by promissory notes)	20,000,000	3,907,075	16,092,925
3.	Cash and investments in custody of Virginia Public School Authority (VPSA)	0	0	0
4.	Long-term loans in custody of Virginia Public School Authority (VPSA)	295,861,366	305,754,974	(9,893,608)
5.	Total Principal of Literary Fund	478,243,268	460,753,859	17,489,409
CURRENT COMMITMENTS AGAINST LITERARY FUND REVENUE				
6.	Balance due on active projects (Attachment B)	39,820,034	57,532,159	(17,712,125)
7.	Debt service on VPSA equipment notes ¹	64,582,338	0	64,582,338
8.	Interest rate subsidy ²	30,000,000	0	30,000,000
9.	Trigon Reserve	5,657,429	5,657,429	0
10.	Transfer for Teacher Retirement ³	186,128,935	0	186,128,935
11.	Other Encumbrances held by Treasurer of Virginia	10,234	10,234	0
12.	Required Carry Forward Balance	64,469,470	64,582,338	(112,868)
13.	Total of Literary Fund Commitments	390,668,440	127,782,159	262,886,280
FUNDS AVAILABLE FOR CURRENT COMMITMENTS AND NEW LOANS				
14.	Cash and investments maintained by State Treasurer (Line 1)	162,381,902	151,091,810	
15.	Less commitments against Literary Fund Revenues (Line 13)	(390,668,440)	(127,782,159)	
16.	Balance Available to Fund New Projects Currently on Waiting List - (Additional Funds Needed to Meet Commitments)	(228,286,538)	23,309,651	

NOTES:

¹Chapter 879 requires \$64,582,338 to be set aside for debt service on VPSA equipment notes.

²Chapter 879 requires \$30,000,000 to be set aside for an interest rate subsidy program.

³Chapter 879 requires \$186,128,935 to be transferred from the Literary Fund to pay teacher retirement in fiscal year 2009.

ACTIVE LITERARY FUND PROJECTS AS OF December 31, 2008

Application Number	School Division	School	Release Date	Funds Approved for Release	Actual Funds Disbursed	Balance Due	Percent Drawn
Literary Loans							
11221	Culpeper County	Culpeper County High	January, 2008	\$ 7,500,000	\$ -	\$ 7,500,000	0.00%
11254	Southampton County	Riverdale Elementary	January, 2008	\$ 7,500,000	\$ -	\$ 7,500,000	0.00%
11259	Greensville County	E. W. Wyatt Middle	January, 2008	\$ 7,500,000	\$ -	\$ 7,500,000	0.00%
11261	Culpeper County	New Elementary	January, 2008	\$ 7,500,000	\$ -	\$ 7,500,000	0.00%
				\$ 30,000,000	\$ -	\$ 30,000,000	
Subsidy Grants							
11062	Chesapeake City	Butts Road Intermediate	2001 Subsidy	\$ 85,594	\$ (77,881)	\$ 7,713	90.99%
11096	Washington County	Abingdon High	2003 Subsidy	34,943	\$ -	34,943	0.00%
11098	Washington County	Holston High	2003 Subsidy	20,949	\$ -	20,949	0.00%
11097	Washington County	John S. Battle High	2003 Subsidy	30,210	\$ -	30,210	0.00%
11099	Washington County	Patrick Henry High	2003 Subsidy	30,181	\$ -	30,181	0.00%
11100	Washington County	Valley Institute	2003 Subsidy	5,861	\$ -	5,861	0.00%
11151	Nottoway County	Blackstone Primary	2004 Subsidy	54,632	\$ (40,393)	14,239	73.94%
11150	Nottoway County	Crewe Primary	2004 Subsidy	191,790	\$ (161,572)	30,218	84.24%
11181	Grayson County	Grayson Middle	2005 Subsidy	138,831	\$ -	138,831	0.00%
11143	Franklin County	Windy Gap Elementary	2006 Subsidy	745,557	\$ (600,911)	144,646	80.60%
11201	Portsmouth City	Park View Elementary	2006 Subsidy	1,331,227	\$ (6,500)	1,324,727	0.49%
11210	Halifax County	Halifax Middle	2006 Subsidy	1,331,227	\$ (1,097,125)	234,102	82.41%
11121	Henry County	G. W. Carver Elementary	2006 Subsidy	624,720	\$ (617,153)	7,567	98.79%
11220	Halifax County	South Boston Elementary	2006 Subsidy	641,739	\$ (227,676)	414,063	35.48%
11222	Henry County	Campbell Court Elementary	2006 Subsidy	706,533	\$ (679,795)	26,738	96.22%
11212	Washington County	Abingdon Elementary	2007 Subsidy	201,358	\$ (6,500)	194,858	3.23%
11213	Washington County	High Point Elementary	2007 Subsidy	154,739	\$ -	154,739	0.00%
11214	Washington County	Valley Institute Elementary	2007 Subsidy	123,197	\$ -	123,197	0.00%
11215	Washington County	E. B. Stanley Middle	2007 Subsidy	149,896	\$ -	149,896	0.00%
11256	Henry County	Drewry Mason Elementary	2007 Subsidy	648,523	\$ (231,843)	416,680	35.75%
11209	New Kent County	New Kent High School	2007 Subsidy	214,640	\$ (6,500)	208,140	3.03%
11228	Roanoke County	Northside High School	2007 Subsidy	798,438	\$ -	798,438	0.00%
11258	Gloucester County	Abingdon Elementary School	2007 Subsidy	798,438	\$ -	798,438	0.00%
11262	Wise County	Coeburn Middle School	2008 Subsidy	631,973	\$ -	631,973	0.00%
11263	Wise County	Powell Valley Primary School	2008 Subsidy	726,322	\$ -	726,322	0.00%
11260	Powhatan County	New Elementary School	2008 Subsidy	1,006,140	\$ (999,640)	6,500	99.35%
11255	Roanoke City	William Fleming High School	2008 Subsidy	1,006,140	\$ -	1,006,140	0.00%
11272	Town of West Point	West Point High School	2008 Subsidy	64,219	\$ (6,500)	57,719	10.12%
11273	Town of West Point	West Point Middle School	2008 Subsidy	41,984	\$ -	41,984	0.00%

ACTIVE LITERARY FUND PROJECTS AS OF December 31, 2008

Application Number	School Division	School	Release Date	Funds Approved for Release	Actual Funds Disbursed	Balance Due	Percent Drawn
11270	Rockingham County	New Elementary School in Elkton	2008 Subsidy	1,006,140	\$ -	1,006,140	0.00%
11271	Rockingham County	New High School in Elkton	2008 Subsidy	999,640	\$ -	999,640	0.00%
11293	Tazewell County	Richlands Elementary School	2008 Subsidy	446,045	\$ -	446,045	0.00%
11294	Tazewell County	Tazewell Elementary School	2008 Subsidy	483,392	\$ -	483,392	0.00%
11295	Tazewell County	Springville Elementary School	2008 Subsidy	243,178	\$ -	243,178	0.00%
11296	Tazewell County	North Tazewell Elementary School	2008 Subsidy	324,368	\$ -	324,368	0.00%
11297	Tazewell County	Cedar Bluff Elementary School	2008 Subsidy	327,724	\$ -	327,724	0.00%
				\$ 46,370,486	\$ (4,759,988)	\$ 41,610,498	

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LITERARY FUND PROJECT REIMBURSEMENTS COMPLETED AS OF December 31, 2008

Application Number	School Division	School	Release Date	Funds Approved for Release	Actual Funds Disbursed	Funds Returned	Balance Due	Percent Drawn
11203	Staunton City	A. R. Ware Elementary	July, 2007	7,500,000	(7,500,000)	0.00	0.00	100.00%
11202	Staunton City	T. C. McSwain Elementary	January, 2008	7,500,000	(7,500,000)	0.00	0.00	100.00%
11231	Patrick County	Blue Ridge Elementary	January, 2008	151,618	(151,618)	0.00	0.00	100.00%
11232	Patrick County	Hardin Reynolds Memorial School	January, 2008	105,406	(105,406)	0.00	0.00	100.00%
11233	Patrick County	Meadows of Dan Elementary	January, 2008	105,217	(105,217)	0.00	0.00	100.00%
11234	Patrick County	Patrick County High	January, 2008	275,324	(275,324)	0.00	0.00	100.00%
11235	Patrick County	Patrick Springs Primary	January, 2008	195,976	(195,976)	0.00	0.00	100.00%
11236	Patrick County	Stuart Elementary	January, 2008	304,878	(304,878)	0.00	0.00	100.00%
11237	Patrick County	Woolwine Elementary	January, 2008	361,581	(361,581)	0.00	0.00	100.00%
11244	Galax City	Galax High School	January, 2008	5,000,000	(5,000,000)	0.00	0.00	100.00%
				\$ 21,500,000	\$ (21,500,000)	\$ -	\$ -	
11225	Hanover County	Hanover Elementary	2007 Subsidy	214,640	(214,640)	0.00	0.00	100.00%
11223	Essex County	Essex Intermediate School	2007 Subsidy	214,640	(214,640)	0.00	0.00	100.00%
11226	Hanover County	Trades Based Center	2007 Subsidy	208,140	(208,140)	0.00	0.00	100.00%
11230	Augusta County	Wilson Memorial High School	2007 Subsidy	791,938	(791,938)	0.00	0.00	100.00%
11257	Rockingham County	Montevideo Elementary School	2007 Subsidy	798,438	(798,438)	0.00	0.00	100.00%
11269	Radford City	Belle Heth Elementary School	2008 Subsidy	1,579,985	(1,579,985)	0.00	0.00	100.00%
11277	Virginia Beach City	Virginia Beach Middle School	2008 Subsidy	1,006,140	(1,006,140)	0.00	0.00	100.00%
				\$ 26,313,921	\$ (26,313,921)	\$ -	\$ -	

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Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education approve the six (6) applications totaling \$29,200,000 (Attachment A).

Impact on Resources:

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

Timetable for Further Review/Action:

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

BOARD OF EDUCATION
LITERARY FUND LOAN APPLICATIONS PRESENTED FOR APPROVAL

It is recommended that the following applications be approved:

Literary Fund #	School Division	School	Date Received	Amount	Comment
11305	Grayson County	Fries Elementary School	October 16, 2008	7,500,000	Addition and Renovation (Plans Received)
11306	Hopewell City	Hopewell High School	October 24, 2008	7,500,000	Addition and Renovation (Plans Not Received)
11307	Henry County	Fieldale Collinsville Middle School	November 24, 2008	2,500,000	Addition and Renovation (Plans Received)
11308	Henry County	Magna Vista High School	November 24, 2008	7,200,000	Addition and Renovation (Plans Received)
11309	Richmond County	Richmond County Elementary School	December 12, 2008	4,250,000	Renovations (Plans Received)
11310	Richmond County	Rappahannock High School	December 12, 2008	250,000	Renovations (Plans Received)

Total: \$ 29,200,000

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

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

Summary of Major Elements:

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

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

1. Eight new projects, totaling \$44,200,000, listed on Attachment A are eligible for placement on the First Priority Waiting List.
2. Thirteen projects from the First Priority Waiting List participated in the 2008 Series B Virginia Public School Authority Interest Rate Subsidy program in the fall and, as a result, have been removed from the First Priority Waiting List (Attachment C).
3. One new project, totaling \$7,500,000, listed on Attachment E has a Literary Fund application, which is approved as to form, but the plans have not yet been finalized. When the Department receives the plans, this project will be eligible for placement on a waiting list. Until such time, this project should remain on the Approved Application List.

Superintendent's Recommendation:

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

Impact on Resources:

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

Timetable for Further Review/Action:

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

VIRGINIA BOARD OF EDUCATION - LITERARY FUND FIRST PRIORITY WAITING LIST

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

Priority	Date Placed on Waiting List	School Division	School	Interest Rate	Amount	Cumulative Total	Action/Status
1	July, 2007	Pulaski County	Riverlawn Elementary School	2%	7,500,000	7,500,000	Funding Deferred
2	October, 2007	Manassas Park City	Cougar Upper Elementary School	3%	7,500,000	15,000,000	Funding Deferred
3	October, 2007	Covington City	Jeter Watson Intermediate School	2%	7,500,000	22,500,000	Funding Deferred
4	October, 2007	Covington City	Edgemont Primary School	2%	7,500,000	30,000,000	Funding Deferred
5	October, 2007	Prince George County	North Elementary School	2%	7,500,000	37,500,000	Funding Deferred
6	July, 2008	Petersburg City	Robert E. Lee Elementary School	2%	6,493,700	43,993,700	Funding Deferred
7	July, 2008	Petersburg City	Walnut Hill Elementary School	2%	5,818,691	49,812,391	Funding Deferred
8	July, 2008	Norton City	Norton Elementary School	3%	7,500,000	57,312,391	Funding Deferred
9	July, 2008	Portsmouth City	Simonsdale Elementary School	2%	7,500,000	64,812,391	Funding Deferred
10	July, 2008	Lynchburg City	Sandusky Middle School	3%	7,500,000	72,312,391	Funding Deferred
11	July, 2008	Northampton County	Northampton High School	3%	7,500,000	79,812,391	Funding Deferred
12	July, 2008	Lee County	Dryden Elementary School	2%	2,300,000	82,112,391	Funding Deferred
13	July, 2008	Grayson County	West Grayson Elementary School	2%	7,500,000	89,612,391	Funding Deferred
14	October, 2008	Pittsylvania County	Tunstall High School	2%	7,500,000	97,112,391	Funding Deferred
15	October, 2008	Pittsylvania County	Chatham High School	2%	7,500,000	104,612,391	Funding Deferred
16	October, 2008	Wythe County	Rural Retreat High School	2%	7,500,000	112,112,391	Funding Deferred
17	October, 2008	Wythe County	Rural Retreat Middle School	2%	2,600,000	114,712,391	Funding Deferred
18	October, 2008	Montgomery County	New Elliston-Lafayette & Shawsville Elementary School	3%	7,500,000	122,212,391	Funding Deferred
<i>New projects to be added with funding deferred until funds are approved for release by separate action of the Board of Education</i>							
19	January, 2009	Lexington City	Lylburn Downing Middle School	3%	7,500,000	129,712,391	Funding Deferred
20	January, 2009	Warren County	Luray Avenue Middle School	3%	7,500,000	137,212,391	Funding Deferred
21	January, 2009	Orange County	Middle School	4%	7,500,000	144,712,391	Funding Deferred
22	January, 2009	Grayson County	Fries Elementary School	2%	7,500,000	152,212,391	Funding Deferred
23	January, 2009	Henry County	Fieldale Collinsville Middle School	2%	2,500,000	154,712,391	Funding Deferred
24	January, 2009	Henry County	Magna Vista High School	2%	7,200,000	161,912,391	Funding Deferred
25	January, 2009	Richmond County	Richmond County Elementary School	3%	4,250,000	166,162,391	Funding Deferred
26	January, 2009	Richmond County	Rappahannock High School	3%	250,000	166,412,391	Funding Deferred

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VIRGINIA BOARD OF EDUCATION - LITERARY FUND SECOND PRIORITY WAITING LIST

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

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

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VIRGINIA BOARD OF EDUCATION - REMOVAL FROM FIRST PRIORITY WAITING LIST

The following projects have been removed from the First Priority Waiting List with the actions as indicated in the last column.

Date Placed on Waiting List	School Division	School	Interest Rate	Amount	Cumulative Total	Action/Status
July, 2007	Powhatan County	New Elementary School	3%	7,500,000	7,500,000	2008 Series B VPSA Subsidy Program Participant
October, 2007	Roanoke City	William Fleming High School	3%	7,500,000	15,000,000	2008 Series B VPSA Subsidy Program Participant
October, 2007	Town of West Point	West Point High School	2%	275,000	15,275,000	2008 Series B VPSA Subsidy Program Participant
October, 2007	Town of West Point	West Point Middle School	2%	200,000	15,475,000	2008 Series B VPSA Subsidy Program Participant
January, 2008	Radford City	Belle Heth Elementary School	2%	7,500,000	22,975,000	2008 Series B VPSA Subsidy Program Participant
January, 2008	Virginia Beach City	Virginia Beach Middle School	3%	7,500,000	30,475,000	2008 Series B VPSA Subsidy Program Participant
April, 2008	Rockingham County	New Elementary School in Elkton	3%	7,500,000	37,975,000	2008 Series B VPSA Subsidy Program Participant
April, 2008	Rockingham County	New High School in Elkton	3%	7,500,000	45,475,000	2008 Series B VPSA Subsidy Program Participant
July, 2008	Tazewell County	Richlands Elementary School	2%	2,095,000	47,570,000	2008 Series B VPSA Subsidy Program Participant
July, 2008	Tazewell County	Tazewell Elementary School	2%	2,304,000	49,874,000	2008 Series B VPSA Subsidy Program Participant
July, 2008	Tazewell County	Springville Elementary School	2%	1,159,000	51,033,000	2008 Series B VPSA Subsidy Program Participant
July, 2008	Tazewell County	North Tazewell Elementary School	2%	1,546,000	52,579,000	2008 Series B VPSA Subsidy Program Participant
July, 2008	Tazewell County	Cedar Bluff Elementary School	2%	1,562,000	54,141,000	2008 Series B VPSA Subsidy Program Participant

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VIRGINIA BOARD OF EDUCATION - RELEASE OF LITERARY FUNDS

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

Date Placed on Waiting List	School Division	School	Interest Rate	Amount	Cumulative Total
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NO PROJECTS

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LITERARY FUND OF VIRGINIA
APPROVED APPLICATION LIST ¹

Priority	Date Placed on Application List	School Division	School	Interest Rate	Application Amount	Cumulative Total	Action/Status
1	March, 2006	Roanoke County	William Byrd High School	3%	7,500,000	7,500,000	Pending receipt of plans
2	January, 2007	Washington County	John Battle High School	3%	489,126	7,989,126	Pending receipt of plans
3	January, 2007	Washington County	Abingdon High School	3%	489,126	8,478,252	Pending receipt of plans
4	January, 2007	Washington County	Patrick Henry High School	3%	1,177,236	9,655,488	Pending receipt of plans
5	January, 2007	Washington County	Holston High School	3%	602,186	10,257,674	Pending receipt of plans
6	January, 2007	Washington County	Meadowview Elementary School	3%	1,491,288	11,748,962	Pending receipt of plans
7	January, 2007	Washington County	Wallace Middle School	3%	1,165,073	12,914,035	Pending receipt of plans
8	January, 2007	Washington County	Glade Spring Middle School	3%	1,596,000	14,510,035	Pending receipt of plans
9	April, 2008	Alleghany County	Alleghany High School	2%	7,500,000	22,010,035	Pending receipt of plans
10	July, 2008	Giles County	Giles County Technology Center	2%	7,500,000	29,510,035	Pending receipt of plans
11	July, 2008	Giles County	Eastern Elementary/Middle School	2%	7,500,000	37,010,035	Pending receipt of plans
12	October, 2008	Fluvanna County	Fluvanna County High School	3%	7,500,000	44,510,035	Pending receipt of plans
<i>New projects to be added to the approved application list</i>							
13	January, 2009	Hopewell City	Hopewell High School	2%	7,500,000	52,010,035	Pending receipt of plans

¹ Reflects only those applications not on waiting lists

Note: Per 8VAC20-100-90, applications which remain on the approved application list for three years shall be removed from the list.
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Board of Education Agenda Item

Item: _____ D. _____

Date: January 15, 2009

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

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

Telephone Number: 804-786-2260

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

Origin:

Topic presented for information only (no board action required)

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

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

Previous Review/Action:

No previous board review/action

Previous review/action
date September 28, 2000; April 26, 2001; April 24 & 25, 2002; May 28, 2003; June 25, 2003; February 25, 2004; February 23, 2005; November 30, 2005, November 29, 2006, and January 10, 2008
action Additions and/or deletions were made to the list of board-approved examinations, assessments, and licensures.

Background Information:

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

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

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

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

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

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

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

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

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

Verified Credits Required

Student Selected Test ⁵

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

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

Summary of Major Elements

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

The 19 additional industry certification examinations and occupational competency assessments in bold print have been identified as meeting criteria to satisfy requirements for the Career and Technical Education Seal and student-selected verified credit. None of these examinations have been identified as meeting criteria to satisfy requirements for the Advanced Mathematics and Technology Seal. A list of previously approved examinations and recommended additional examinations is attached.

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

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

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

Superintendent's Recommendation:

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

Impact on Resources:

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

Timetable for Further Review/Action:

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

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

January 15, 2009 (proposed)

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

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

January 15, 2009 (proposed)

Name of Credential	Issuing Organization	Meets Board of Education Criteria		
		Student Selected Verified Credit	Career and Technical Education Seal	Advanced Mathematics and Technology Seal
Business and Information Technology				
Business Financial Management Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Business and Information Technology Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	X
Brainbench Network Administration Certifications (Pass any one test in this category)	Brainbench	X	X	X
Brainbench Systems Administration Certifications (Pass any one test in this category)	Brainbench	X	X	X
Brainbench Software Development Certifications (Pass any one test in this category)	Brainbench	X	X	X
Brainbench Web Design and Development Certifications (Pass any one test in this category)	Brainbench	X	X	X
Brainbench Web Administration Certifications (Pass any one test in this category)	Brainbench	X	X	X
Brainbench Desktop Publishing Certifications (Pass any one test in this category)	Brainbench	X	X	X
Certified Internet Web Professional (CIW) Program (Pass any one exam in this program)	ProsoftTraining	X	X	X
Certified Novell Administrator (CNA)	Novell	X	X	X
Financial and Investment Planning Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Financial Literacy Certification	Working in Support of Education (WISE)	X	X	
Fundamentals of Wireless LANs Examination	Cisco Systems	X	X	X
Fundamental Business Concepts	ASK Institute (DECA/MarkED)	X	X	
IC3 Certification	Certiport	X	X	X
Java Programming Examination	Cisco Systems	X	X	X
Linux+ Certification	CompTIA	X	X	X
Microsoft Certified Professional (Pass any one Microsoft Professional exam)	Microsoft	X	X	X
Microsoft Office Specialist (MOS)-(Pass any one MOS exam)	Microsoft	X	X	
Microsoft Certified Application Specialist (MCAS)-(Pass any one MCAS exam)	Microsoft	X	X	
Network+ Certification	CompTIA	X	X	X
Oracle Certification Program Examinations (Pass any one Oracle certification exam)	Oracle Corporation	X	X	X
Fundamentals of Unix Examination	Cisco Systems	X	X	X
Virginia Workplace Readiness Assessment/IC3 Certification Exams (pass Virginia Workplace Readiness Assessment and any one of three IC3 exams)	National Occupational Competency Testing Institute (NOCTI) and Certiport	X	X	

**Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensures
January 15, 2009 (proposed)**

Name of Credential	Issuing Organization	Meets Board of Education Criteria		
		Student Selected Verified Credit	Career and Technical Education Seal	Advanced Mathematics and Technology Seal
Family and Consumer Sciences				
Commercial Foods Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Culinary Arts Prep Cook-Level 1 Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Culinary Arts Cook-Level 2 Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Early Childhood Care and Education Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Hospitality Management--Food and Beverage Option Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Hospitality Management--Lodging Option Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Personal and Family Finance Certification	American Association of Family & Consumer Sciences (AAFCS)	X	X	
ProStart Program Certification (Levels I and/or 2)	Education Foundation of the National Restaurant Association	X	X	
Retail Commercial Baking Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
START Certification (Hospitality Skills)	American Hotel and Lodging Association (AH&LA)	X	X	
Health and Medical Sciences				
Certified Dental Assistant: Infection Control Examination (ICE)	Dental Assisting National Board, Inc.	X	X	
Certified Dental Assistant: Radiation Health & Safety Examination (RHS)	Dental Assisting National Board, Inc.	X	X	
Dental Assisting Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
EMS First Responder Certification	Department of Health, Office of Emergency Medical Services	X	X	
Emergency Medical Technician	Department of Health, Office of Emergency Medical Services	X	X	
Health Assisting Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Home Health Aide Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	

**Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensures
January 15, 2009 (proposed)**

Name of Credential	Issuing Organization	Meets Board of Education Criteria		
		Student Selected Verified Credit	Career and Technical Education Seal	Advanced Mathematics and Technology Seal
Health and Medical Sciences				
Medical Assisting Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
National Health Care Foundation Skills Standards Assessment	National Consortium on Health Science & Technical Education	X	X	
NRDA Certification (Dental Assisting)	National Allied Health Registry/National Association for Health Professionals	X	X	
NRDA Certification (Medical Assisting)	National Allied Health Registry/National Association for Health Professionals	X	X	
Nurse Aide	Virginia Board of Nursing	X	X	
Nursing Assisting Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Virginia Pharmacy Technician Examination	Virginia Board of Pharmacy	X	X	
Marketing Education				
Concepts of Finance Examination	ASK Institute (DECA/MarkED)	X	X	
Concepts of Entrepreneurship and Management Examination	ASK Institute (DECA/MarkED)	X	X	
Fundamental Marketing Concepts	ASK Institute (DECA/MarkED)	X	X	
Lodging Management Program Certification (Levels 1 and/or 2)	American Hotel and Lodging Association (AH&LA)	X	X	
National Professional Certification in Customer Service	National Retail Federation Foundation	X	X	
Retail Trades Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Sales Certification	National Retail Federation Foundation	X	X	
Technology Education				
AutoCAD Certifications (Pass any one exam)	Brainbench	X	X	
Autodesk Application Certification Program (Pass any one exam)	Autodesk	X	X	
Automated Manufacturing Technology Examination	SkillsUSA	X	X	
Certified SolidWorks Professional	SolidWorks Corporation	X	X	
Electronic Technology Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	

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

January 15, 2009 (proposed)

Name of Credential	Issuing Organization	Meets Board of Education Criteria		
		Student Selected Verified Credit	Career and Technical Education Seal	Advanced Mathematics and Technology Seal
Technology Education				
Manufacturing Technology Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Pre-Engineering Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Pre-Skills Assessment for Mastercam Assessment	Mastercam--Administered by National Occupational Competency Testing Institute (NOCTI)	X	X	
Trade and Industrial Education				
A+ Certification (Pass any one exam from 2006 certification program)	CompTIA	X	X	X
Access Certification	American Culinary Federation, Inc. (ACF)	X	X	
Advertising Design Examination				
Advertising and Design Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Audio-Visual Communications Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Automotive Technician Examination (ASE)–(Pass any one exam from Automobile Technician Test Series)	National Institute for Automotive Service Excellence	X	X	
Architectural Drafting Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
ASE/AYES/SkillsUSA Automotive Technician End-of-Program Examinations (Pass any one exam from automobile, truck, or collision repair areas)	ASE/AYES/SkillsUSA Partnership Automotive Technician Testing Program	X	X	
Automotive Youth Educational Systems (AYES) Exit Examinations (Pass any one AYES exit exam)	Automotive Youth Educational Systems	X	X	
Basic Principles of Construction: Residential Construction Academy Examination	Delmar Thomson Learning/Home Builders Institute	X	X	
Basic Installer Exam, Mobile Electronics Certified Professional	Consumer Electronics Association	X	X	
BICSI Registered Installer Certification, Level 1	BICSI (International Telecommunications Association)	X	X	
CAD Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Cabinetmaking Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	

**Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensures
January 15, 2009 (proposed)**

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

**Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensures
January 15, 2009 (proposed)**

Name of Credential	Issuing Organization	Meets Board of Education Criteria		
		Student Selected Verified Credit	Career and Technical Education Seal	Advanced Mathematics and Technology Seal
Trade and Industrial Education				
Copper Based Cabling Certification	RBT Systems, Inc.	X	X	
Core: Introductory Craft Skills, National Construction Career Test	National Center For Construction Education & Research (NCCER)	X	X	
Cosmetology Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Criminal Justice Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Data Cabling Installer Certification (DCIC)	Electronics Technicians Association, International (ETA)	X	X	
Diesel Engine Mechanics Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Drafter Certification	American Design Drafting Association	X	X	
Electrical Construction Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Electrical Occupations Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Electrical Principles: Residential Construction Academy Examination	Delmar Thomson Learning/Home Builders Institute	X	X	
Electrical, National Construction Career Test	National Center For Construction Education & Research (NCCER)	X	X	
Electronics Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
EPA Technician Certification (Levels I, II, or III)	Environmental Protection Agency (Authorized Entity)	X	X	
Fiber Optic Network Cabling Certification	RBT Systems, Inc.	X	X	
Fiber Optics Installer Certification	Electronics Technicians Association, International (ETA)	X	X	
Firefighter I Certification	Virginia Department of Fire Programs	X	X	
General Drafting and Design Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Graphic Communication Technology Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Graymark Cabling Installation Certification	Graymark International	X	X	
Heating, Electrical, Air Conditioning Technology (HEAT) Examination (Pass any one exam)	HVAC Excellence	X	X	

**Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensures
January 15, 2009 (proposed)**

Name of Credential	Issuing Organization	Meets Board of Education Criteria		
		Student Selected Verified Credit	Career and Technical Education Seal	Advanced Mathematics and Technology Seal
Trade and Industrial Education				
Heating, Ventilation, Air Conditioning (HVAC) Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Heating, Ventilation, Air Conditioning & Refrigeration (HVAC/R) Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Heavy Equipment Operations Level One	National Center For Construction Education & Research (NCCER)	X	X	
House Wiring: Residential Construction Academy Examination	Delmar Thomson Learning/Home Builders Institute	X	X	
HVAC: Residential Construction Academy Examination	Delmar Thomson Learning/Home Builders Institute	X	X	
HVAC, National Construction Career Test	National Center For Construction Education & Research (NCCER)	X	X	
HVAC Excellence Certification Program (Pass any one exam in this program)	HVAC Excellence	X	X	
Industrial Maintenance Mechanic Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Installer (or Service) Core Certification (HVAC)	North American Technician Excellence, Inc. (NATE)	X	X	
IT Essentials 1 Examination (PC Hardware and Software)	Cisco Systems	X	X	X
IT Essentials 2 Examination (Network Operating Systems)	Cisco Systems	X	X	X
MSSC Certified Production Technician (CPT) Program (Pass any one CPT examination)	Manufacturing Skill Standards Council (MSSC)	X	X	
Machining Skills--Level I (Pass any one Machining (Level 1) examination with performance component)	National Institute for Metalworking Skills (NIMS)	X	X	
Masonry Level One, National Construction Career Test	National Center For Construction Education & Research (NCCER)	X	X	
National Automotive Technicians Education Foundation (NATEF) End of Program Test Series Examinations (Pass any one NATEF, End of Program Test Series, exam)	National Automotive Technicians Education Foundation	X	X	
Photography Examination	SkillsUSA	X	X	
Plumbing Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	

**Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensures
January 15, 2009 (proposed)**

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

**Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensures
January 15, 2009 (proposed)**

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

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

January 15, 2009 (proposed)

Certifications	Issuing Organization	Deletions
Automotive Youth Educational Systems (AYES) Exit Examinations (Pass any two AYES exit exams)	Automotive Youth Educational Systems	Requirements of credential have changed.
National Automotive Technicians Education Foundation (NATEF) End of Program Test Series Examinations (Pass any two NATEF, End of Program Test Series, exams)	National Automotive Technicians Education Foundation	Requirements of credential have changed.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and grant approval for the Department of Education to proceed with the revision process for the *Science Standards of Learning*.

Impact on Resources:

The Department of Education administers the state standards review process. The agency's existing resources can absorb this responsibility at this time.

Timetable for Further Review/Action:

Upon approval, the Department of Education will provide information to all interested parties according to the timeline described in Attachment A.

**PROPOSED SCHEDULE FOR THE REVIEW OF
THE SCIENCE STANDARDS OF LEARNING**

January 2009

A Superintendent's Memorandum is distributed that:

- announces the schedule of the review process;
- announces the availability of a *Science Standards of Learning* review/comment page on the Department of Education's Web site;
- requests that division superintendents share information about the Web site with instructional staff; and
- requests that division superintendents submit nominations for review team members.

The Department of Education posts on its Web site a review/comment page for the 2003 *Science Standards of Learning*. The page will be active for 30 days.

**February -
March 2009**

The Department of Education seeks nominations for other stakeholders and identifies members of the review team.

April 2009

The Department of Education aggregates and conducts a preliminary analysis of the comments entered on the Web page.

June - July 2009

The *Science Standards of Learning* review team meets for two days to:

- analyze statewide Web page input;
- review national documents and reports;
- review the NASA Langley report on standards for physics, chemistry and engineering; and
- make recommendations for potential changes.

August 2009

The Department of Education prepares a draft of the proposed *Standards of Learning* that reflects the review team's comments.

The draft of the proposed *Standards of Learning* is made available to science educators in institutions of higher education, scientists in Virginia, and professional organizations that focus on science education for review and comment.

September 2009

The Department of Education science staff and a subgroup of the review team meet, if necessary, to discuss and review comments made by higher education faculty and the business community and prepare the draft *Science Standards of Learning* for first review by the Board of Education.

October 2009

The Department of Education presents the proposed revised *Science Standards of Learning* to the Board of Education for first review.

- November 2009** The proposed *Science Standards of Learning* document is distributed for public comment. The document is placed on the Virginia Department of Education's Web site for review.
- November - December 2009** Public hearings are held as prescribed by the Board of Education.
- February 2010** The Superintendent of Public Instruction presents the proposed *Science Standards of Learning* to the Board of Education for final review and adoption. The final document is posted on the Department of Education's Web site within three weeks of adoption.
- May 2010** The approved *Science Standards of Learning* are disseminated to K-12 schools and local school division central offices.

**PROPOSED SCHEDULE FOR THE REVIEW OF
THE SCIENCE CURRICULUM FRAMEWORK**

- February 2010** The Department of Education identifies a review team to assist with the review of the *Science Standards of Learning Curriculum Framework*. The framework defines the content knowledge, skills, and understandings that are measured by the *Science Standards of Learning* tests.
- March 2010** The Department and review team members meet to review the framework and make any edits required for realignment with the revised *Science Standards of Learning*.
- April 2010** The Department of Education presents the proposed revised *Science Standards of Learning Curriculum Framework* to the Board for first review.
- May 2010** Public hearings on the proposed revised *Science Standards of Learning Curriculum Framework* are held as prescribed by the *Code of Virginia*.
- July 2010** The Superintendent of Public Instruction presents the proposed revised *Science Standards of Learning Curriculum Framework* to the Board of Education for final review and adoption. The final document is posted on the Department of Education's Web site.

Board of Education Agenda Item

Item: _____ F. _____

Date: _____ January 15, 2009 _____

Topic: First Review of Timeline for the Review of the *English Standards of Learning*

Presenter: Dr. Linda Wallinger, Assistant Superintendent for Instruction

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

Origin:

Topic presented for information only (no board action required)

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

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

Previous Review/Action:

No previous board review/action

Previous review/action
date _____
action _____

Background Information:

The Board of Education adopted a schedule for review and revisions to the *Standards of Learning* on September 26, 2007 as part of its comprehensive plan. Accordingly, the *English Standards of Learning* are scheduled for review in 2009-2010.

Code of Virginia § 22.1-253.13:1-2 By October 1, 2000, the Board of Education shall establish a regular schedule, in a manner it deems appropriate, for the review, and revision as may be necessary, of the Standards of Learning in all subject areas. Such review of each subject area shall occur at least once every seven years. Nothing in this section shall be construed to prohibit the Board from conducting such review and revision on a more frequent basis.

Summary of Major Elements:

Using an established review process and criteria, the Department of Education plans a review of the current *English Standards of Learning*. The College Board and ACT reports that analyze the *English Standards of Learning* with their respective postsecondary readiness standards as well as American Diploma Project (ADP) alignment study documents will be provided to the review committees for consideration. The College Board and ACT analyses were presented to the Board at its September 2007 meeting. The review committees will also consider relevant national reports and documents. A proposed timeline is attached.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and grant approval for the Department of Education to proceed with the revision process for the *English Standards of Learning*.

Impact on Resources:

The Department of Education administers the state standards review process. The agency's existing resources can absorb this responsibility at this time.

Timetable for Further Review/Action:

Upon approval, the Department of Education will provide information to all interested parties according to the timeline described in Attachment A.

**PROPOSED SCHEDULE FOR THE REVIEW OF
THE *ENGLISH STANDARDS OF LEARNING***

January 2009

A Superintendent's Memorandum is distributed that:

- announces the schedule of the review process;
- announces the availability of an *English Standards of Learning* review/comment page on the Department of Education's Web site;
- requests that division superintendents share information about the Web site with instructional staff; and
- requests that division superintendents submit nominations for review team members.

The Department of Education posts on its Web site an *English Standards of Learning* review/comment page for the 2002 *English Standards of Learning*. The page will be active for 30 days.

**February -
March 2009**

The Department of Education seeks nominations for other stakeholders and identifies members of the review team.

April 2009

The Department of Education aggregates and conducts a preliminary analysis of the comments entered on the Web page.

June - July 2009

The Standards of Learning review team meets for two days to:

- analyze statewide Web page input;
- review national documents and reports as necessary;
- review postsecondary alignment study results prepared on Virginia's *English Standards of Learning* by the College Board, ACT, and Achieve; and
- make recommendations for potential revisions.

**August 2009 -
September 2009**

The Department of Education English staff prepares a draft of the proposed English Standards of Learning that reflects team's comments.

The draft of the proposed *English Standards of Learning* is made available to English educators in Virginia institutions of higher education and professional organizations that focus on English education, as well as to the business community, for review and comment.

The Department of Education English staff and the steering committee, a subgroup of the review team, meet to discuss and review the comments and prepare the draft *English Standards of Learning* for first review by the Board of Education.

October 2009

The Department of Education presents the proposed *English Standards of Learning* to the Board of Education for first review.

- November 2009** The proposed *English Standards of Learning* document is distributed for public comment. The document is placed on the Virginia Department of Education's Web site for review.
- November - December 2009** Public hearings are held as prescribed by the Board of Education.
- February 2010** The Superintendent of Public Instruction presents the proposed *English Standards of Learning* to the Board of Education for final review and adoption. The final document is posted on the Department of Education's Web site within three weeks of adoption.
- May 2010** The approved *English Standards of Learning* are disseminated to K-12 schools and local school division central offices.

**PROPOSED SCHEDULE FOR THE REVIEW OF
THE ENGLISH CURRICULUM FRAMEWORK**

- February 2010** The Department of Education identifies a review team to assist with the review of the Curriculum Framework. The Curriculum Framework defines the content knowledge, skills, and understandings that are measured by the *English Standards of Learning* tests.
- March 2010** The Department and review team members meet to review the Curriculum Framework and make any edits required for realignment with the revised *English Standards of Learning*.
- April 2010** The Department of Education presents the draft Curriculum Framework to the Board for first review.
- May 2010** Public hearings on the proposed Curriculum Framework are held as prescribed by the *Code of Virginia*.
- July 2010** The Superintendent of Public Instruction presents the proposed Curriculum Framework to the Board of Education for final review and adoption. The final document is posted on the Department of Education's Web site.

Board of Education Agenda Item

Item: G.

Date: January 15, 2009

Topic: First Review of a Request for Approval to appoint a Part-Time Superintendent for Highland County Public Schools

Presenters: Ms. Anne Wescott, Assistant Superintendent for Policy and Communication
Mr. Leslie Billingsley, Chairman, Highland County School Board
Mr. Percy Nowlin, Interim Superintendent, Highland County Public Schools

Telephone Number: (804) 225-2403

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

Origin:

Topic presented for information only (no board action required)

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

Action requested at this meeting

Action requested at future meeting: _____

Previous Review/Action:

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

Background Information: The Highland County School Board requests approval to employ a part-time superintendent, pursuant to § 22.1-62 of the *Code of Virginia*, in order to meet budget reductions while reducing disruption to instructional programs.

Highland County is sparsely populated and has limited economic resources. The number of students enrolled in Highland County Public Schools has decreased in recent years. There are currently only 257 students enrolled in kindergarten through the twelfth grade, and that number is expected to decrease by 14 students in school year 2009-2010. Because of enrollment loss and the resulting loss in state funding, the Highland County School Board has already made a number of budget reductions, including the elimination of a bus driver and two teaching positions. Additional reductions will be required in 2009-2010 because of state budget reductions, in addition to the expected continued decrease in enrollment.

Summary of Major Elements: The Highland County School Board's request, for a part-time superintendent, is permitted by § 22.1-62 of the *Code of Virginia*, subject to the approval of the Board of Education.

§ 22.1-62. Appointment of same person by two or more school divisions; approval of part-time superintendent by State Board.

A. Any two or more school divisions may appoint the same person to be division superintendent.

B. No person may be employed as a part-time division superintendent without the approval of the Board of Education.

Highland County Public Schools has already taken a number of actions to reduce costs. It has consolidated the schools and administrative offices into one building. Although the county's population is sparse, it has consolidated bus routes, resulting in bus routes of more than an hour in length. It has reduced costs by partnering with Augusta County Public Schools in purchasing and in-service training and professional development, pursuant to the provisions of § 22.1-98.2 of the *Code of Virginia*. That section of the *Code* permits small school divisions that participate in cost-savings and service-sharing agreements with neighboring school divisions to use the most favorable composite index. Thus, Highland County is able to use Augusta County's composite index of .3303, rather than its own composite index of .6774 for those services.

Consolidation with neighboring school divisions has not been feasible. Neither Augusta County nor Bath County has been willing to consolidate with Highland County or to share administrative and supervisory services. The other contiguous school divisions are in West Virginia.

Both Highland Elementary School and Highland High School made Adequate Yearly Progress (AYP) this year, as they have for the past three years. The division did not make AYP, but it did in the prior two years. Highland Elementary School was Accredited with Warning in History this year, but has been Fully Accredited for the prior two years. Highland High School has been Fully Accredited for the past three years.

The Highland County School Board proposes a part-time superintendent because it would have the least negative impact on instruction, in view of current and expected budget reductions.

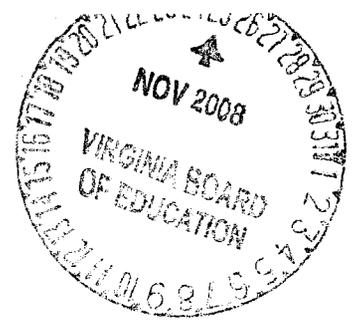
Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the request from the Highland County School Board to appoint a part-time superintendent, pursuant to §.22.1-62 of the *Code of Virginia*.

Impact on Resources: Approval of this request will enable Highland County Public Schools to use the savings to reduce further cuts that would directly affect classroom instruction. The impact on resources at the state level is negligible.

Timetable for Further Review/Action: Upon approval by the Board of Education, Department of Education staff will notify the School Board Chairman and the Interim Superintendent of Highland County Public Schools so that the appropriate administrative action can be taken by the school board.



Highland County Public Schools



"Instilling Learners for Life"

240 Myers Moon Road PO Box 250 Monterey, VA 24465 Phone: 540-468-6300 Fax: 540-468-6306

November 18, 2008

Dr. Mark E. Emblidge, President
Virginia Board of Education
P.O. Box 2120
Richmond, VA 223218-2120

Dear Dr. Emblidge:

The Highland County School Board respectfully requests an exemption from Section 22.1-62 of the Code of Virginia prohibiting the employment of a part-time division superintendent and asks that you approve Highland County School Board's request to employ a part-time superintendent. The Board will attempt to explain our rationale for this: Highland is a sparsely populated county with only 257 students, kindergarten through twelfth grade. We are predominately an agricultural/small business county with limited economic resources. We have consolidated our schools into one, with the superintendent's office, and have been granted special legislation in the General Assembly to partner with Augusta County Public Schools to utilize cost savings, especially to obtain a lower school composite index, in order to exist. Consolidation with Augusta County Schools would impose a real hardship on our children because of the three mountain ranges between the two counties, and Bath County Public Schools have a composite index of eight. We face a loss of 14 pupils in 2010, which will reduce state funding by \$71,000. We have already cut a bus driver, a handicapped teacher, and a family and consumer science teacher to meet current funding reductions because of enrollment loss. We expect to have to cut additional positions because of the state reductions in funds as well as enrollment reductions.

Highland is a proud school system, we earned a Distinguished Title I Citation in 2007, and our schools have met Adequate Yearly Progress in the past, with our first and only warning this year in history in the elementary school. Our two excellent instructional principals are working on data driven instruction of the Standards of Learning, and we expect to remedy this warning very shortly. We offer music, art, agriculture, business, and woodworking, and advanced placement courses through an interactive distance learning classroom.

The Highland County School Board has done as much as possible to operate efficiently, while trying to offer as many programs as for the students as funding will allow; we now ask that you allow us to employ a part-time superintendent because this will be the least disruptive to our instructional programs. Our interim superintendent, a veteran of eighteen years in Bath County, believes this will work.

Sincerely,



Leslie K. Billingsley, Chairman
Highland County School Board



Highland County Public Schools

"Instilling Learners for Life"

240 Myers Moon Road PO Box 250 Monterey, VA 24465 Phone: 540-468-6300 Fax: 540-468-6306

December 8, 2008

To: Virginia Board of Education
From: Highland County School Board
Subject: Plea for Part-time Superintendent

The Highland County School Board is requesting an exemption to 8 VAC 20-400-30, Code of Virginia (part-time superintendents) for the following reasons:

- 1) Highland is experiencing a trend (10 years) of declining student enrollments, which will continue in the future, and next year will experience a loss of 14 students, resulting in a loss of \$71,000 in state funds. We have only 257 students, kindergarten through 12th grade, and will have only 244 in 2010. A table detailing this trend is attached.
- 2) Highland will also experience an additional cut in state funding for the second biennial year, possibly even one this year.
- 3) We have consolidated everything into one building, including the superintendent and school board, and this year have had to start cutting instruction – a special education teacher and a consumer science teacher. Highland also cut a bus driver and consolidated the bus routes again. The county is sparsely populated and bus routes are already over an hour long (one way).
- 4) Highland has partnered with Augusta County to achieve economies of scale in purchasing and inservice, and through special legislation in the General Assembly is enabled to utilize Augusta County's school composite index (.3303) versus its own of .6774. Augusta declined to consolidate administrative and supervisory services because of the travel time between the two divisions caused by three mountain ranges (more than an hour).
- 5) Bath has a school composite index of 8, and Highland would have to use its own composite index of 6.774 (Highland would have to fund 67 percent of the costs to get 33 percent of state funding). Bath has no interest in sharing its real estate taxes garnered from the hydroelectric generator at Back Creek (2 to 3 million dollars annually) or in sharing administrative or supervisory services because of this. Their tax revenue does not increase because of an increase in students. The other contiguous school divisions are in West Virginia.

Interim Superintendent Percy C. Nowlin

- 6) Highland's instructional program will suffer more if the superintendency has to be combined with a principal's position at this time. We are initiating data driven instructional programs and the principals need unencumbered time to make this work.
- 7) This is our plea to reduce our costs with the least negative impact on instruction by utilizing a retired superintendent who will be paid part-time while drawing retirement. This would not set a precedent for others because of our small enrollment and remoteness.

Sincerely,



Percy C. Nowlin, Interim Superintendent

Leslie K. Billingsley, Chairman

Grade	Local Proj 2005-06	Local Proj 2006-07	Local Proj 2007-08	Local Proj 2008-09	Local Proj 2009-10	Local Proj. 2010- 2011	Local Proj. 2011- 2012	Local Proj. 2012- 2013
K	8	17	15	15	15	8	8	8
1	26	17	15	15	15	15	8	8
2	20	21	17	15	14	15	9	8
3	17	21	18	17	18	14	15	9
4	21	17	21	18	17	15	15	15
5	14	19	17	21	18	17	15	15
ST ES	106	112	103	101	97	84	70	63
6	21	16	17	17	21	18	17	15
7	26	24	19	17	17	21	18	17
8	23	27	25	19	17	17	21	18
ST MSP	70	67	61	53	55	56	56	50
9	30	25	26	25	19	17	17	21
10	26	29	23	26	25	19	17	17
11	25	29	31	23	26	25	19	17
12	32	25	27	31	23	26	25	19
ST HSP	113	108	107	105	93	87	78	74
ST HHS-C	183	175	168	158	148	143	134	124
Enroll	289	287	271	259	245	227	204	187

ADM	
1998-99	344
1999-00	354
2000-01	343
2001-02	307
2002-03	293
2003-04	294
2004-05	301

Board of Education Agenda Item

Item: _____ H. _____

Date: January 15, 2009

Topic: First Review of a Request for Approval to Appoint a Part-Time Superintendent for Colonial Beach Public Schools

Presenters: Ms. Anne Wescott, Assistant Superintendent for Policy and Communication
Mr. Timothy J. Trivett, Chairman, Colonial Beach School Board
Mr. Robert Luttrell, Interim Superintendent, Colonial Beach Public Schools

Telephone Number: (804) 225-2403

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

Origin:

Topic presented for information only (no board action required)

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

Action requested at this meeting

Action requested at future meeting: _____

Previous Review/Action:

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

Background Information: The Colonial Beach School Board requests approval to employ a part-time superintendent, pursuant to § 22.1-62 of the *Code of Virginia*, in order to meet budget reductions while reducing disruption to instructional programs.

Summary of Major Elements: The Colonial Beach School Board's request, for a part-time superintendent, is permitted by § 22.1-62 of the *Code of Virginia*, subject to the approval of the Board of Education.

§ [22.1-62](#). Appointment of same person by two or more school divisions; approval of part-time superintendent by State Board.

A. Any two or more school divisions may appoint the same person to be division superintendent.

B. No person may be employed as a part-time division superintendent without the approval of the Board of Education.

Colonial Beach is a small town in Westmoreland County. The town has limited economic resources. The number of students enrolled in Colonial Beach Public Schools is 576 (fall membership for school year 2008-2009). The composite index is .4154.

Both Colonial Beach Elementary School and Colonial Beach High School made Adequate Yearly Progress (AYP) this year, but did not make AYP last year. The division did not make AYP this year. Colonial Beach Elementary School is Fully Accredited this year, but was Accredited with Warning in Mathematics for the prior two years. Colonial Beach High School has been Fully Accredited for the past three years.

Neither the town nor the county is interested in pursuing consolidation. The school division has considered a number of options to reduce costs while not adversely affecting classroom instruction, such as changing bus routes and not filling vacant supervisory positions. The Colonial Beach School Board proposes a part-time superintendent because it would have the least negative impact on instruction, in view of current and expected budget reductions.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the request from the Colonial Beach School Board for a part-time superintendent, pursuant to §.22.1-62 of the *Code of Virginia*.

Impact on Resources: Approval of this request will enable Colonial Beach County Public Schools to use the savings to reduce further cuts that would directly affect classroom instruction. The impact on resources at the state level is negligible.

Timetable for Further Review/Action: Upon approval by the Board of Education, Department of Education staff will notify the School Board Chairman and the Interim Superintendent of Colonial Beach Public Schools so that the appropriate administrative action can be taken by the school board.

COLONIAL BEACH PUBLIC SCHOOLS



**Office of the
Superintendent
Robert Luttrell**

16 North Irving Avenue
Colonial Beach, Virginia 22443

(804) 224-8080
(804) 224-8357 (Fax)
www.cbschools.net



**Timothy Trivett
Chairman
Colonial Beach School Board**

Dr. Mark Emblidge, President
Board of Education
PO Box 2120
Richmond, VA 23218-2120

Dec. 19, 2008

Dear Dr. Emblidge:

The Colonial Beach School Board on December 8, 2008 unanimously approved to contact the State Board of Education and ask to be placed on your January 15, 2009 agenda. The board also authorized the chairman to write a formal request asking that the requirement to hire a full-time superintendent be waived for the Town of Colonial Beach.

Colonial Beach is a small, rural school division that serves less than 600 students with an instructional staff of approximately 50 teachers and a composite index of .4154. The small number of personnel and our high dependence on state funding are a grave concern for both the town council and the school board as to how we will be able to address pending budget constraints. Conversations with the county and town indicate a huge reluctance by either party to consider consolidation.

A positive response to this request would at least grant the school board some flexibility in dealing with what appears to be extraordinary budget woes and allow them to make decisions that are in the best interest of the students and the division.

Thank you for your kind consideration of this matter.

Sincerely,


Timothy J. Trivett, Chairman
Colonial Beach School Board

Cc: Dr. Pat Wright
Ms. Anne Wescott

Board of Education Agenda Item

Item: I.

Date: January 15, 2008

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

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

Telephone Number: (804) 225-2102

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

Origin:

Topic presented for information only (no board action required)

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

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

Previous Review/Action:

No previous board review/action

Previous review/action

Date: _____

Action: _____

Background Information:

The *No Child Left Behind Act of 2001* (NCLB), which is a reauthorization of the Elementary and Secondary Education Act (ESEA), requires all state educational agencies (SEA) to submit for approval to the United States Department of Education (USED) individual program applications or a consolidated state application. In 2002 the Virginia Board of Education submitted and received USED approval for its initial Consolidated State Application under NCLB. A major component of the consolidated application is Virginia's Consolidated State Application Accountability Workbook. The workbook describes a single statewide accountability system for the Commonwealth. Virginia received USED approval for its accountability workbook in June 2003. Additional amendments have been made to Virginia's workbook each year since then. The policies and procedures that were used to determine Adequate Yearly Progress (AYP) ratings for the 2008-2009 school year based on 2007-2008 assessment results are described in the most recent amended workbook dated June 24, 2008.

The USED has advised states that if they wish to revise their Accountability Workbooks for 2008-2009, proposed amendments must be submitted by January 15, 2009. The USED noted that only essential amendments will be considered at this time because a full peer review of each state's Accountability Workbook will be conducted in summer and fall 2009 as required by the Title I regulations issued in October 2008.

If states wish to exercise transition flexibility associated with the implementation of alternate assessments based on modified academic achievement standards, they must apply for the flexibility in the form of an amendment to the state's Accountability Workbook. In the past, Virginia has applied for and received permission to exercise Transition Flexibility Option 1, which permits states to make a mathematical adjustment to the proficiency rate of the students with disabilities subgroup scores only for schools and divisions that did not make AYP based solely on that subgroup. The resulting proxy is the equivalent to 2.0 percent of all students assessed and is added to the percentage of students with disabilities who are proficient and advanced. As a result, consideration of the additional proposed amendment for submission to USED is requested.

Summary of Major Elements

The Transition Flexibility Option 1 is the only amendment being proposed to Virginia's Consolidated State Application Accountability Plan at this time.

Superintendent's Recommendation:

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

Impact on Resources:

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

Timetable for Further Review/Action:

Following final approval, the proposed revision will be submitted to the United States Department of Education as an amendment to Virginia's Consolidated State Application Accountability Workbook by the deadline of January 15, 2009.

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

January 15, 2009

<i>Assessing Students with Disabilities – Use of Two Percent Proxy (Critical Element 5.3)</i>
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Request: Virginia will continue to implement the United State's Secretary of Education's Transition Option Number 1 (2 percent proxy) for the inclusion of students with disabilities in the calculation of Adequate Yearly Progress (AYP) for the 2009-2010 school year, based on assessments administered to those students during the 2008-2009 school year. Option Number 1 permits states to make a mathematical adjustment to the proficiency rate for the students with disabilities subgroup in schools or divisions that failed to make AYP based solely on the scores of students in that subgroup. The proxy will be calculated in accordance with guidance disseminated by USED on May 10, 2005.

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

Board of Education Agenda Item

Item: _____ J. _____

Date: _____ January 15, 2009 _____

Topic: First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure to Grant Approval to Requests to Add New Endorsement Programs at the University of Mary Washington and the University of Virginia

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

Telephone Number: (804) 371-2522

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

Origin:

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

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

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

Previous Review/Action:

No previous board review/action

_____ Previous review/action
date _____
action _____

Background Information:

The *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.), effective September 21, 2007, require colleges and universities that offer programs for the preparation of professional school personnel to obtain education program (endorsement) approval from the Board of Education. Current education programs have been granted “*Conditional Approval*.” By December 31, 2009, programs must receive one of the following three ratings by the Board of Education: *Approved*; *Approved with Stipulations*; or *Approval Denied*.

Requests to offer new education endorsement programs are submitted to the Department of Education. Personnel in the Division of Teacher Education and Licensure and program specialists within the Department of Education review the programs to ensure competencies have been addressed. The Advisory Board on Teacher Education and Licensure (ABTEL) reviews and makes recommendations to the Board of Education on approval of Virginia education programs for school personnel. Final authority for program approval rests with the Board of Education. Requests for new program endorsements approved by the Board of Education will receive a rating of “*Conditional Approval*.”

The *Regulations Governing the Review and Approval of Education Programs in Virginia*, in part, stipulate the following:

8VAC20-542-20. Administering the regulations.

- D. Institutions of higher education seeking approval of an education program shall be accredited by a regional accrediting agency....
- H. Education programs shall be approved under these regulations biennially based on compliance with the criteria described in 8VAC20-542-40....

8VAC20-542-40. Standards for biennial approval of education programs.

Approved education programs in Virginia shall have national accreditation or be accredited by a process approved by the Board of Education and demonstrate achievement biennially of the following accountability measures:

1. Candidate progress and performance on prescribed Board of Education licensure assessments. Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
2. Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program....
3. Structured and integrated field experiences to include student teaching requirements....
4. Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences....
5. Evidence of contributions to preK-12 student achievement by candidates completing the program....
6. Evidence of employer job satisfaction with candidates completing the program....
7. Partnerships and collaborations based on preK-12 school needs....

Summary of Major Elements:

On November 17, 2008, the Advisory Board on Teacher Education and Licensure recommended that the Board of Education grant “*conditional approval*” for the following new endorsement programs at the University of Mary Washington and the University of Virginia:

Institution	Endorsement Program Requested	Level of Program
University of Mary Washington	Special Education: Adapted Curriculum	Graduate
University of Virginia	Mathematics Specialist for Elementary and Middle Education	Graduate

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the Advisory Board on Teacher Education and Licensure’s recommendation to grant “*Conditional Approval*” for new endorsement programs at the University of Mary Washington and the University of Virginia.

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

Timetable for Further Review/Action: Colleges and universities must meet requirements for continued approval in accordance with the *Regulations Governing the Review and Approval of Education Programs in Virginia*, effective September 21, 2007.

The *Regulations Governing Approved Programs for Virginia Institutions of Higher Education* (effective July 1, 2001, to September 20, 2007) set forth the requirements for Board of Education program approval. These regulations required achievement of 20 standards and indicators. The 20 standards were listed in the following four categories:

- I. Professional Education Program Design;
- II. Candidates in Professional Education Programs;
- III. Faculty in Professional Education Programs; and
- IV. Operation and Accountability of Professional Education Programs.

An on-site visit was conducted at Saint Paul's College on March 20-23, 2005, based on the 18 applicable standards. [Please note that two standards -- Standards 5 and 6 -- were not applicable to Saint Paul's College's program because this institution does not offer graduate programs.] The review team's recommendation for the teacher preparation program was "approval with stipulations." The review team made this recommendation based on the finding that five of the 18 applicable standards were not met, and six of the remaining 13 standards were met with weaknesses. The report of findings prepared by the team was submitted to ABTEL for review and a recommendation to the Board of Education.

At the May 24, 2006, meeting, the Board of Education approved ABTEL's recommendation and granted "approval with stipulations" to the teacher education program at Saint Paul's College based on the findings of the review team. The Board of Education specified that approval with stipulations was contingent upon continued progress in four areas: 1) alignment with the teacher education standards; 2) data development and annual maintenance of information on candidate progress; 3) service to the community through programs for nontraditional candidates; and 4) annual reports to the Department of Education on progress made based on the contingencies. The Department of Education developed a monitoring and compliance plan as a structure to guide the corrective actions for Saint Paul's College.

Summary of Major Elements:

On April 23-24, 2007, a follow-up monitoring and review team visit was made to Saint Paul's College. The review team provided a progress report to officials at Saint Paul's College, and the institution was scheduled for the final review team visit on March 31 to April 1, 2008. The final review team reported that the teacher preparation program at Saint Paul's College was in compliance with all 18 applicable standards as a result of evidence provided.

Attached is the report by the final review team. The 2008 visitation team reported that the administration, faculty, staff, and students at Saint Paul's College successfully collaborated over a period of three years to make significant changes to bring the teacher education program into compliance with state requirements.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the Advisory Board on Teacher Education and Licensure's recommendation to grant full accreditation to the professional education program at Saint Paul's College.

Impact on Resources:

Expenses, with the exception of those for the state representative, incurred during on-site review of teacher education programs are funded by the host institution.

Timetable for Further Review/Action:

Reviews of teacher preparation programs in Virginia are conducted on a seven-year cycle. Future reviews will be conducted based on current regulations.

***Unit Review Team
Report of Findings***

Follow-Up Monitoring and Review Team Visit

Saint Paul's College
Lawrenceville, Virginia
March 30-April 1, 2008

Members of the Review Team:

**Dr. Karen L. Parker, Chair
Dr. Ronald E. Diss
Dr. Dale L. Wright**

State Consultant:

Dr. Patricia D. Burgess

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- Appendix B: List of Interviews and Exhibits from April 23-24, 2007, Follow-Up Monitoring and Review Team Visit
- Appendix C: List of Interviews and Exhibits from March 30-April 1, 2008, Follow-Up Monitoring and Review Team Visit

SUMMARY FOR PROFESSIONAL EDUCATION UNIT
Institution: Saint Paul's College March 30-April 1, 2008

Standards		Team Findings	
		Met	Not Met
Overall Recommendation:			
1	Framework of Professional Education Program	M	
2	General Education Courses and Experiences	M	
3	Competence in Academic Content of Teaching Field	M	
4	Knowledge and Skills to Work with a Variety of Students	M	
5	Competence for Educational Leadership Roles	Not Applicable	
6	Knowledge and Skills for School Leadership	Not Applicable	
7	High Quality Teaching in Professional Education Unit	M	
8	High Quality Field Experiences	M	
9	Collaboration	M	
10	Admission of Candidates	M	
11	Assessment of Candidate Progress	M	
12	Assessment of Candidate Competence in Professional Roles	M	
13	Recruitment and Selection of Faculty	M	
14	Faculty Teaching, Scholarship, Service	M	
15	Faculty Professional Development	M	
16	Praxis I and Praxis II Requirements	M	
17	Declaration of Admission	M	
18	Submission of Annual Report	M	
19	Authority of Professional Education Unit	M	
20	Resources of Professional Education Unit	M	

I. Introduction

Saint Paul's College was founded in 1888 and is one of Virginia's historically Black colleges. A private, co-educational college associated with the Episcopal Church, the school was incorporated originally as the Saint Paul Normal and Industrial School. A department of teacher training was started in 1922 and was recognized by the Virginia Board of Education in 1926. In 1957, the Board of Trustees officially changed the name of the institution to Saint Paul's College and approved a comprehensive curricular organization, which allowed the awarding of Bachelor of Arts and Bachelor of Science degrees. The *Statement of Purpose* for Saint Paul's College "emphasizes integrity, objectivity, resourcefulness, scholarship, and responsible citizenship." In turn, the Department of Teacher Education derives its mission from the college's *Statement of Purpose*:

The mission of the Department of Teacher Education at Saint Paul's College is to plan for candidate learning; create a climate for candidate learning; teach for candidate learning; reflect, collaborate, and communicate for candidate learning; and demonstrate professional behaviors.

1. Prepare candidates for licensure and teaching endorsements in selected content areas.
2. Enroll, educate, and graduate enthusiastic, culturally diverse candidates.
3. Serve Southside Virginia with time-tested and innovative teacher preparation programs which infuse creative uses of instructional media and technologies.
4. Ensure opportunities for collaboration with faculty and candidates in a variety of public and private education institutions.
5. Maintain established standards for admission, matriculation, and graduation consistent with those mandated by state, regional, and national accreditation agencies.
6. Recruit and retain a diversity of highly talented, motivated, and dedicated faculty and staff who perpetually inspire candidates to maximize their human and professional potential.
7. Nurture the development and utilization of scholarly research indicative of the best practices in the profession.

Saint Paul's College offers a valuable service to the southside community by providing a variety of educational opportunities. The Teacher Education Program offers late afternoon and evening classes to accommodate its nontraditional candidates. Additionally, the program and the public schools have collaborated on a number of professional development activities. Candidates in the Teacher Education Program participate in field-based experiences and pre-service teaching assignments in the local schools.

In an effort to meet the needs of the community, Saint Paul's College has implemented several initiatives. The Teacher Education Program has created a partnership with Old Dominion

University and Brunswick County public schools to write a major grant for classroom technology. Teachers from the public schools and faculty in the Teacher Education Program have attended grant writing workshops, and graduates of the program return to present in and to teach classes. The program has also applied for a clinical faculty grant from the Virginia Department of Education.

The Teacher Education Program reports that the enrollment for its nontraditional population is holding steady. Nontraditional candidates may be enrolled in the approved program. Additionally, Saint Paul's serves provisionally licensed teachers in local divisions working to complete requirements for a five-year, renewable license.

II. Background to the Follow-up Monitoring and Review Team Visit

During March 20-23, 2005, Saint Paul's College was reviewed using a process approved by the Virginia Board of Education and based on 20 standards identified in the *Regulations Governing Approved Programs for Institutions of Higher Education in Virginia*. The review team's recommendation for the teacher preparation program was approval with stipulations. The review team made this recommendation based on the finding that 5 of 18 applicable standards were not met, and 6 of the remaining 13 standards were met with weakness. A summary chart of recommendations from the March 2005 review is found in Appendix A.

At its meeting on May 24, 2006, the Board of Education voted to grant "approval with stipulations" to the teacher education program at Saint Paul's College based on the findings of the review team and a recommendation of approval with stipulations by the Advisory Board on Teacher Education and Licensure (ABTEL). The Board of Education specified that approval with stipulations was contingent upon continued progress in four areas: 1) alignment with the teacher education standards; 2) data development and annual maintenance of information on candidate progress; 3) service to the community through programs for nontraditional candidates; and 4) annual reports to the Department of Education on progress made based on the contingencies. The Department of Education developed a monitoring and compliance plan as a structure to guide the corrective actions taken by Saint Paul's College.

On April 23-24, 2007, a follow-up monitoring and review team visit was made to Saint Paul's. This review team provided a progress report to Saint Paul's officials to direct their preparation for the final review team visit scheduled for March 31 and April 1, 2008. The final review team found the teacher preparation program at Saint Paul's College to be in compliance with all 18 applicable standards as a result of evidence provided of the many changes made within the teacher education program.

It was clear to the 2008 visitation team that the administration, faculty, staff, and students at Saint Paul's College had successfully collaborated over a period of three years to make significant changes to bring the teacher education program into compliance with state requirements.

III. Findings by Standard for Areas Identified as “Met with Weakness” or “Not Met”

The 2005 review team assigned “Met with Weakness” status to Standards 7, 8, 12, 13, 15, and 20. “Not Met” was assigned to Standards 2, 3, 4, 14, and 17. The 2008 review team assigned “Met” status to these standards after examining evidence of changes made within the teacher education program.

Standard 2. The professional education unit ensures that candidates have completed general education courses and experiences in the liberal arts and sciences and have acquired theoretical and practical knowledge for teaching and student achievement.

A. Findings:

A system to collect and maintain Praxis I data has been implemented. Data are collected and maintained in individual candidate files and an aggregate departmental file. During the academic year 2006-2007, the department acquired a part-time assessment officer who is responsible for inputting all data. The Department of Teacher Education at Saint Paul’s also participates in the emerging Virginia Improves Teaching and Learning (VITAL) data collection system sponsored by the Virginia Department of Education. Each candidate has a Praxis file folder in the department office. A master list containing Praxis scores from 2001 to the present has been established.

Efforts are being made to help candidates pass the Praxis I assessment. Candidates must enroll in a developmental course, XED 110 Praxis Preparation I. Obtaining the requisite score on the Praxis I test indicates successful completion of XED 110. The Praxis I course is aligned with the general education program; therefore, mathematics and English faculty assist with Praxis preparation. Additionally, the Department of Teacher Education is working with Dr. Rupert Evans, a Praxis expert, who has developed a Praxis I training program. Among other elements, his program contains nine Web sites that are interactive and provide participants with immediate feedback. In addition, the training program has the capacity to provide solutions for candidates that may have difficulty with parts of the modules. Components of Plato Tutorial Software are infused into the curriculum. The Student Support Center at Saint Paul’s College provides tutoring and mentoring services for all students. An Algebra I CD is used for individualized pre/post tests. The TUTOR program outlines Math concepts and provides immediate feedback.

Praxis I Aggregated Basic Skills 2001-2008							
Year	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008 VCLA
Number taking assessment	5	7	12	1	3	3	3
Number passing assessment	4	1	1	1	3	3	3
Institutional pass rate	80%	14%	8%	100%	100%	100%	100%

B. Recommendation: Met

Standard 3. The professional education unit ensures that candidates achieve competence in the academic content that candidates plan to teach.

A. Findings:

The system implemented to collect and maintain Praxis I data also has been applied to Praxis II data. A developmental course has been created to help prepare individuals to take the Praxis II exam, XED 113 Praxis Preparation II. This course is designed to help candidates review content area material in preparation for the actual Praxis II test. This course also provides an overview of the teaching profession and an opportunity for candidate assessment as a potential teacher. The Praxis II course is aligned with the general education program; therefore, mathematics and English faculty assist with Praxis preparation.

Praxis II. Content 2006-2008						
<i>Test Area</i>	<i>2006-2007</i>			<i>2007-2008</i>		
	<i>N</i>	<i>Pass</i>	<i>Percent</i>	<i>N</i>	<i>Pass</i>	<i>Percent</i>
Elementary	1	1	100	2	2	100
English						
Mathematics						
Social Studies	1	1	100			
Business						
Biology						

B. Recommendation: Met

Standard 4. The professional education unit ensures that candidates acquire and learn the knowledge and skills to become competent to work with a variety of students.

A. Findings:

A review of the curriculum check sheets and course syllabi for the various endorsements indicates that the Department of Teacher Education has successfully identified and maximized the application of credit hours as allowed in the *Regulations Governing Approved Programs for Institutions of Higher Education in Virginia*. The Department of Teacher Education has a sequence of professional education courses that imparts: (1) knowledge about the physical, social, emotional, and intellectual development of children and youth; (2) understanding of language acquisition and reading; and (3) understanding public education, school law, school culture, and contemporary issues. The identification and reporting of required professional studies coursework and field experiences have been adjusted to reflect more consistency across endorsement areas. Course syllabi also reflect alignment with the stated requirements on check sheets. Currently, a new catalog is being developed.

The Department of Teacher Education and its cooperating school partners design, conduct, and evaluate field experiences and clinical practices so teacher candidates develop and demonstrate the knowledge, skills, and dispositions necessary for student learning. Course syllabi and curriculum check sheets provide evidence that these experiences provide candidates with a range of learning opportunities in applying

Standard 4. (continued)

knowledge about physical, social, emotional, and intellectual development of children and youth.

A sample review of the matrices and course syllabi as well as a review of the current catalog show that courses and experiences provide a structure for teacher preparation candidates to develop competencies in professional studies and individual endorsement areas. A review of the syllabi also provides evidence that great efforts have been made to improve alignment of learning experiences with Virginia professional studies and endorsement area competencies. Course syllabi are better organized to clearly reflect where and how each competency component in the endorsement area is included in the course.

Course syllabi and curriculum check sheets indicate that there is an established sequence of courses and activities by which candidates acquire understanding of and the ability to use educational technology to enhance student learning. Candidates also have access to various technology including computer laboratories and electronic library resources.

B. Recommendation: Met

Standard 7. Teaching in the professional education unit is of high quality and is consistent with the program design and knowledge derived from research and sound professional practice.

A. Findings:

A review of selected course syllabi and interviews with faculty provided strong evidence that the use of instructional teaching methods reflect an understanding and application of different models and approaches to learning and candidate achievement.

B. Recommendation: Met

Standard 8. The professional education unit ensures that field experiences are of high quality and are consistent with well-planned and sequenced programs.

A. Findings:

Evidence was provided through field experience requirements and assignments that significant effort is being made to provide candidates experiences at multiple age levels. Interviews with faculty and students further supported this practice.

B. Recommendation: Met

Standard 12. The professional education unit ensures that candidates' competence to begin their professional role in schools is assessed prior to completion of the program or recommendation for licensure.

A. Findings:

Published criteria for program admission, enrollment, completion, and exiting the teacher education program are now consistent throughout a variety of documents and informational resources given to students and patrons of Saint Paul's College.

B. Recommendation: Met

Standard 13. The professional education unit recruits, hires, and retains a highly qualified higher education faculty of diverse backgrounds who are teacher scholars, are qualified for their assignments, and are actively engaged in the professional community.

A. Findings:

Education faculty members have rich and varied experiences in education. The number of full-time faculty has increased and is supplemented by a strong cadre of adjunct instructors. The department now has four full-time faculty members, three of whom have doctoral degrees and the fourth is nearing the completion of a doctorate.

Of the six adjuncts, five hold master's degrees and are employed in full-time positions in nearby school divisions. The sixth adjunct is a local division superintendent who holds a doctorate. Backgrounds of adjunct faculty show different types of diversity. They have taught in states on the East Coast and Midwest. The adjunct faculty also reflects a variety of disciplinary backgrounds including science, special education, sports management, educational leadership, and reading. They also have a variety of professional experiences including K-12 teaching, principalships, central office supervision; one has been a division superintendent.

A review of documents (program agendas, travel and registration vouchers) and interviews with faculty provide extensive evidence that, with the support of the college's administration, faculty have been able to take advantage of a variety of professional development opportunities. Faculty members have attended the American Association for Colleges of Teacher Education (AACTE) training conference in Washington, D.C., participated in a three-day intensive grant writing workshop in Northern Virginia, participated in a week-long summer workshop at Virginia Tech to learn about the Kansas City Model, attended workshops at the University of Virginia (UVA) on research and retention models, attended Association of Teacher Educators-Virginia (ATE-VA) conferences at Sweet Briar College, and participated in a National Council for the Accreditation of Teacher Education Web conference. The program also hosted a workshop on teaching agriculture, and presented a Black History celebration which included workshops in storytelling and African dance. The faculty reports that they have been able to participate in professional development activities because of the reduction in teaching load (6-12 hours from 15 hours), and because the institution has supported professional development financially. Additionally, interviews indicated that administrative tasks, field supervision, and outreach efforts are assigned equitably.

B. Recommendation: Met

Standard 14. The professional education unit ensures that policies and assignments allow faculty to be involved effectively in teaching, scholarship, and service and are in keeping with the character and mission of the institution.

A. Findings:

The faculty of the Teacher Education Program reports that with the hiring of new faculty and with the support of the college's administration, they have been able to take advantage of a number of professional development opportunities. Faculty members have attended the AACTE training conference in Washington, DC; participated in a three-day intensive grant writing workshop in Northern Virginia; attended a one-week

Standard 14. (continued)

summer workshop at Virginia Tech to learn about the Kansas City Model; attended workshops at UVA on research and retention modalities; and participated in a NCATE Web conference. The program has also hosted a workshop on teaching agriculture and presented a Black History celebration that included workshops in storytelling and African dance. The faculty reports that they have been able to participate in professional development activities because of the reduction in teaching load (6-12 hours) and because the institution has supported their endeavors financially.

Education faculty members have rich and varied experiences in education. The number of full-time faculty has increased and is supplemented by a strong cadre of adjunct instructors. The department now has four full-time faculty members, three of whom have doctoral degrees and the fourth is nearing the completion of a doctoral degree.

Of the six adjuncts, five hold master's degrees and are employed in full-time positions in nearby school divisions. The sixth adjunct is a local division superintendent who holds a doctorate. Backgrounds of adjunct show different types of diversity. They have taught in states on the East Coast and Midwest. The adjunct faculty also reflects a variety of disciplinary backgrounds including science, special education, sports management, educational leadership, and reading. They also have a variety of professional experiences including K-12 teaching, principalships, central office supervision; one has been a division superintendent.

Faculty loads have been lowered and are now limited to 12 credit hours per semester. In contrast, the standard load across the college for noneducation faculty is 15 hours per semester.

Interviews indicated that administrative tasks, field supervision, and outreach efforts are assigned and coordinated in an equitable manner. Interviews also indicated that the department membership seems to be stabilizing. Faculty members have taken advantage of a variety of professional development opportunities, including participation in local, state, regional, and national conferences.

B. Recommendation: Met

Standard 15. The professional education unit ensures that there are systematic and comprehensive activities to enhance the competence and intellectual vitality of the professional education faculty.

A. Findings:

The annual faculty evaluation instrument was modified to include evidence of professional development activity. Interviews also indicated that an adjunct instructor who is a former division superintendent has provided valuable guidance to faculty.

B. Recommendation: Met

Standard 17. The professional education unit ensures that at least 70 percent of candidates as documented in the institution’s “declaration of admission” to the teacher education program shall annually pass Praxis II (subject area assessments) for the institution’s professional education unit to maintain Board of Education continued approved program status.

A. Findings:

The pass rate has been 100 percent for program completers since the data collection was implemented for Praxis II in 2006.

B. Recommendation: Met

Standard 20. The professional education unit has adequate resources to offer quality programs that reflect the mission of the professional education unit and support teaching and scholarship by faculty and candidates.

A. Findings:

As described in Standard 14, faculty have participated in a number of professional development activities. Interviews with faculty, documentary evidence, and changes in curriculum and instruction reflect the positive impact of this professional development. Interviews also indicate that the adjunct instructor who is a former division superintendent has provided valuable guidance to the department as Saint Paul’s College continues to progress and meet significant challenges.

B. Recommendation: Met

Appendix A

Saint Paul's College Summary for Professional Education Unit Unit Team Review Visit, March 20-23, 2005

Standards		Team Recommendation	
		Met	Not Met
Overall Recommendation: Approved with Stipulations			
Standard			
1	Framework of Professional Education Program	M	
2	General Education Courses and Experiences		NM
3	Competence in Academic Content of Teaching Field		NM
4	Knowledge and Skills to Work with a Variety of Candidates		NM
5	Competence for Educational Leadership Roles		
6	Knowledge and Skills for School Leadership		
7	High Quality Teaching in Professional Education Unit	*M	
8	High Quality Field Experiences	*M	
9	Collaboration	M	
10	Admission of Candidates	M	
11	Assessment of Candidate Progress	M	
12	Assessment of Candidate Competence in Professional Roles	*M	
13	Recruitment and Selection of Faculty	*M	
14	Faculty Teaching, Scholarship, Service		NM
15	Faculty Professional Development	*M	
16	Praxis I and Praxis II Requirements	M	
17	Declaration of Admission		NM
18	Submission of Annual Report		
19	Authority of Professional Education Unit	M	
20	Resources of Professional Education Unit	*M	

* *Met with Weakness*

Appendix B
Interviews and Exhibits
April 23-24, 2007, Follow-Up Monitoring and Review Team Visit

Faculty interviewed:

- Mr. Dale Baird
- Dr. Walter Dean
- Dr. Raymond Holmes
- Dr. Jacqueline Moore
- Mrs. Emma Staples

Administrators interviewed:

- Dr. Robert Satcher, President
- Dr. Keathen Wilson, Jr., Vice-President

Candidates interviewed:

- One sophomore seeking licensure in Special Education
- One junior seeking licensure in Special Education
- One senior who just completed candidate teaching and is seeking licensure in History/Social Studies
- One nontraditional candidate that completed a B.A. at Saint Paul's College in the Accelerated Degree Program, is employed at Saint Paul's College, and is currently seeking licensure with an endorsement in Business Education

Exhibits examined:

Area (1) a

- Curriculum Sheets

Area (1) b

- Syllabus Notebook

Area (1) c

- Saint Paul's College Partnership Meeting Agenda dated November 30, 2005
- Saint Paul's College Partnership Meeting Agenda dated January 23, 2006
- Saint Paul's College Partnership Meeting Agenda dated December 14, 2006
- Longwood University "Call Me MISTER" Program
- Memorandum "Call Me MISTER" Program
- Model for Self-Assessment of Planning, Implementing, and Evaluation Program Change
- Letter from Longwood University Assisting Saint Paul's College
- Longwood University Interdisciplinary Special Education Teacher Preparation Model
- Longwood University Education Department Guides for Workshops

(folder 2)

- Information ATE-VA/VACTE Spring Conference April 6-7, 2006
- Travel Authority and Expenditures Reports for Conferences Attended

Appendix B (continued)

Area (1) d

- 2007 Spring Semester Teaching Load Report

Area (2) a

- Data Development and Annual Maintenance of Information on Candidate Progress
- VITAL Virginia Improvement Learning Document
- Virginia Pipeline Application
- Job Description for Research Specialist
- Title III- Expenditures/Balances Sheet

Area (2) b

- XED 110 - Praxis I Syllabus
- XED 113 - Praxis II Syllabus
- Course Description for Praxis II
- Single Assessment Institution – Level Pass Rate Data

Area (2) c

- Data Development and Annual Maintenance of Information Candidate Progress
- E-mail from Rupert Evans in Reference to Praxis Test
- Welcome to PLATO
- Single Assessment Institution – Level Pass Rate Data

Area (2) d

- XED 110 – Praxis I Syllabus
- XED 113 – Praxis II Syllabus
- 2005–2006 Praxis I – Reading, Writing, Mathematics Assessments for Program Completeness
- Single Assessment Institution – Level Pass Rate Data

Area (2) e

- 2004–2005 Spring Semester Grade Sheet
- History of Candidate Classes
- Note: Additional Candidate Files Located in DTE Offices Sheet

Area (3) a

- Department of Education Checklist
- Curriculum Sheet for Endorsement in K-12 Special Education
- Service to the Community for Nontraditional Candidates
- Commonwealth of Virginia, Virginia Department of Education, Division of Teacher Education and Licensure Requirement Sheet
- Saint Paul’s College Registration Form
- Virginia Communication and Literacy Assessment Examinee Score Report
- Virginia Reading Assessment Examinee Score Report
- Communication of Virginia Provisional License

Appendix B (continued)

Area (3) b

- Education Department Flyer Speaking on “Education Reform and School Effectiveness in the United States”
- Memorandum to Guest Speaker Jeffrey Stewart
- Letter to Mr. Jeffrey Stewart to Confirm Invitation
- Note: See Folder Area 1 Area (1) c Sheet

Area (3) c

- Service to the Community for Nontraditional Candidates
- Saint Paul’s College of Education Assessment checklist
- Nontraditional Candidates (Praxis II – Test Results)

Area 4

- 2005 –2006 Supplement Data – Title II State Report
- Annual Progress Report to the Virginia Department of Education

Other Evidence

- Saint Paul’s College Candidate Teaching Handbook, 2005-2006
- Saint Paul’s College Teacher Education Handbook for Pre-Candidate Teaching Field Experiences, 2005-2007
- Teacher Education Brochure
- Saint Paul’s College Bulletin, 1999-2002
- Course Binders
 - EDUC 331
 - SPED 301
 - Curriculum and Design
- Videocassettes
 - Candidate teaching
 - Instructional strategies class
- Other Binders
 - Program Matrices
 - Reading First Web conference
 - Brunswick County Literacy Council, 2006
 - University of Nebraska Medical Center-Partnership weight loss study
 - Partnership Agreements Clinical/Field-based experiences with the public school systems in Brunswick County, Greensville County, Lunenburg County, and Mecklenburg County
- Posters
 - Symposium: Sweanee, The University of the South, May 17-19, 2006
 - RIFTEN workshop, Spring 2007
 - Highlights of the Department of Teacher Education
 - Business Ethics course activities at Brunswick County High School
 - Third Grade moon phases
- Plaques
 - Students In Free Enterprise (SIFE) Regional and Finalist Awards

Appendix C
Interviews and Exhibits
March 30-April 1, 2008, Follow-Up Monitoring and Review Team Visit

Faculty interviewed:

- Mr. Dale Baird
- Dr. Contech
- Dr. Walter Dean
- Mrs. Michelle Jones-Finney
- Dr. Raymond Holmes
- Dr. Valerie McCoy
- Dr. Jacqueline Moore
- Dr. Jennifer Palmgren
- Mrs. Emma Staples
- Dr. Allyn Wetmore

Administrators interviewed:

- Dr. Robert Satcher, President
- Dr. Keathen Wilson, Jr., Vice-President

Candidates interviewed:

- One freshman seeking licensure in PreK-6
- One sophomore seeking licensure in Special Education
- One sophomore seeking licensure in PreK-6
- One junior seeking licensure in Special Education
- One junior seeking licensure in PreK-6
- One senior who just completed candidate teaching and is seeking licensure in History/Social Studies
- One nontraditional candidate that completed a B.A. at Saint Paul's College in the Accelerated Degree Program, is employed at Saint Paul's College, and is currently seeking certification in Business Education
- Two seniors completing student teaching and seeking licensure in Special Education
- One senior completing student teaching and seeking licensure in PreK-6

Exhibits examined:

Area (1) a

- Curriculum Sheets

Area (1) b

- Syllabus Notebook

Area (1) c

- Saint Paul's College Partnership Meeting Agenda dated November 30, 2005
- Saint Paul's College Partnership Meeting Agenda dated January 23, 2006
- Saint Paul's College Partnership Meeting Agenda dated December 14, 2006
- Longwood University "Call Me MISTER" Program

Appendix C (continued)

- Memorandum “Call Me MISTER” Program
- Model for Self-Assessment of Planning, Implementing, and Evaluation Program Change
- Letter from Longwood University Assisting Saint Paul’s College
- Longwood University Interdisciplinary Special Education Teacher Preparation Model
- Longwood University Education Department Guides for Workshops

(folder 2)

- Information ATE-VA/VACTE Spring Conference April 6-7, 2006
- Travel Authority and Expenditures Reports for Conferences Attended

Area (1) d

- 2007 Spring Semester Teaching Load Report

Area (2) a

- Data Development and Annual Maintenance of Information on Candidate Progress
- VITAL Virginia Improvement Learning Document
- Virginia Pipeline Application
- Job Description for Research Specialist
- Title III-Expenditures/Balances Sheet

Area (2) b

- XED 110 - Praxis I Syllabus
- XED 113 - Praxis II Syllabus
- Course Description for Praxis I
- Course Description for Praxis II
- Single Assessment Institution – Level Pass Rate Data

Area (2) c

- Data Development and Annual Maintenance of Information Candidate Progress
- E-mail from Rupert Evans in Reference to Praxis Test
- Welcome to PLATO
- Single Assessment Institution – Level Pass Rate Data

Area (2) d

- XED 110 – Praxis I Syllabus
- XED 113 – Praxis II Syllabus
- 2005–2006 Praxis I – Reading, Writing, Mathematics Assessments for Program Completeness
- Single Assessment Institution – Level Pass Rate Data

Area (2) e

- 2004–2005 Spring Semester Grade Sheet
- History of Candidate Classes
- Note: Additional Candidate Files Located in DTE Offices Sheet

Appendix C (continued)

Area (3) a

- Department of Education Checklist
- Curriculum Sheet for Endorsement in K-12 Special Education
- Service to the Community for Nontraditional Candidates
- Commonwealth of Virginia, Virginia Department of Education, Division of Teacher Education and Licensure Requirement Sheet
- Saint Paul's College Registration Form
- Virginia Communication and Literacy Assessment Examinee Score Report
- Virginia Reading Assessment Examinee Score Report
- Communication of Virginia Provisional License

Area (3) b

- Education Department Flyer Speaking on "Education Reform and School Effectiveness in the United States"
- Memorandum to Guest Speaker Jeffrey Stewart
- Letter to Mr. Stewart to Confirm Invitation
- Note: See Folder Area 1 Area (1) c Sheet

Area (3) c

- Service to the Community for Nontraditional Candidates
- Saint Paul's College of Education Assessment checklist
- Nontraditional Candidates (Praxis II – Test Results)

Area 4

- 2005–2006 Supplement Data – Title II State Report
- Annual Progress Report to the Virginia Department of Education

Other Evidence

- Saint Paul's College Candidate Teaching Handbook, 2005-2006
- Saint Paul's College Teacher Education Handbook for Pre-Candidate Teaching Field Experiences, 2005-2007
- Teacher Education Brochure
- Saint Paul's College Bulletin, 1999-2002
- Course Binders
 - EDUC 331
 - SPED 301
 - Curriculum and Design
- Videocassettes
 - Candidate teaching
 - Instructional strategies class
- Other Binders
 - Program Matrices
 - Reading First Web Conference
 - Brunswick County Literacy Council, 2006

Appendix C (continued)

- University of Nebraska Medical Center-Partnership weight loss study
- Partnership Agreements Clinical/Field-based experiences with the public school systems in Brunswick County, Greenville County, Lunenburg County, and Mecklenburg County
- Teacher Education Department meeting minutes
- Posters
 - Symposium: Sweanee, The University of the South, May 17-19, 2006
 - RIFTEN workshop, Spring 2007
 - Highlights of the Department of Teacher Education
 - Business Ethics course activities at Brunswick County High School
 - Third Grade moon phases
- Plaques
 - Students In Free Enterprise (SIFE) Regional and Finalist Awards

Board of Education Agenda Item

Item: _____ L. _____

Date: _____ January 15, 2009 _____

Topic: Report on the Alternative Education Programs in Petersburg City Public Schools

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

Telephone Number: (804) 225-2865

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

Origin:

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

_____ Board review required by

_____ State or federal law or regulation

_____ Board of Education regulation

_____ Other: _____

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

Previous Review/Action:

_____ No previous board review/action

X Previous review/action

date May 21, 2008

action Board requested that a review of the Blandford Academy be completed in the fall of 2008

Background Information:

The Standards of Quality require local school boards to maintain fully accredited schools and to take corrective actions for schools that are not fully accredited.

§ [22.1-253.13:3](#). Standard 3. Accreditation, other standards and evaluation.

...Each local school board shall maintain schools that are fully accredited pursuant to the standards of accreditation as prescribed by the Board of Education. Each local school board shall review the accreditation status of all schools in the local school division annually in public session. Within the time specified by the Board of Education, each school board shall submit corrective action plans for any schools within its school division that have been designated as not meeting the standards as approved by the Board.

In October 2004, the Virginia Board of Education (VBOE) established criteria for identifying low-performing school divisions to undergo a division level academic review. Petersburg City Public Schools met the criteria for division level academic review as indicated in Section 22.1-253.13:3. Standard 3. Accreditation, other standards and evaluation:

... When the Board of Education has obtained evidence through the school academic review process that the failure of schools within a division to achieve full accreditation status is related to division level failure to implement the Standards of Quality, the Board may require a division level academic review. After the conduct of such review and within the time specified by the Board of Education, each school board shall submit for approval by the Board a corrective action plan, consistent with criteria established by the Board and setting forth specific actions and a schedule designed to ensure that schools within its school division achieve full accreditation status. Such corrective action plans shall be part of the relevant school division's comprehensive plan pursuant to Section [22.1-253.13:6](#).

In 2004, recognizing the need for technical assistance, the Petersburg School Board requested a division-level review and assistance from the Virginia Department of Education (VDOE). Petersburg City Public Schools and the VBOE signed an initial memorandum of understanding (MOU) detailing the review process on April 21, 2004. Petersburg City Public Schools has been in division level review status since 2004 and has reported to the VBOE regularly on the status of implementing the corrective action plan and the terms of the initial MOU. The VDOE has provided ongoing technical assistance and monitored the implementation of the division's corrective action plan.

Additionally, Section 8 VAC 20-131-300 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA), adopted by the Board in September 2006, requires school divisions with Accreditation Denied schools to enter into a MOU with the VBOE and implement a corrective action plan to improve student achievement in the identified schools. Since Petersburg City Public Schools had schools in accreditation denied status for the 2007-2008 academic year based on 2006-2007 results, the VBOE determined that the MOU for division level academic review would also serve as the MOU to satisfy Section 8 VAC 20-131-310. As a part of this MOU, a corrective action plan was developed.

The MOU requires the Petersburg School Board to provide a summative report on progress made in meeting or exceeding the MOU agreements and expectations to the VBOE and the VDOE, as requested. At the April 23, 2008, meeting of the School and Division Accountability Committee, members of the committee requested information on the following:

1. the number of students enrolled in alternative education programs and their status in these programs;
2. the number of students enrolled in the Individual Alternative Education Program (ISAEP); and,
3. the number of unlicensed teachers (substitute teachers) by core content area in which they are teaching.

At the May 21, 2008, VBOE meeting, a report containing the requested information was presented by department staff. At this time, the VBOE requested that a follow-up review be completed in the fall of 2008 to determine if the alternative education programs in Petersburg City Public Schools including the ISAEP program were in compliance with the Standards of Quality and the Standards of Accreditation.

Summary of Major Elements:

The department conducted an academic review of the alternative programs in Petersburg Public Schools on December 11-12, 2008. The review team consisted of Department of Education staff and peer reviewers from other school divisions. A description of the programs reviewed follows:

1. **Horizons Program** – Provides high school students age 16 or older with an opportunity to complete an alternative education program enabling them to successfully meet the criteria for a traditional or nontraditional diploma.
2. **Individual Student Alternative Education Plan (ISAEP) Program** – Provides high school students age 16 or older with an opportunity to work toward a general educational development (GED) certificate.
3. **Career Preparedness Program (CPP)** – Provides high school students, age 16 or older and at least two grade-levels behind, with an opportunity to work toward successfully meeting the criteria for a diploma. *Note: Students participating in the program did not meet the requirements for the Horizons or ISAEP programs.*
4. **Choices Program** – Provides educational and behavioral support to students in grades six through twelve who have violated the Code of Conduct.

The final report was presented to Petersburg City Public Schools on December 18, 2008. The findings of the review are included as Attachment A. Highlights from the review include areas of commendation, areas needing improvement, and essential actions. Essential actions will be the critical areas examined as part of a follow-up review in March 2009.

Areas of Commendation:

- Staff dedication to student and program success.
- Highly qualified staff with an excellent adult to student ratio.
- Caring relationships of staff with students and parents based on interactions observed during the visit.
- Apparent program improvement efforts since the last visit.

Areas Needing Improvement:

- Horizons Program curriculum should be aligned with skills necessary for transition to programs leading to a standard or advanced studies diploma or to a GED (ISAEP) program.
- The Official Practice Test for ISAEP should be used for placement purposes.
- Student Alternative Educational Plans need enhancement to include measurable academic goals and instructional strategies to achieve them.
- Student Alternative Educational Plans need to be monitored with progress noted at regular intervals.
- Hardware and software are currently in place, but necessary programs (Voyager and Odyssey, and others) are not operational.
- ISAEP documentation with chronological records must be kept on each student in the program.
- Instructional resources (textbooks) for the Choices Program need to be made available to students.
- Planning and staff communication regarding program objectives, goals and student progress need to be more collaborative.
- Building level staff development related to programs offered at Blandford Academy, specifically targeting applicable curriculum and instructional strategies, needs to be offered.

- Program placement and assessment strategies, particularly the current practice of moving Horizons' students to CPP after 18 weeks if they have not progressed toward ISAEP, need to be changed.
- Expand Career and Technical Education (CTE) course options for students in CPP; students should have access to all CTE courses available to high school students.
- Implement an aggressive intervention program to address student attendance/truancy.

Essential Actions:

- Align Horizons Program curriculum with skills necessary for transition to programs leading to a standard or advanced studies diploma or to a GED (ISAEP) program.
- Adhere to procedures for student placement that allow for parent input and are conducted in a timely manner.
- Secure the needed resources and materials for students and teachers (i.e., textbooks).
- Provide access to the CTE program to the students enrolled in the CPP program.
- Provide early intervention in elementary and middle school programs to reduce the need for alternative programs.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education accept the findings of the review of alternative education programs in Petersburg City Public Schools and request the department to complete a follow-up visit in the spring of 2009 to ensure that essential actions are implemented.

Impact on Resources: Cost of the academic review consultants' travel and lodging.

Timetable for Further Review/Action: April 2009

Area of Review: Mission and Purpose

Indicator(s):

- *The mission and purpose of the alternative education program are clearly defined.*
Finding: There are multiple programs at Blandford Academy and each has a clearly stated mission and purpose in published literature. In the ISAEP and Choices programs, the staff and students articulated a purpose clearly aligned with the stated mission of the program. In both the Horizons and CPP programs, there was evidence of disconnect between the stated purpose of the program and the purpose as articulated by staff members and students.
- *Parent notification letters informing them of the program's mission and purpose are readily available.*
Finding: Parent notification letters do not specifically address the program's mission and purpose.

Data Collection Activities Related to This Area of Review:

	Number	Comments
Interviews	22	All students and staff interviewed
Document Reviews	3	Policy manual, example communications, student folders
Classroom Observations	0	

Area of Review: Compliance

Indicator(s):

- *The program meets the Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA) and the Standards of Quality (SOQ) requirements for the number of clock hours of instruction for students who are seeking a diploma.*
Finding: The programs at Blandford Academy meet the SOA /SOQ requirements.
- *The program meets the SOA and SOQ requirements for course offerings for students who are seeking a diploma.*
Finding: The programs at Blandford Academy meet the SOA /SOQ requirements.
- *The program meets the SOA and SOQ requirements for SOL testing in the appropriate courses for students who are seeking a diploma.*
Finding: The programs at Blandford Academy meet the SOA /SOQ requirements.
- *The program meets the requirements of the Individual Student Alternative Education Plan (ISAEP).*
Finding: Cannot yet determine from evidence provided. There have been improvements noted. The team will conduct a follow-up visit to review the program again in spring of 2009.
- *The program ensures that diploma-seeking students enrolled in alternative education programs other than ISAEP receive instruction and are tested as described in the SOA.*
Finding: Choices program is in compliance. The review team has significant concerns about the CPP (Career Preparedness Program) with respect to this indicator.
- *The program ensures that diploma-seeking students enrolled in alternative education programs other than ISAEP are tested as required in the No Child Left Behind Act of 2001 (NCLB) if funding was provided under NCLB.*
Finding: Choices program is in compliance. The review team has significant concerns about the CPP (Career Preparedness Program) with respect to this indicator.
- *Student scholastic records are maintained in the manner prescribed in the "Guidelines for Management of the Student's Scholastic Record in the Public Schools of Virginia" 8 VAC 20-150-10.*
Finding: Student cumulative folders are available and in order. Current ISAEP records meet requirements; previous records are not available for review. ISAEP records should be reviewed again in spring of 2009 as part of the follow-up visit on ISAEP.
- *Individualized Education Programs (IEP) are developed and implemented in the manner prescribed in the "Regulations Governing Special Education Programs for Children with Disabilities in Virginia" 8 VAC 20-80-62.*
Finding: There are no identified special education students currently enrolled at Blandford Academy.

Data Collection Activities Related to This Area of Review:

	Number	Comments
Interviews	22	
Document Reviews	All	
Classroom Observations	11	

Area of Review: Characteristics of Program Population

Indicator(s):

- *The criteria used to determine students' placement in this program are clearly defined.*
Finding: Choices, ISAEP and Horizons meet the requirement. CPP does not meet the requirement fully; while there are stated criteria, there are other routes to placement which are not articulated in the written program documents.
- *The criteria used to determine students' placement ensures that students enrolled in the program have not been successful in other programs or at their home-schools.*
Finding: All programs meet the requirement.
- *Demographic information identifying the subgroups attending this program is readily available.*
Finding: All programs meet the requirement.
- *The policies governing parental involvement in determining student placement in the program are clearly defined and implemented.*
Finding: All programs have clearly defined policies and three of four programs follow those policies. The CPP program does not fully implement stated policies with respect to parent involvement in decision making.

Data Collection Activities Related to This Area of Review:

	Number	Comments
Interviews	7	Selected students and staff
Document Reviews	2	Program descriptors and placement procedures
Classroom Observations	0	

Area of Review: Instructional Program

Indicator(s):

- *The instructional program and support services offered by this program are clearly defined and implemented.*

Finding:

- **Choices – Meets the requirement.**
 - **ISAEP – Meets the requirement.**
 - **Horizons – Students and staff in this program state that the program goal is to transition to the ISAEP program by improving scores on the TABE and OPT. This goal is supported in writing. In contrast, the curriculum materials do not support the transition to ISAEP; the curriculum is not aligned to do so; research-based resources and instructional strategies have not been implemented toward that end.**
 - **CPP - Students in this program state that the program goal is to transition to the ISAEP program by improving scores on the TABE and OPT. This goal is documented in writing as one possible exit from the CPP program. In contrast, the curriculum materials do not support the transition to ISAEP; the curriculum is not aligned to do so; research-based resources and instructional strategies have not been implemented toward that end.**
- *Characteristics of the program that qualify it as a special purpose program are clearly defined.*
- #### **Finding:**
- **Choices – Meets the requirement.**
 - **ISAEP – Meets the requirement.**
 - **Horizons – Meets the requirement.**
 - **CPP – Meets the requirement.**
- *Differentiated instructional methodologies are implemented by all instructional staff.*
- #### **Finding:**
- **Choices – Meets the requirement.**
 - **ISAEP – Meets the requirement.**
 - **Horizons – Does not meet requirement.**
 - **CPP – Does not meet requirement.**
- *Transition plans for students are developed and implemented by the appropriate instructional staff.*
- #### **Finding:**
- **Choices – Meets the requirement.**
 - **ISAEP – Meets the requirement.**
 - **Horizons – The plan is extremely limited and appears to be formulated by students rather than staff members. There are no detailed academic goals with action plans to accomplish those goals. There is no clear articulation between the Horizons curriculum and ISAEP entry requirements. There is limited communication and collaboration between the staff of the two programs. Staff stated only 2-3 students successfully transitioned from Horizons to ISAEP during the 2007-2008 school year.**
 - **CPP – Student folders supplied did not contain transition plans.**
- *A written policy is implemented regarding changing schedules or dropping/adding courses for students who are enrolled in courses for high school credit, or changing schedules or adding/dropping courses by secondary school students.*

Finding: Requirement only applicable to the Choices program which meets the requirement.

Data Collection Activities Related to This Area of Review:

	Number	Comments
Interviews	22	
Document Reviews	3	Teacher lesson plans, student classroom folder, student record folder
Classroom Observations	11	

Area of Review: Teacher Certification and Development

Indicator(s):

- *A profile of the teaching staff and information about their qualifications is readily available.*
Finding: All programs had information available.
- *All instructional staff members are “highly qualified” to teach their assigned courses.*
Finding: All instructors are licensed and endorsed in area; only one teacher had a provisional license.
- *On-going, job-embedded professional development opportunities are provided for all instructional staff.*
Finding: Blandford Academy Staff have access to divisionwide staff development. The principal also articulated that she provided staff development in dealing with student emotional issues. Based on observations and interviews, Horizons staff members clearly need training in GED curriculum and instructional delivery strategies as well as using assessment data to drive instruction.

Data Collection Activities Related to This Area of Review:

	Number	Comments
Interviews	5	Selected staff
Document Reviews	1	Divisionwide staff development calendar
Classroom Observations	0	

Area of Review: Evaluating Student Progress

Indicator(s):

- *The strategies and instruments used by the program are adequate to evaluate student progress toward established goals and objectives.*

Finding:

- **Choices – Meets the requirement.**
 - **ISAEP – Current student population does not allow adequate assessment of this requirement. Team will review in spring of 2009.**
 - **Horizons – Does not meet the requirement. There are insufficient opportunities to measure student progress to transition to the ISAEP program or to drive targeted individualized instruction.**
 - **CPP – Does not meet the requirement. Despite teacher assessment of individual course content, there is no evidence that students are reassessed for progress toward transition to Horizons or ISAEP once they enter this program.**
- *The progress of individual students is consistently communicated to parents and the home-schools.*

Finding:

- **Choices – Meets the requirement.**
 - **ISAEP – Meets the requirement.**
 - **Horizons – Meets the requirement.**
 - **CPP – Meets the requirement.**
- *Assessment results and other data are used to determine the viability of transitioning students back to their home-schools.*

Finding:

- **Choices – Meets the requirement.**
- **ISAEP – Not applicable; re-entry to home school is not a program goal.**
- **Horizons – Not applicable; re-entry to home school is not a program goal.**
- **CPP – Not applicable; re-entry to home school is not a program goal.**

Data Collection Activities Related to This Area of Review:

	Number	Comments
Interviews	2	Selected staff
Document Reviews	3	Student academic records, student classroom folders, data files
Classroom Observations	0	

Conclusion

Areas of Commendation:

- Staff dedication to student and program success.
- Highly qualified staff with an excellent adult to student ratio.
- Caring relationships of staff with students and parents, based on interactions observed during the visit.
- Apparent program improvement efforts since the last visit.

Areas Needing Improvement:

- Align Horizons Program curriculum with skills necessary for transition to regular diploma seeking program and GED program (ISAEP).
- Use of the Official Practice Test for ISAEP placement purposes.
- Student Alternative Educational Plans need enhancement to include measurable academic goals and instructional strategies to achieve them.
- Student Alternative Educational Plans need to be monitored with progress noted at regular intervals.
- Hardware and software are currently in place, but necessary programs (Voyager and Odyssey, and others) are not running.
- ISAEP documentation with chronological records kept on each student in the program.
- Instructional resources (textbooks) for the Choices Program.
- Collaborative planning and staff communication regarding program objectives, goals and student progress.
- Building-level staff development related to programs offered at Blandford Academy, specifically targeting applicable curriculum and instructional strategies.
- Program placement and assessment strategies; particularly the current practice of moving Horizons students to CPP after 18 weeks if they have not progressed toward ISAEP.
- Expand Career and Technical Education (CTE) course options for students in CPP; students should have access to all CTE courses available to high school students.
- Implement an aggressive intervention program to address student attendance/truancy.

Essential Actions:

- Align Horizons Program curriculum with skills necessary for transition to regular diploma seeking program and GED program (ISAEP).
- Adhere to procedures for student placement which allow for parent input and are conducted in a timely manner.
- Secure the needed resources and materials for students and teachers (i.e., textbooks).
- Provide access to the CTE program to the students enrolled in the CPP program.
- Provide early intervention in elementary and middle school programs to reduce the need for alternative programs.

Board of Education Agenda Item

Item: M.

Date: January 15, 2009

Topic: Report on Governor's Proposed Amendments to the 2008-2010 Biennial Budget (HB1600/SB 850)

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

Telephone Number: 225-2025

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

Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: _____

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

Previous Review/Action:

No previous board review/action

Previous review/action

date March 19, 2008

action The Board received a report on the 2008-2010 biennial budget for public education approved by the 2008 General Assembly.

Background Information:

The Direct Aid to Public Education budget for the 2008-2010 biennium enacted at the 2008 General Assembly session included \$961.0 million in additional state funding (over the final FY08 budget) for SOQ rebenchmarking and other programs. Since last spring, state revenues have slowed significantly due to national economic conditions, and the Governor's revised revenue forecast for 2008-2010 reduces general fund revenues by \$2.9 billion compared to the budget adopted last year. Consequently, the Governor's amended 2008-2010 budget released in December (HB 1600/SB850) includes spending reductions to state agencies and programs, including Direct Aid to Public Education.

The 2008-2010 budgets for the Department of Education Central Office and the Virginia School for the Deaf and the Blind at Staunton were also reduced based on the October and December reduction plans approved by the Governor. Governor Kaine's amended 2008-2010 budget will be considered by the 2009 General Assembly.

Summary of Major Elements:

On December 17, 2008, Governor Kaine presented his proposed amendments to the 2008-2010 biennial budget to the General Assembly. The Governor's proposed amendments to the Direct Aid to Public Education budget include standard technical updates to funding formulas, targeted reductions, and a funding loss cap payment.

Key amendments proposed by the Governor to the 2008-2010 Direct Aid budget include:

- technical updates for enrollment, program participation, and other factors
- adjustments to sales tax and Lottery revenue estimates
- correction for the special education child count in FY10
- use of Literary Funds for VRS retirement
- adjustments to certain fringe benefit rates
- elimination of the FY10 teacher salary increase
- targeted reductions in FY10 (funding cap for support positions, eliminate Lottery funding for school construction, eliminate school construction grants, other)
- providing a one-time Funding Loss Cap payment in FY10 of \$60.9 million

No targeted or policy-based reductions to Direct Aid are proposed for FY09, only routine technical updates to enrollment and other factors. The targeted reductions are proposed for FY10 only.

The Governor also proposes various budget language changes to provide flexibility for school divisions and to implement the Board's proposals for flexibility in the use of state funding and local match for data coordinators, English language learner teachers, and reading and mathematics specialists.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept this informational report.

Impact on Resources:

The Governor's proposed amendments to the 2008-2010 Direct Aid budget reduce state funding by \$96.1 million in FY09 and by \$602.6 million in FY10 compared to the current 2008-2010 budget (Chapter 879) passed at the 2008 session. The reductions are due to both routine technical updates (e.g., enrollment) to formulas and targeted reductions.

Based on the year-to-year change in the Governor's introduced budget, state funding distributions to school divisions would decrease by \$375.0 million (six percent overall) from FY09 to FY10 due to the proposed FY10 reductions.

Timetable for Further Review/Action:

None.

***Overview of
Governor's Amendments to the
2008-2010 Direct Aid to Public
Education Budget***

Presentation to the Board of Education

Kent C. Dickey
Assistant Superintendent for Finance
January 14, 2009



Overview

- Governor Kaine presented his amendments to the current 2008-2010 budget to the General Assembly money committees on December 17th.
- 2009 General Assembly will act on Governor's amended 2008-2010 budget (HB1600/SB850 as introduced).
- Governor's amended budget is based on a \$2.9 billion reduction in total GF revenues compared to the current biennial budget (Chapter 879).
- Includes technical updates and policy changes to public education funding (Direct Aid to Public Education) and language provisions to provide flexibility.

Revised State Revenues

- Revised GF revenue forecast in the introduced budget is \$2.9 billion less for the 2008-2010 biennium.
- Direct Aid funding represents approximately 34% of the state GF budget.
- Governor's October Reduction Plan focused on FY09 shortfall to avoid targeted Direct Aid reductions in the current year.
- No targeted reductions to Direct Aid funding in FY09, only technical adjustments. Targeted reductions in FY10 only.

Overall Direct Aid Impact

- Compared to the current budget (Chp. 879), Direct Aid state funding (GF & NGF) is reduced by \$96.1 million in FY09 and \$602.6 million in FY10.
- FY09 funding change due to technical updates to formulas only (revised enrollment, etc.) – no policy changes.
- Division funding projected to decrease by \$375.0 million (or 6%) from FY09 to FY10 due to proposed policy changes in FY10.

Technical Updates to Direct Aid

- FY09 & FY10 funding impacted by routine technical updates to accounts:
 - *reforecast of enrollments: Fall Membership, ADM, and ESL students*
 - *sales tax and Lottery revenue reforecasts*
 - *2008 Triennial Census count (for sales tax distribution)*
 - *program participation data*
 - *Special Education Child Count correction (FY10)*

Technical Updates to Direct Aid

- ADM projections reduced 4,700 students in FY09 and 4,200 students in FY10 from current budget (.25% & .68% annual growth).
- Sales tax estimate (1.125%) reduced by \$68.5 million for FY09 and by \$80.1 million for FY10.
 - *Net reduction in division funding with Basic Aid off-set is \$30.0 million in FY09 and \$35.0 million in FY10.*
- Lottery revenue estimate reduced \$30.5 million for FY09 and \$30.8 million for FY10.
- Special Education Child Count corrected for FY10 (\$6.8 million increase FY10).

Technical Updates to Direct Aid

- Update for 2008 Triennial Census (\$4.6 million increase FY10).
 - *effect of redistribution of sales tax and cost of Basic Aid off-set.*
- SOQ account updates - mainly ADM (\$33.8 million reduction FY09; \$45.7 million reduction FY10).
- Update categorical and incentive programs (\$1.9 million reduction FY09; \$1.8 million reduction FY10).
- Increase use of Literary Funds for VRS retirement by \$54.4 million over the biennium.
 - *fund source change only; does not change division funding*
 - *revised LF forecast assumes no direct loans remainder of 08-10 and removal of \$20 million subsidy program in FY10.*

FY10 Targeted Reductions

- Establish a funding cap for certain Basic Aid support positions (\$340.9 million reduction FY10).
 - no standards exist for these positions - currently funded based on prevailing costs
 - establishes a funding cap based on a ratio of one support position per 4.03 instructional positions
 - one to 4.03 ratio based on a 3-yr. linear weighted average of actual support to instructional position ratios calculated from division Annual School Report data
 - one to 4.03 ratio is applied to the 75.39 per 1,000 funded SOQ instructional positions to derive the 18.71 per 1,000 support positions funded for FY10
 - funding cap excludes these support positions: division supts., school boards, school nurses, and pupil transportation
 - change reflected as a reduction in the Basic Aid per pupil amount for each division
 - does not mandate reductions in this area

FY10 Targeted Reductions

- Eliminate funding for the School Construction Grants Program (\$27.5 million reduction FY10).
- Eliminate use of Lottery funds for school construction grants and reassign GF programs to Lottery funds (\$55.8 million reduction FY10)
 - *Reassigns these accounts to Lottery funding: Alternative Education, ISAEP, Project Graduation, Education for a Lifetime/NCLB, Special Education Regional Tuition, and Vocational Education Categorical*
 - *Transfer from Lottery to GF: Remedial Summer School and Enrollment Loss*

FY10 Funding Loss Cap

- Provide a one-time Funding Loss Cap payment in FY10 to limit divisions' projected state funding loss next year to \$403.90 per pupil based on three targeted reductions:
 - *1) support position funding cap; 2) School Construction Grants Program elimination; 3) moving \$55.8 million in GF accounts to Lottery*
 - *uses remaining Lottery funds previously distributed on a per pupil basis to provide a \$60.9 million one-time payment in FY10; no local match required*

FY10 Additional Reductions

- Eliminate Compensation Supplement (\$71.6 million reduction FY10)
 - *eliminates the planned 2% salary increase for SOQ funded instructional and support staff*
- Reduce employer contribution rates for Group Life (0.33% to 0.27%) and Retiree Health Care Credit (1.08% to 1.04%) only based on changes in actuarial assumptions (\$2.7 million reduction FY10).

FY10 Additional Reductions

- Reduction to State-operated Programs (SOP) account for planned state facility closures (\$1.9 million reduction FY10)
 - *planned facility closures of adolescent unit at Southwestern Mental Health Institute in Smyth Co. and the Commonwealth Center of Children and Adolescents in Staunton allows SOP account to be reduced. The education services at these state facilities are provided by the local divisions with state SOP funds.*
- Reductions to supplemental education assistance programs (\$404,130 reduction FY10)
 - *across the board reductions to several supplemental education assistance programs (e.g., CTE Resource Center, Jobs for Va. Graduates, etc.)*

Proposed Budget Language

- **Allow unspent FY09 state funds to be carried over to FY10**
 - *Any locality that has met its FY09 required local effort for the SOQ or required local match for incentive, school construction, or Lottery-funded programs could carry over into FY10 any unspent state funds.*
- **Local distribution of remaining balance in the Lottery Proceeds Fund**
 - *Beginning in FY10, distribute to school divisions any balance remaining in the Lottery Proceeds Fund after all Lottery accounts for the year have been fully funded. Any distribution of funds would be based on the state share of the per pupil amount in adjusted March 31 ADM and the balance in the Lottery Proceeds Fund. The local governing body would be required to appropriate the funds for expenditures of the school division. A local match of funds would not be required to receive the state funds.*

Proposed Budget Language

- **Provide flexibility in using Lottery and School Construction escrow funds in FY10**
 - *Allow divisions to withdraw funds from local escrow accounts established pursuant to §22.1-100.1 (Lottery Proceeds Nonrecurring Costs Escrow Accounts) and §22.1-175.5 (Capital School Projects Fund) to pay for recurring operational expenses in FY10. Localities are not required to provide a local match.*

Proposed Budget Language

- Provide flexibility in using existing funds to employ data coordinators, reading specialists, mathematics teacher specialists, and English language learner teachers (Board of Education recommendation).
 - Use existing state/local funds for SOQ instructional technology resource teachers to employ data coordinators or instructional technology resource teachers
 - Use existing state/local Early Reading Intervention funds to employ reading specialists
 - Use existing state/local SOL Algebra Readiness funds to employ mathematics teacher specialists
 - Use existing state/local funds for SOQ Prevention, Intervention, and Remediation to employ additional English language learner teachers
- Divisions using funds in this manner would be required to employ instructional personnel licensed by the Board of Education.