

COMMONWEALTH of VIRGINIA

Board of Education Agenda

Date of Meeting: September 22, 2011

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

Remarks by the Honorable Robert F. McDonnell, Governor of the Commonwealth of Virginia

Approval of Minutes of the July 28, 2011, Meeting of the Board

Public Comment

Consent Agenda

- A. Final Review of Proposed Board of Education Meeting Dates for the 2012 Calendar Year
- B. Final Review of the Proposed Elementary School Gun Safety Guidelines and Curriculum

Action/Discussion: Board of Education Regulations

- C. First Review of the Proposed Repeal of the *Regulations Governing the Approval of Correspondence Courses for Home Instruction* (8 VAC 20-60)
- D. First Review of the Proposed Amendments to the *Regulations Governing Driver Education* (8 VAC 20-340)

Action/Discussion Items

- E. Final Review of a Request for Approval of a Modification of Graduation Requirements, Pursuant to 8 VAC 20-131-50 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, from Montgomery County Public Schools
- F. Final Review of History and Social Science Textbooks Published by Five Ponds Press

Action/Discussion Items (continued)

- G. Final Review of Proposed *Guidelines for Local Textbook Approval*
- H. Final Review of Requests for Approval of Alternative Accreditation Plans from Bland County Public Schools, Colonial Beach Public Schools, Craig County Public Schools, Danville City Public Schools, Dickenson County Public Schools, Highland County Public Schools, Richmond City Public Schools, Scott County Public Schools, and York County Public Schools for High Schools with a Graduation Cohort of Fifty (50) Students or Fewer
- I. Final Review of a Request for Approval of an Alternative Accreditation Plan from Chesterfield County Public Schools for Chesterfield Community High School
- J. First Review of Requests for Ratings of Conditionally Accredited from Norfolk City School Board and Northampton County School Board
- K. First Review of Request for Rating of Conditionally Accredited from Norfolk City Public Schools for Lafayette-Winona Middle School

Reports

- L. Report on Potential U. S. Department of Education Waivers from Certain Requirements of the *No Child Left Behind Act of 2001*
- M. Report on the Proposed Standard Setting Timeline for the New Mathematics Tests Scheduled for Implementation in 2011-2012

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

ADJOURNMENT OF THE BUSINESS SESSION

FOLLOWING ADJOURNMENT OF THE BUSINESS SESSION:

- **Meeting of the Virginia Schools for the Deaf and Blind Foundation**

FOLLOWING ADJOURNMENT OF THE FOUNDATION MEETING:

- **Overview of the Provisions of the Virginia Freedom of Information Act: Mr. Jake A. Belue, Assistant Attorney General, Education Section, Office of the Attorney General of Virginia**

PUBLIC NOTICE

The Board of Education members will meet for dinner at 6:30 p.m. at the Crowne Plaza Hotel on Wednesday, September 21, 2011. Items for the Board agenda may be discussed informally at that dinner. No votes will be taken, and it is open to the public. The Board president reserves the right to change the times listed on this agenda depending upon the time constraints during the meeting.

GUIDELINES FOR PUBLIC COMMENT

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

Board of Education Agenda Item

Item: _____ A. _____

Date: September 22, 2011

Topic: Final Review of Proposed Board of Education Meeting Dates for the 2012 Calendar Year

Presenter: Dr. Margaret N. Roberts, Executive Assistant to the Board of Education

Telephone: 804/225-2924

E-mail: Margaret.Roberts@doe.virginia.gov

Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: Board of Education Bylaws

Action requested at this meeting

Action requested at future meeting:

Previous Review/Action:

No previous board review/action

Previous review/action:

date: July 28, 2011

action: First Review of proposed dates

Background Information: Section 2 of Article Three of the Bylaws of the Board of Education states the following:

Section 2. Regular Meetings. Prior to and no later than the annual meeting (February), the Board shall adopt a tentative schedule for regular meetings for the applicable calendar year. Such schedule shall be subject to the change, alteration or adjustment by the President as he or she deems appropriate, to accommodate the operation of the Board as is necessary.

Summary of Major Elements: In recent years, the Board of Education has met monthly except for the months of August and December. Meetings are typically held on the fourth Thursday of the month, although this is not a requirement. Exceptions are the January meeting, which is held early in the month to coincide with the opening of the General Assembly session, and the November meeting, which is scheduled to avoid meeting during Thanksgiving week. The April meeting is typically a two-day planning session.

The proposed dates for meetings in 2012 (shown below) are set to avoid scheduling conflicts with major professional commitments for Board of Education members and the Superintendent of Public Instruction. The proposed dates are also set to avoid conflict with national holidays and other important calendar events.

In addition to the monthly business meetings, the President may call special meetings of the full Board of Education and its committees, as deemed necessary. Unless otherwise announced by the President, all Board of Education meetings will be held in the Jefferson Conference Room on the 22nd floor of the James Monroe Building, 101 North 14th Street, Richmond, Virginia 23219.

The proposed meeting dates for 2012 are as follows:

Thursday, January 12, 2012
Thursday, February 23, 2012
Thursday, March 22, 2012
Wednesday-Thursday, April 25-26, 2012
Thursday, May 24, 2012
Thursday, June 28, 2012
Thursday, July 26, 2012
Thursday, September 27, 2012
Thursday, October 25, 2012
Thursday, November 29, 2012

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education adopt the proposed schedule of meeting dates for the 2012 calendar year.

Impact on Resources: Funding to support the expenses related to the meetings of the Board of Education is provided from the Department of Education's general operating budget, which is appropriated by the General Assembly.

Timetable for Further Review/Action: Following adoption, the dates will be widely disseminated to local school officials, statewide organizations, and to the public. The meeting dates will also be posted on the Board of Education's Web site.

PROPOSED

PROPOSED BOARD OF EDUCATION MEETING DATES FOR 2012

Thursday, January 12, 2012

Thursday, February 23, 2012

Thursday, March 22, 2012

Wednesday-Thursday, April 25-26, 2012

Thursday, May 24, 2012

Thursday, June 28, 2012

Thursday, July 26, 2012

Thursday, September 27, 2012

Thursday, October 25, 2012

Thursday, November 29, 2012

The purpose of these guidelines and this curriculum is to keep students safe by providing guidance and materials based on the rules and principles of firearm safety and accident prevention to teachers for instruction of gun safety and by providing resources for parents. The guidelines and curriculum promote the premise that all community members want to protect students from unintentional gun accidents or deaths. Guns are very rarely brought into schools. Gun accidents occur most often in the community or in the homes of students. A sample notification regarding the gun safety lessons is included for schools to send to parents, encouraging them to review and discuss them with their children. According to our research no other states require a gun safety curriculum be available for instruction at the elementary level.

Summary of Major Elements: The *Elementary School Gun Safety Guidelines and Curriculum* provide background information on gun use and consequences from the misuse of guns. Each lesson is complete with background information, lesson guidelines and plans, suggested scripts for teachers, and student materials. Lessons are aligned with specific Virginia Standards of Learning for each grade. School divisions are guided to develop procedures for instructors to assist students who may disclose sensitive information during a lesson.

The curriculum is designed as single units of instruction for each grade. In addition to what to do if a student were to find a gun, the kindergarten through second-grade lessons address recognizing professionals who use guns for safety reasons and individuals who safely use guns in sporting events. The third- through fifth-grade lessons continue to focus on what to do if a student were to find a gun. The consequences of gun violence and personal responsibility for gun safety in the community are introduced. In each lesson, the character “Finnigan the Fox” is present as the safety mascot. This character is used to reinforce the message that if a student sees a gun: “Leave it Alone; Leave the Area; and Let an Adult Know.”

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education approve the *Elementary School Gun Safety Guidelines and Curriculum*.

Impact on Resources: The document is free to all school divisions and will be available on the department’s Web site. There is minimal impact on fiscal resources.

Timetable for Further Review/Action: The guidelines and curriculum is being presented to the Board for final adoption on September 22, 2011.

ELEMENTARY SCHOOL GUN SAFETY GUIDELINES AND CURRICULUM



Commonwealth of Virginia
Board of Education
July 2011

Virginia Department of Education Work
Committee

Douglas Cox, Assistant Superintendent
Division of Special Education and Student Services

Cynthia A. Cave, Ph.D., Director
Office of Student Services

Dr. Mark Allan, Director
Standards, Curriculum, and Instruction

Jo Ann Burkholder, Coordinator
Safe and Drug-Free Schools Program

Dr. Thomas Manthey, Education Specialist
Adolescent Literacy

Elizabeth (Betsy) Barton, Specialist
History/Social Science - Elementary

Phyllis Mondak, Education Specialist
Early Childhood

Thomas Santangelo
English/Reading - Elementary

Misty Kiser
Graphic Design Supervisor

Vanessa Wigand, Coordinator
Health, Physical Education and Driver Education

Publication development and editorial services
provided by
RJ K and Associates
National Center for Prevention of Community Violence
Newport News, VA

Please contact Nancy Campbell for more information at: 804-
225-2910 or nancy.campbell@doe.virginia.gov

Advisory Committee

Robin G. Crowder, Superintendent
Waynesboro City Public Schools

Norman Gray, Virginia State Trooper
Virginia State Police

Karen Holson, Outdoor Education Supervisor
Department of Game and Inland Fisheries
Outdoor Education Supervisor
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Department of Game and Inland Fisheries
Learn It Outdoors
Master of Outdoor Instructor

Fran Kiker, Coordinator
School Counseling and Student Assistance Program
Roanoke County Public Schools

Donna Michaelis, Manager, Public Safety Training
Virginia Center for School Safety
Virginia Department of Criminal Justice Services

Donna M. Rice, Ph.D.
Project PASS Program Manager
US Army Accessions Command
donna.rice@us.army.mil

July 2011

Funding provided by the *Safe and Drug-Free Schools and Communities Act* (SDFSCA) CFDA #84.186A. This document was developed under an agreement with RJK Associates, National Center for Community Violence. The mention of trade names, commercial products or organizations does not imply endorsement by the Virginia Department of Education. The publication contains some URLs for information created and maintained by private organizations, which are provided for the reader's convenience. The VDOE is not responsible for controlling or guaranteeing the accuracy, relevance, timeliness or completeness of this outside information. Further, the inclusion of information or URL does not reflect the importance of the organization, nor is it intended to endorse any views expressed, or products or services offered. All URLs were accessed and operational as of July 1, 2011.

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Preface

The purpose of these guidelines and curriculum is to keep students safe and to prevent gun accidents by providing simple steps to follow if they should encounter a gun at home, school or in the community. This curriculum is based on the premise that all community members want to protect students from unintentional gun accidents, injuries or deaths. The rules and principles of firearm safety and accident prevention are the basis for the development of the curriculum and guidelines.

The Board of Education adopted the *Elementary School Gun Safety Guidelines and Curriculum* according to § 22.1-204.1 of the *Code of Virginia, Firearm safety education program*.

Local school boards may provide firearm safety education programs for students in the elementary school grades. To assist local school boards electing to provide firearm safety education programs, the Board of Education shall establish curriculum guidelines for a standardized program of firearm safety education for the elementary school grades to promote the protection and safety of children enrolled in the public schools. The curriculum guidelines shall incorporate principles of firearm safety, accident prevention and the rules of the National Rifle Association's *Eddie Eagle Gunsafe Program*. Local school boards choosing to offer an elementary gun safety program must comply with the Board of Education guidelines and integrate the instruction in appropriate subject areas and, if feasible, ensure that every elementary school student receives instruction in firearm safety education.

Guns are very rarely brought into schools. Gun accidents occur most often in the community or in the home of students. It is important for parents to be aware and informed of these lessons. Therefore, a sample parent notification regarding the gun safety lessons is included in the Appendix A. The guidelines also provide resources on precautionary steps for minimizing the possibility of a gun accident and encourages parents to discuss gun safety with their children.

The *Elementary School Gun Safety Guidelines and Curriculum* provides background information on gun use and consequences from the misuse of guns in our country and in the Commonwealth of Virginia. This information is intended to enhance the instructor's understanding of the context for facilitating the curriculum lessons.

Each lesson is complete with background information, lesson guidelines and plans, suggested scripts for teachers with discussion points, and student materials. Lessons are aligned with specific Virginia Standards of Learning for each grade. Instructors are provided general suggestions for using "teachable moment" opportunities. These may include expanding students' understanding of the difference and similarities between real and toy guns, unintended consequences, and an introduction to the student code of conduct and gun offenses. School divisions should develop procedures for instructors to assist students who may disclose sensitive information during the lesson.

The curriculum is designed as single units of instruction for each grade. In addition to what to do if a student were to find a gun, the kindergarten through second-grade lessons assist students in recognizing professionals who use guns for safety reasons and individuals who safely use guns for sporting activities. The third- through fifth-grade lessons continue to focus on what to do if a student were to find a gun. The consequences of gun violence and personal responsibility for gun safety in the community are introduced. In each lesson the character "Finnigan the Fox" is present as the safety mascot. This character is used to reinforce the message that if a student sees a gun: "Leave it Alone; Leave the Area; and Let an Adult Know."

Background Information

Youth violence has an impact on a community in a number of ways. When an act of violence occurs and involves a young person, whether as a victim, aggressor, or witness, there are life-changing consequences. The impact of an event may affect the youth in physical and emotional ways. The impact on the community can include medical costs and fear and discomfort. According to the Virginia Department of Health, Division of Prevention and Health Promotion Web site:

Childhood unintentional shooting deaths occur more frequently in or around the home of a friend or relative. While Virginians have the right to own guns, they have the responsibility to store those guns safely and out of children's reach. According to the 2002 Virginia Behavioral Risk Factor Surveillance Survey, approximately 38 percent of Virginians keep firearms in or around their homes; and 1 in 6 are unlocked and loaded.

An even larger number of children are hurt by nonfatal gun-related injuries. Although gun-related injuries peak in adolescence, they can affect infants and younger children too. Younger children are most likely injured, either shooting one's self or a playmate, after finding a gun in a home and playing with it, not realizing that the gun is real or that it is loaded.

Many individuals within a community carry guns. Students need to understand which community members may publicly carry guns. The *Code of Virginia* at § 18.2-308 states that those who can carry a gun for their occupation or recreation include law-enforcement officers, licensed security guards, and military personnel in the performance of their lawful duties, or any person having a valid concealed handgun permit or any person engaged in lawful hunting or lawful recreational shooting activities at an established shooting range or shooting contest.

Many gun incidents are accidents and can be prevented by knowledge and practice of gun safety behaviors. This background information provides the context from which instructors should teach this material.

Handling Sensitive Student Disclosures

Teachers should be aware that gun safety discussions may elicit an emotional response in students. Responses may include a student sharing how many guns his/her parent has in their home, that someone they know was a victim of gun violence, or even that they have witnessed gun violence. Each school division needs to develop protocols and procedures that enfold community culture and norms to address sensitive student disclosures. The protocol should include guidance for responding to a student's disclosure in the classroom. Consulting with a school counselor, social worker, psychologist, student assistance specialist or principal should be included in the protocol. Instructors should be aware of any recent community events involving guns or violence when teaching the lessons.

KINDERGARTEN

GUN SAFETY LESSON



Kindergarten Lesson Profile

Students will learn to identify individuals in the community who safely carry guns as a part of their job. Activity one entails discussing with students the duties of community helpers and why they would or would not carry a gun. The *Code of Virginia* § 18.2-308, personal protection; carrying concealed weapons; when lawful to carry, states that those who can carry a gun for their occupation or recreation include law-enforcement officers, licensed security guards, and military personnel in the performance of their lawful duties, or any person having a valid concealed handgun permit or to any person engaged in lawful hunting or lawful recreational shooting activities at an established shooting range or shooting contest.

In activity two, a story will highlight the three gun safety rules: leave it alone; leave the area; let an adult know. The characters Kevin, Jimmy, Sarah, and Roscoe are friends and live in the same neighborhood. They often play outside after school. They find a gun in the bushes and have to decide what to do. This will help students learn three safety rules to use for making a good choice if a gun is discovered.

Kindergarten Lesson Objectives and Instructional Steps

Objective One

Students will learn to recognize community members who safely use guns.

Objective Two

Students will learn three safety rules for making a good choice when a gun is discovered.

Instructional steps

1. Students will be introduced to gun safety through a question and answer session. The students will identify who they think uses guns in the community as a part of their jobs.
2. Students will complete the “Helpers Who May Carry A Gun” activity. This activity will help students through a guided practice of identifying community helpers who may carry a gun. The activity may be completed as a classroom or individual exercise by using the PowerPoint slide.
3. Teachers will read “The Bushes,” a gun safety story, and discuss key points by asking the students what they would do if they found the gun.
4. Students will be taught the three gun safety rules – Leave It Alone. Leave the Area. Let an Adult Know.
5. At the closure of the lesson, students will repeat the safety rules aloud to assist in the memorization and application of the safety rules.

Kindergarten Lesson Guidelines and Plans

<p>Overview and Purpose</p> <p>Students will learn to recognize community members who safely use guns.</p> <p>Students will learn three safety rules for making a good choice if a gun is discovered.</p>		<p>Standards of Learning Correlations</p> <p>English</p> <p>K.1; K.3 oral language</p>	
	<p>Teacher Guide</p>	<p>Student Guide</p>	
<p>Objectives (Specify skills/information that will be learned.)</p>	<p>Students will learn to recognize community members who safely use guns by circling them on an activity sheet.</p> <p>Students will learn three safety rules for making a good choice if a gun is discovered.</p>	<p>Student will be able to (1) identify community helpers who carry a gun as part of their jobs; (2) know what to do if they find a gun; and (3) identify who can help if a gun is discovered.</p> <p>Students will learn the three gun safety rules.</p>	<p>Materials Needed</p> <p>Pencils</p> <p>Computer/LCD</p> <p>Activity Sheet</p> <ul style="list-style-type: none"> • “Helpers Who May Carry a Gun” <p>PowerPoint Slides</p> <ul style="list-style-type: none"> • “Helpers Who May Carry A Gun” • “The Bushes” • Finnegan the Fox Gun Safety Rules <p>Parent Notification Appendix A</p> <p>Finnigan The Fox Poster Appendix B</p>
<p>Information (Give and/or demonstrate necessary information.)</p>	<p>Teachers will provide instruction on the gun safety rules and reinforce what to do if a gun is found.</p> <p>Teachers will provide instruction on individuals who use guns as a part of their jobs.</p>	<p>Students will recognize community helpers who may carry guns.</p> <p>Students will listen to “The Bushes” story and conclude the right choice to make if a gun is found.</p>	
<p>Verification (Steps to check for student understanding)</p>	<p>Teachers may check for understanding through oral communication and/or completion of an activity sheet.</p>	<p>Students will demonstrate mastery of the information through correct responses on the activity sheet.</p> <p>Students will recite the three gun safety rules.</p>	<p>Other Resources</p>
<p>Activity (Describe the independent activity to reinforce this lesson.)</p>	<p>Teachers will inform parents about the gun safety lesson, three gun safety rules, and provide resources and information on gun safety precautions.</p>	<p>Students will be instructed to share with parents the information learned in this lesson.</p>	

Kindergarten Teacher Suggested Script and Discussion Points

Suggested Script for Teacher

Today we are going to talk about gun safety. Many people have jobs to keep us safe. These may include men or women who work in jobs such as police officers, security guards, park rangers or those in the military. People in these jobs may carry guns while they are at work. They only use guns in case of an emergency to protect themselves and others.

Discussion Points

Display the PowerPoint slide of “Helpers Who May Use A Gun.” You may ask, who are they and why do you think they carry a gun? Examples of student answers may include:

- To keep us safe
- To make sure people are not mean to each other
- To keep us safe from animals

Answers to *Helpers Who May Use A Gun* Activity - Police Officer, Park Ranger, and Military person.

Suggested Script for Teacher

Sometimes a gun gets lost or misplaced or we find it accidentally. We are going to read the story “The Bushes.” It’s about children your age who find a gun and they do not know what to do. While we read the story, think about what you would do.

Discussion Points

Present the PowerPoint slides of the story as it is read. After reading the story, ask students what they think the children should do now. Show the students the “Finnigan the Fox Gun Safety Rules” PowerPoint slide and provide instruction to them on the three safety rules.

Ask the students what they think the adult should do once Kevin, Jimmy, and Roscoe tell him or her about the gun. Examples of student answers may include:

- Do not touch the gun
- Keep students away from the gun
- Call the police

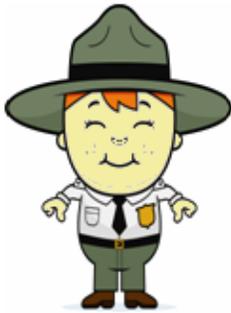
Teachers may explain to the students the following steps adults should follow: (1) reinforce the students for following “Finnigan the Fox Gun Safety Rules;” (2) ask the students to identify the location of the gun; (3) make sure the children are safe; (4) do not touch the gun; (5) do not allow anyone else near the gun; (6) call the local law enforcement authorities; and (7) do not leave the gun until it is properly secured by law enforcement authorities.

Suggested Script for Teacher

Finnigan the Fox wants all children to be safe. So, Finnigan the Fox says if you see a gun Leave it Alone; Leave the Area; Let an Adult Know.

HELPERS WHO MAY USE A GUN

Directions: Circle the people that carry a gun as part of their job.



"THE BUSHES"



Kevin, Jimmy, Sarah, and Roscoe are playing in the park near their home.



Jimmy wanders towards the bushes and spots what looks like a gun.



He calls Kevin, Roscoe, and Sarah over to see the gun. Sarah tells the boys, “I don’t want to see a gun unless a trusted adult is with me!”



The boys quickly run to Kevin's Mom who is nearby and tell her they have found a gun. Kevin's Mom tells the boys she is happy they followed "Finnigan the Fox Gun Safety Rules."

GUN SAFETY RULES

Finnigan the Fox says



LEAVE IT ALONE



LEAVE THE AREA



LET AN ADULT KNOW

FIRST GRADE

GUN SAFETY LESSON



First Grade Lesson Profile

In activity one, students will explain why individuals in the community safely carry guns as part of their jobs. Each person is in a job that requires that he or she carry a gun for protection. This protection is for the safety of other people. The second activity focuses on people who should safely use guns in a sport.

The *Code of Virginia* § 18.2-308, personal protection; carrying concealed weapons; when lawful to carry, states that those who can carry a gun for their occupation or recreation include law-enforcement officers, licensed security guards, and military personnel in the performance of their lawful duties, or any person having a valid concealed handgun permit or to any person engaged in lawful hunting or lawful recreational shooting activities at an established shooting range or shooting contest.

In the safety story, "The Box," Johnny and Mia are friends who are riding their bikes in the neighborhood. Johnny's older brother, Fred, wants to show them what is in his backpack. Fred takes a box out of his backpack, opens the box in front of Johnny and Mia, and displays a gun. They react to see the gun by seeking an adult.

First Grade Lesson Objectives and Instructional Steps

Objective One

Students will learn to recognize individuals who use guns for safety reasons and that individuals may learn to use guns safely in a sporting activity.

Objective Two

Students will learn three gun safety rules for making a good choice if a gun is discovered.

Instructional steps

1. Students will be introduced to gun safety through a question and answer session.
2. The students will identify who they think uses guns in the community as a part of their jobs.
3. Students will complete the following exercise: "People Who Use Guns to Protect" and "People Who Safely Use Guns in a Sport." The activities will reinforce recognition of community members who carry guns. If completed as worksheet activities, students will identify these members by placing numbers and symbols in the boxes next to the characters on the activity sheets. The activities may be completed as a classroom or individual exercise by using the PowerPoint slides.
4. Teachers will read "The Box," a gun safety story, and discuss key points by asking the students what they would do if they found the gun.
5. Students will be taught the three gun safety rules – Leave It Alone. Leave the Area. Let an Adult Know.
6. At the closure of the lesson, students will repeat the safety tips aloud to assist in the memorization and application of the safety tips.

First Grade Lesson Guidelines and Plans

<p>Overview and Purpose Students will learn and be able to recognize individuals who use guns for safety reasons and individuals who use guns safely in a sporting activity.</p> <p>Students will learn three safety rules for making a good choice when a gun is discovered.</p>		<p>Standards of Learning Correlations English 1.3al language 1.7; 1.9</p>	
	Teacher Guide	Student Guide	
Objectives (Specify skills/information that will be learned.)	<p>Students will learn to recognize individuals who use guns for safety reasons and individuals who use guns safely in a sporting activity.</p> <p>Students will learn three gun safety rules for making a good choice if a gun is discovered.</p>	<p>Student will: (1) identify community helpers who carry a gun as part of their jobs and that guns may be used for sporting activities; (2) know what to do if they find a gun; and (3) identify who can help if a gun is discovered.</p>	<p>Materials Needed Pencil Computer/LCD</p> <p>Activity Sheets</p> <ul style="list-style-type: none"> • "People Who Use Guns to Protect" • "People Who Safely Use Guns in a Sport" <p>PowerPoint Slides</p> <ul style="list-style-type: none"> • "People Who Use Guns to Protect" • "People Who Safely Use Guns in a Sport" • "The Box" Story • Finnigan the Fox Gun Safety Poster <p>Parent Notification Appendix A</p> <p>Finnigan the Fox Poster Appendix B</p>
Information (Give and/or demonstrate necessary information.)	<p>Teachers will provide instruction on individuals who use guns as part of their jobs and individuals who safely use guns in sporting activities.</p> <p>Teachers will provide instruction on the safety rules and reinforce what to do when a gun is found.</p>	<p>Students will recognize individuals who have been taught to safely use guns.</p> <p>Students will read a story "The Box," and conclude the importance of making a good choice of a gun is discovered.</p>	
Verification (Steps to check for student understanding)	<p>Teachers may check for understanding through oral communication and/or role play.</p>	<p>Students will demonstrate mastery of the information through correct responses on activity sheets.</p> <p>Students will recite the three gun safety rules.</p>	Other Resources
Activity (Describe the independent activity to reinforce this lesson.)	<p>Teachers will inform parents about the gun safety lesson and the three gun safety rules, and provide resources and information on gun safety.</p>	<p>Students will be instructed to share with parents the information learned in this lesson.</p>	

First Grade Teacher Suggested Script and Discussion Points

Suggested Script for Teacher

Today we are going to talk about gun safety. Many people have jobs that keep us safe. This may include men or women who work as police officers, security guards, park rangers or those in the military. People in these jobs may carry a gun while they are at work. They only use the gun in case of an emergency to protect themselves and others.

Discussion Points

Display the PowerPoint slide of the police officer, security guard, park ranger, and military soldier. Ask the students why these workers might carry a gun. Examples of student answers may include:

- To keep us safe
- To make sure people are not mean to each other
- To keep us safe from animals

Suggested Script for Teacher

Some people use guns in sporting events. Guns may be used for hunting and shooting at a target. Many people complete a gun safety class before using a gun.

Discussion Points

Display the PowerPoint slide of the hunter and individuals shooting at a target. You may ask the students, "Can you think of other activities where a person might use a gun safely?" Examples of student answers may include:

- Movies or television
- War enactments
- Video games
- Hunting videos
- Sport programs involving target shooting
- Olympic shooting competitions

Verifying Knowledge

Pass out the activity sheets People Who Use Guns to Protect and People Who Safely Use Guns in a Sport, or use the PowerPoint slides to facilitate this as a class activity. Instruct the children to identify the people in jobs who use guns to protect others by placing the correct number in the box next to the figure. Then ask the students to place the correct shape in the box next to the people who use a gun safely in a sporting event.

Suggested Script for Teacher

Sometimes a gun is misplaced or we find it accidentally. We are going to read the story "The Box." While we read the story, think about what you would do.

Discussion Points

Present the story by using the PowerPoint slides. After reading the story ask the students:

- Did Mia and Johnny make the correct decision? (Answer – Yes)
- Was it right or wrong for Fred to have the gun? (Answer – Wrong)
- What was the right action for Fred to take? (Answer – Let an adult know he found a gun.)

Provide instruction to the children on “Finnigan the Fox Safety Rules” using the PowerPoint slide.

Ask the students what they think the adult should do once Mia and Johnny told her about the gun. Examples of student answers may include:

- Find Fred.
- Keep Mia and Johnny away from Fred and the gun.
- Call the police.

Teachers may explain to the students the following steps adults should follow: (1) reinforce the students for following “Finnigan the Fox Gun Safety Rules;” (2) ask the students to identify the location of the gun; (3) make sure the children are safe; (4) do not touch the gun; (5) do not allow anyone else near the gun; (6) call the local law enforcement authorities; and (7) do not leave the gun until it is properly secured by law enforcement authorities.

Suggested Script for Teacher

Finnigan the Fox wants all children to be safe. So, Finnigan the Fox says if you see a gun, Leave it Alone; Leave the Area; Let an Adult Know.

PEOPLE WHO USE GUNS TO PROTECT

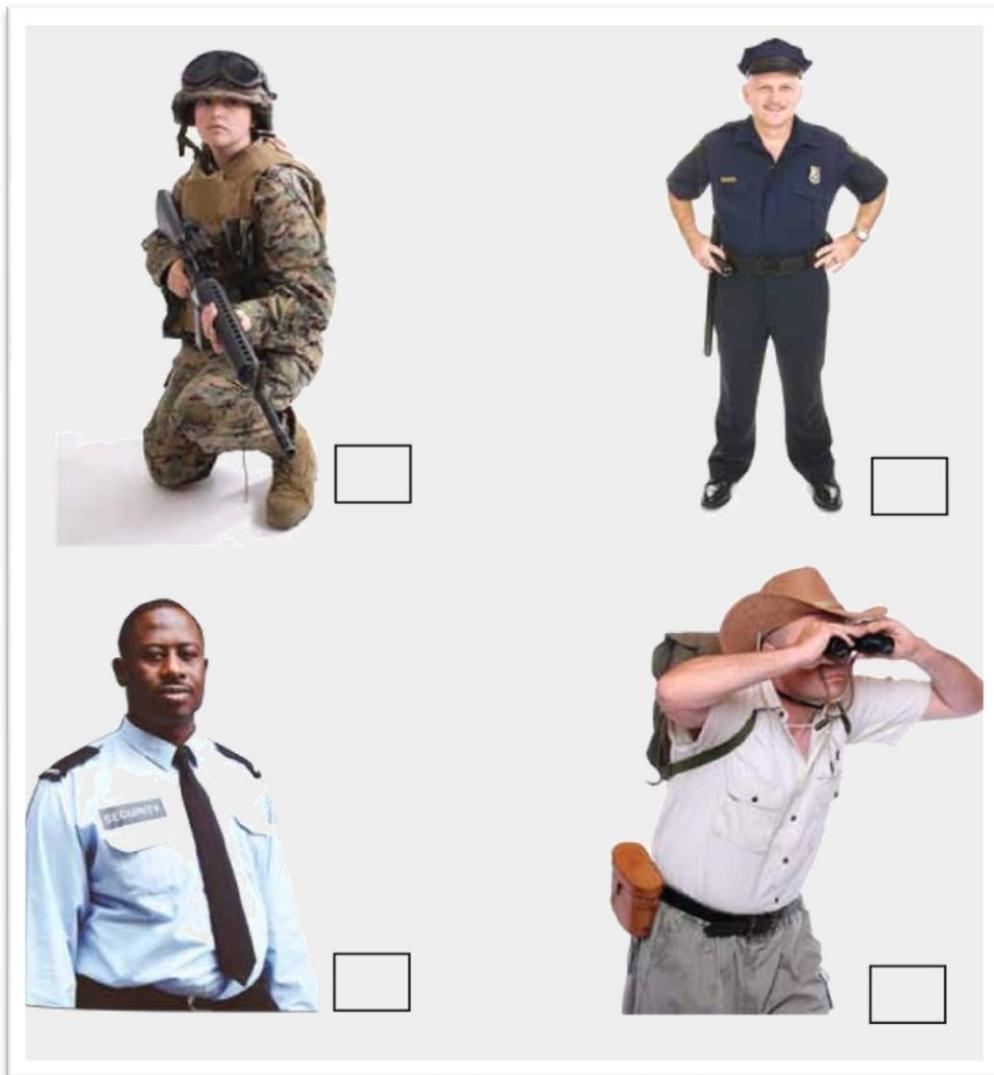
Directions

Put a 1 in the box by the picture of the Security Guard.

Put a 2 in the box by the picture of the Police Officer.

Put a 3 in the box by the picture of the Park Ranger.

Put a 4 in the box by the picture of the Soldier.



PEOPLE WHO SAFELY USE GUNS IN A SPORT

Directions

Put an O in the box by the picture of the person target shooting.

Put an X in the box by the picture of the person hunting.



THE BOX



Johnny and Mia are riding bikes in their neighborhood.



Johnny's older brother, Fred, rides towards them. Fred asks them if they want to see something.



The children get off their bikes. Fred opens his backpack and takes out a box. He removes the lid off the box, and there is a gun!



Mia tells Johnny they should leave the gun alone and not touch it. The children decide to leave and go tell an adult.



Mia remembers learning in school when someone has a gun to: Leave it Alone! Leave the Area! Let an Adult Know!

GUN SAFETY RULES

Finnigan the Fox says



LEAVE IT ALONE



LEAVE THE AREA



LET AN ADULT KNOW

SECOND GRADE

GUN SAFETY LESSON



Second Grade Lesson Profile

In activity one, students will explain the job each person has and why they may carry a gun. Students need to learn which community helpers may legally carry guns as a part of their jobs. The second activity reinforces the reason why certain jobs require guns.

According to the *Code of Virginia* § 18.2-308, personal protection; carrying concealed weapons; when lawful to carry states that those who carry a gun for their occupation or recreation may include law-enforcement officers, licensed security guards, and military personnel in the performance of their lawful duties, or any person having a valid concealed handgun permit or any person engaged in lawful hunting or lawful recreational shooting activities at an established shooting range or shooting contest.

The students will read “Andrew’s Big Surprise,” a gun safety story, and through a sequence of events conclude the importance of making a good choice if a gun is found. In the story, Sean’s mom invites Sean’s friends Antonio and Andrew over after school to play. Andrew is surprised to find a gun in Sean’s parent’s closet and must decide what to do next. The story events will help students learn the three gun safety rules: Leave It Alone, Leave the Area, Let an Adult Know.

Second Grade Lesson Objectives and Instructional Steps

Objective One

Students will learn why certain community helpers need to carry guns as part of their roles in the community.

Objective Two

Students will learn the difference between safe and unsafe situations if a gun is discovered.

1. Students will review the pictures of individuals who use guns from the PowerPoint slide and discuss why these people need guns for their jobs.
2. Each student will complete the multiple-choice activity from the PowerPoint slide "Carrying Guns is a Part of Their Jobs." Then review and discuss the answers. This activity can also be done in small groups.
3. Students will read aloud the story of Andrew's Big Surprise from the PowerPoint slide. Teachers may assign the characters in the story to a small group of students to play act.
4. Students will complete the discussion questions from the PowerPoint slide for Andrew's Big Surprise. Teachers will check for understanding of the material.
5. At the conclusion of the lesson, students will recite the rules for gun safety: Leave it Alone; Leave the Area; Let an Adult Know.

Second Grade Lesson Guidelines and Plans

<p>Overview and Purpose Acquaint students with the rules of gun safety. Student will be able to: (1) identify community helpers who carry a gun as part of their jobs; (2) know what to do if they find a gun; and (3) identify who can help if a gun is discovered.</p>		<p>Standards of Learning Correlations English 2.2 oral language 2.8 reading</p>	
	Teacher Guide	Student Guide	
<p>Objectives (Specify skills/information that will be learned.)</p>	<p>Students will learn why certain community helpers need to carry guns as a part of their roles in the community.</p> <p>Students will learn the difference between safe and unsafe situations when a gun is discovered.</p>	<p>Student will: (1) identify community helpers that carry a gun as part of their jobs; (2) know what to do if they find a gun; and (3) identify who can help if a gun is discovered.</p>	<p>Materials Needed Pencil Computer/LCD</p> <p>Activity Sheets</p> <ul style="list-style-type: none"> • “Why Do These People Carry A Gun?” • “Carrying Guns is a Part of Their Jobs”
<p>Information (Give and/or demonstrate necessary information.)</p>	<p>Teachers will provide instruction on gun safety rules.</p> <p>Teachers will guide students through a story and discussion questions.</p>	<p>Students will recognize individuals who should use guns safely.</p> <p>Students will read a story, and the rules for making a good decision if a gun is found, and conclude the right choice to make if a gun is discovered.</p>	<p>PowerPoint Slides</p> <ul style="list-style-type: none"> • “Andrew’s Big Surprise” Story • Finnigan the Fox Gun Safety Poster <p>Parent Notification Appendix A</p> <p>Finnigan the Fox Poster Appendix B</p>
<p>Verification (Steps to check for student understanding)</p>	<p>Teachers may check for understanding through presentation of information from discussion groups.</p>	<p>Students will be able to determine what to do if they find a gun and identify who can help if a gun is discovered.</p> <p>Students will demonstrate mastery of the information through correct responses on activity sheets.</p>	<p>Other Resources</p>
<p>Activity (Describe the independent activity to reinforce this lesson.)</p>	<p>Teachers will inform parents about the gun safety lesson and the three gun safety rules, and provide resources and information on gun safety precautions.</p>	<p>Students will be instructed to share with parents the information learned in this lesson.</p>	

Second Grade Teacher Suggested Script and Discussion Points

Suggested Script for Teacher

Today we are going to talk about gun safety. We may see guns being carried or used in many different ways. You may see them on police officers; you may see them on television or in a movie, or even in a sporting event. You may even see a misplaced gun.

Discussion Points

Discuss with the children different ways they may have seen someone using or carrying a gun. Some of the students' answers may include:

- Actors in movies or on television
- A video game
- A child may observe a parent or another adult hunting
- War enactments
- Hunting videos
- Sport programs involving target shooting
- Olympic shooting competitions

Verify Knowledge

Display "Why Do These People Carry a Gun?" and "Carrying Guns is a Part of Their Jobs" PowerPoint slides. Use the slides as activity sheets. Conduct a discussion to check for understanding of the reasons guns are used by specific community helpers.

Answers to "Carrying Guns is a Part of Their Jobs:" 1) A, 2) B, 3) C.

Discussion Points

Display the PowerPoint slides for the story "Andrew's Big Surprise" and discussion questions. Check for the students' understanding of what to do and who to go to for help if they were to find a gun.

Answers to "Andrew's Big Surprise" discussion questions: 1) Leave it alone, 2) Leave the area, 3) Let an adult know, 4) Leave it alone; leave the area; let an adult know.

Suggested Script for Teacher

Sometimes a child may find a gun, have a parent who is hunting, or know someone who has a gun in his or her home. Let's talk about some rules to follow if you find a gun or if someone shows you a gun.

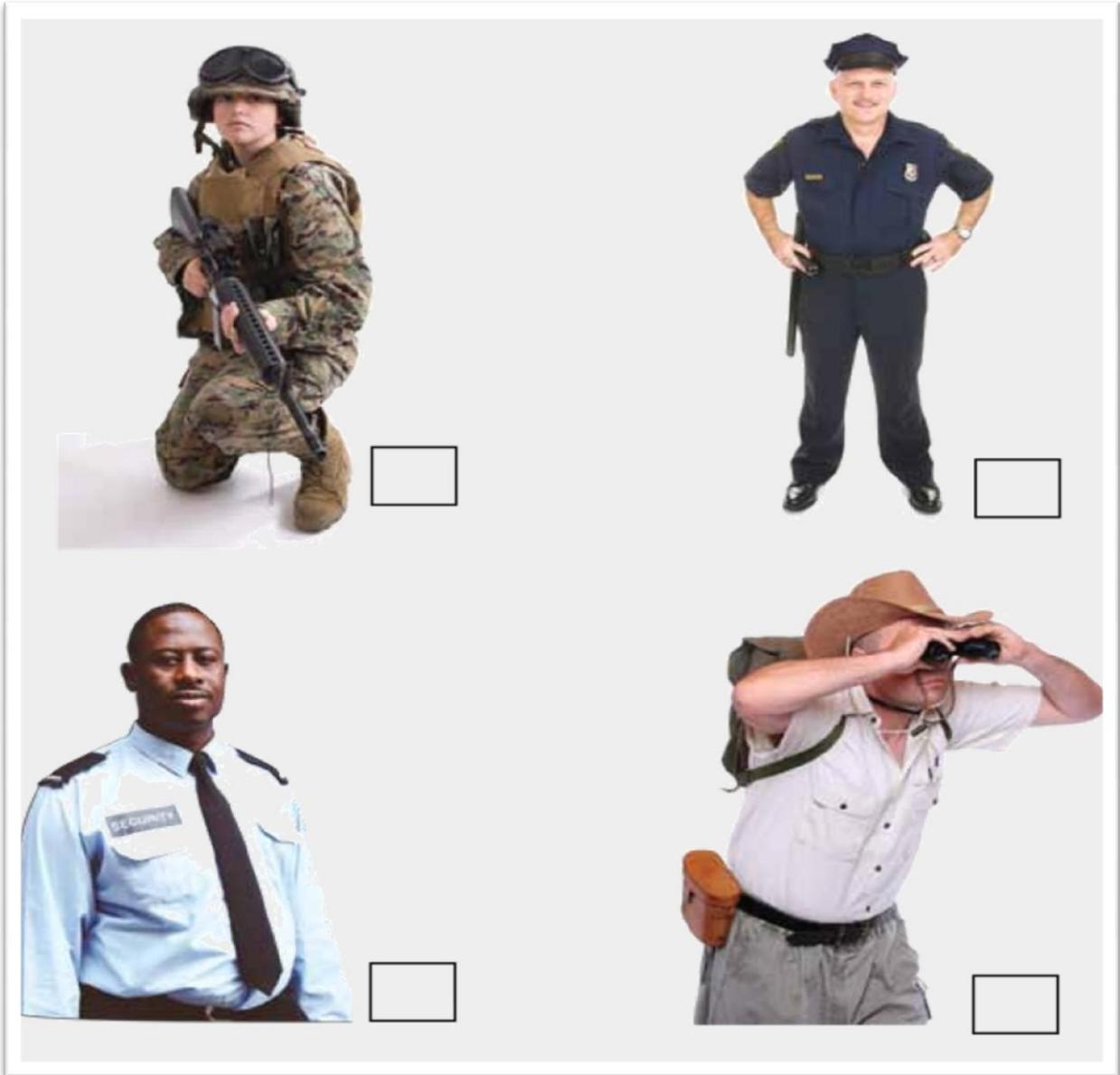
Discussion Points

Ask the children what they think some gun safety rules should be. List them on a chart and discuss everyone's answer. Display "Gun Safety Rules and Extra Precautions" PowerPoint slide and compare with the students' list. Bring attention to the ones they did not list and discuss.

Suggested Script for Teacher

Finnigan the Fox wants all children to be safe. So, Finnigan the Fox says if you see a gun, Leave it Alone; Leave the Area; Let an Adult know.

WHY DO THESE PEOPLE CARRY A GUN?



CARRYING GUNS IS A PART OF THEIR JOBS

Directions

Circle the answer you think is correct.

1. Why would a Park Ranger carry a gun at work?
 - A. To protect people from danger.
 - B. To show the gun to park visitors.
 - C. To build a tree house.

2. Why does a Police Officer need to carry a gun?
 - A. To show people in the community.
 - B. To protect the community against dangerous people.
 - C. To make sure he/she is not late for work.

3. Why do Soldiers need to carry guns?
 - A. To go hunting for wild animals.
 - B. To help them travel farther.
 - C. To help protect our country and our freedoms.

ANDREW'S BIG SURPRISE



Sean has invited his friends Andrew and Antonio to come to his house after school to play.



When the boys arrive at the house, Sean's mother is busy outside watering the new flowers in the yard.



The boys go inside for a friendly game of hide-and-go-seek. Andrew decides to hide in the closet in the bedroom of Sean's parents.



While in the closet Andrew spots a box on the shelf and opens up the top. He is surprised to find a gun in the box! Andrew calls his friends to see what he has found.

“Andrew’s Big Surprise” Discussion Questions

1. What should the boys do with the gun now that they have found it?
2. Should the boys stay with the gun until Sean’s mother comes inside?
3. Who should the boys call to make sure that the gun is safely put away?

GUN SAFETY RULES

Finnigan the Fox says



LEAVE IT ALONE



LEAVE THE AREA



LET AN ADULT KNOW

THIRD GRADE

GUN SAFETY LESSON



Third Grade Lesson Profile

In activity one, students will read about the importance of gun safety. The emphasis involves the concept of real guns over make believe guns and their use. America has stressed throughout history that guns are used either for protection or in a sport, and that learning gun safety rules is very important.

Activity two emphasizes the rules all students should follow when they see or find a gun. Discussion should be pursued with the students to help them realize the dangers and the need for gun safety rules.

Activity three involves a series of questions designed for the students' understanding of the gun safety rules.

Third Grade Lesson Objectives and Instructional Steps

Objective One

Students will learn how guns are used safely in the community and for sport.

Objective Two

Students will learn gun safety rules and precautions for making a good choice if a gun is discovered.

Instructional Steps

1. Display “Guns and Personal Safety” PowerPoint slide; read either aloud or silently. This is an opportunity to review with students the school division’s student code of conduct regarding bringing toy guns (or real) to school as a school safety rule.
2. Facilitate a student-generated list of gun safety rules. Then compare the students’ list with the “Gun Safety Rules and More Precautions” PowerPoint slide and discuss the differences and similarities. Also, this exercise is intended to expand the students’ knowledge of steps to avoid mishandling a gun.
3. Concluding the lesson, students will complete the true or false questions (which is done as an independent or class exercise) and write a paragraph on the importance of learning gun safety.

Third Grade Lesson Guidelines and Plans

<p>Overview and Purpose Students will learn that guns may be used safely by law enforcement officers and military personnel for protection, and guns may be used in a sporting event. In contrast, students will learn the misuse of guns may lead to unintentional accidents or death.</p> <p>Students will learn the safety rules of what to do if they encounter a gun.</p>		<p>Standards of Learning Correlation English 3.1 oral language 3.3; 3.5 reading 3.9 writing</p>	
	Teacher Guide	Student Guide	
<p>Objectives (Specify skills/information that will be learned.)</p>	<p>Students will learn that guns are used for protection and may be used in a sporting event but are not toys. Also, that the misuse of guns may result in accidents or death.</p> <p>Students will learn three gun safety rules to make a good choice if a gun is discovered.</p>	<p>Students will learn about: (1) the use of guns in history; (2) the misuse of a gun and resulting unintentional tragedy; and (3) gun safety rules and precautions.</p>	<p>Materials Needed Pencil Computer/LCD</p> <p>Activity Sheet</p> <ul style="list-style-type: none"> • “Gun Safety True or False Questions” <p>PowerPoint slides</p> <ul style="list-style-type: none"> • “Guns and Personal Safety” • “Safety Rules and More Precautions” • “Gun Safety True or False Questions” <p>Parent Notification Appendix A</p> <p>Finnegan the Fox Gun Safety Poster Appendix B</p> <p>Gun Safety Pledge Appendix C</p>
<p>Information (Give and/or demonstrate necessary information.)</p>	<p>Teachers will provide instruction on the safety rules for gun safety and help students recognize individuals who carry a gun for work or sport.</p> <p>Teachers will provide instruction on personal gun safety.</p>	<p>After reading a paragraph, students will be able to recognize individuals who may use guns safely.</p> <p>Students will be able to explain why individuals may use guns in the community.</p> <p>Students will recognize gun safety rules and precautions.</p>	

<p>Verification (Steps to check for student understanding)</p>	<p>Teachers will have students complete true and false questions, checking for understanding of material.</p> <p>Teachers will have students write a paragraph to explain gun safety and to check for understanding.</p>	<p>Students will demonstrate mastery of the information through correct responses on the Gun Safety – True or False Questions.</p> <p>Students will write a paragraph on the importance of gun safety.</p> <p>Students will be able to recite the three gun safety rules.</p>	<p>Other Resources</p>
<p>Activity (Describe the independent activity to reinforce this lesson)</p>	<p>Teachers will provide students with the gun safety pledge.</p> <p>Teachers will inform parents about the gun safety lesson and the three gun safety rules, and provide resources and information on gun safety.</p>	<p>Students will be given the opportunity to sign the gun safety pledge.</p> <p>Students will be instructed to share with parents the information learned in this lesson and the gun safety pledge.</p>	

Third Grade Teacher Suggested Script and Discussion Points

Suggested Script for Teacher

Today we are going to talk about gun safety. We may see guns being carried or used in many different ways. You may see them on police officers; you may see them used on television, in a movie, or even in a sporting event.

Discussion Points

Discuss with the students different ways they may have seen someone using or carrying a gun. Answers may include:

- In a movie or from a television show
- On a video game
- Hunting with a parent who uses a gun
- War enactments
- Hunting videos
- Sport programs involving target shooting
- Olympic shooting competitions

Display and read the “Guns and Personal Safety” PowerPoint slide. This information describes the ways children may see guns and the appropriate use of guns in our society, such as protecting our country or people in our communities, and for sporting activities.

Suggested Script for Teacher

Sometimes a child may find a gun, hunt with a parent, or know someone who has a gun in his or her home. Let's talk about some rules that you should use if you find a gun or if someone that is not a trusted adult shows you a gun.

Discussion Points

Ask the students what they think some gun safety rules should be. List them on a chart and discuss everyone's answer. Display the "Safety Rules and More Precautions" PowerPoint slide. Read each one and compare it with the students' list of rules. Bring attention to the rules they did not list and discuss them.

Verifying Knowledge

Have the students complete the "Gun Safety – True or False Questions" from the PowerPoint slide and then write a paragraph on the importance of gun safety.

Answers to Gun Safety – True or False Questions. 1-F, 2-T, 3-T, 4-T, 5-T, 6-T, 7-F, 8-F, 9-T, 10-T

Suggested Script for Teacher

Finnigan the Fox wants all children to be safe. So, Finnigan the Fox says if you see a gun, Leave it Alone; Leave the Area; Let an Adult know.

GUNS AND PERSONAL SAFETY

The use of guns may seem exciting when you see them on television, in the movies or, on a video game. But, in real life guns can be very dangerous, and because of the misuse of guns, people can be seriously hurt or killed.

Guns have played an important part in the history of America. Men and women have used guns to defend our freedom and protect our communities. Guns are also used for sport shooting and hunting. People who own or use guns as part of their jobs or in sports know how important it is to handle guns safely.

Guns are not toys and are very dangerous when people do not know the proper safety rules. Today you will learn a number of important safety rules to remember. If you ever see a gun without a trusted adult's supervision, then you will know what to do to stay safe.

GUN SAFETY RULES AND MORE PRECAUTIONS

Finnigan says



If you see a gun or someone that has one



Leave it Alone



Leave the Area



Let an Adult Know

- If you come across a gun never touch it, pick it up, or handle it.
- If you see a gun always treat it as if it were loaded and dangerous.
- If your friend wants to show you a gun say **NO** and let an adult know.
- If you know someone who has brought a real or toy gun to school, let an adult know right away.



GUN SAFETY – TRUE OR FALSE QUESTIONS

Directions: Please circle true or false for the following questions.

1. Guns are only for people who use them for their jobs. True False
2. Guns can seriously injure or kill someone if not handled safely. True False
3. All guns should be treated as if they were loaded. True False
4. Hunting and sport shooting are responsible reasons for an adult to have a gun. True False
5. It is never okay to point a gun at anyone, even if you were joking. True False
6. Guns have been used in history to defend our freedom. True False
7. If you find a gun, you should show it to your friends. True False
8. If your friend shows you a gun, you should keep it a secret. True False
9. You should never touch a gun you found. True False
10. If you find a gun, you should let an adult know. True False

FOURTH GRADE

GUN SAFETY LESSON



Fourth Grade Lesson Profile

In activity one, students will learn about influential Americans who died because of gun violence.

The following national figures are discussed in the activity.

- Abraham Lincoln was the 16th president of the United States of America. He served from 1861 until 1865. His key accomplishments include leading the Union during the Civil War and signing the Emancipation Proclamation on January 1, 1863, which freed the slaves in the Confederacy. Abraham Lincoln was assassinated on April 14, 1865, at the close of the American Civil War. He was shot by John Wilkes Booth while watching a play at the Ford's Theater in Washington, D.C.
- John F. Kennedy was the 35th president of the United States of America. He served from 1961 until 1963. He was the youngest person to be elected president. He was a strong advocate for civil rights legislation. His presidency ended when he was assassinated by Lee Harvey Oswald on November 22, 1963, while riding in a presidential motorcade in Dallas, Texas.
- Martin Luther King, Jr. was a leader in the Civil Rights Movement. His leadership initiated change in a racially segregated American society. His famous "I Have a Dream Speech," which further empowered the Civil Rights Movement, was delivered on the steps of the Lincoln Memorial on August 28, 1963. Martin Luther King, Jr. was assassinated by James Earl Ray on April 4, 1968, while standing on the balcony of his hotel room where he was to lead a protest march in Memphis, Tennessee.

In activity two, students will learn about these American heroes, the influence they had on American society, and the impact of their death by gun violence. Students will independently write a paragraph on the contributions of one of the famous men and the impact of his death on our society.

In this lesson, students will also learn about the impact of gun violence on the community.

In activity three, students will write five gun safety rules they think are important to follow in their community.

Fourth Grade Objectives and Instructional Steps

Objective One

Students will learn about the negative influence of gun violence on American society.

Objective Two

Students will learn gun safety is everyone's job.

Instructional Steps

1. Students learn the harmful effects from the inappropriate use of a gun and the resulting tragic consequences.
2. Students will discuss the impact Abraham Lincoln, John F. Kennedy, and Martin Luther King, Jr. had on our society and their resulting deaths. January or February is a suggested month for teaching this lesson.
3. Students will discuss the commonality between the three famous men and the need for gun safety. After the discussion, students will independently write a paragraph on the contributions of one of the famous men and the impact of his death on our society.
4. Students will read the PowerPoint slide, "Gun Safety is Everyone's Job" to learn about the results of gun violence and the need for gun safety.
5. Students will complete the lesson by breaking into small groups. Each group will create a list of safety rules. After all the groups have finished, each group will share its list, and a class list of gun safety rules will be created.

Fourth Grade Lesson Guidelines and Plans

<p>Overview and Purpose</p> <p>Students will learn the influence of gun violence on society.</p> <p>Students will learn that gun safety is everyone’s job.</p>		<p>Standards of Learning Correlation</p> <p>English 4.1 oral language 4.5 reading 4.7 writing Health Education 4.3 knowledge and skill</p> <p>History HSS 3.11 VA 7a VA 7b</p>	
	Teacher Guide	Student Guide	
<p>Objectives (Specify skills/information that will be learned.)</p>	<p>Students will learn the influence of gun violence on society.</p> <p>Students will learn gun safety is everyone’s job.</p>	<p>Students will learn about the life of three influential people and the tragedy of the loss of their lives because of gun violence.</p> <p>Students will learn the three gun safety rules and that gun safety is everyone’s job.</p>	<p>Materials Needed</p> <p>Pencils/paper Computer/LCD</p> <p>PowerPoint</p> <ul style="list-style-type: none"> • “The Influence of Violence on Society” <ul style="list-style-type: none"> • Famous Men –“Part A” • Directions for writing paragraph – “Part B “ • “Gun Safety is Everyone’s Job” • “Gun Safety You Decide” <p>Parent Notification Appendix A</p> <p>Finnegan the Fox Gun Safety Poster Appendix B</p> <p>Gun Safety Pledge Appendix C</p>
<p>Information (Give and/or demonstrate necessary information.)</p>	<p>Teachers will provide instruction for students on the influence of gun violence on society and reinforce that gun safety is everyone’s job.</p>	<p>Students will become aware of the negative influence of gun violence on society.</p> <p>Students will write a paragraph on the contributions of one of the famous men and the impact his death had on society.</p> <p>Students will write five rules they think are important regarding gun safety.</p>	
<p>Verification (Steps to check for student understanding)</p>	<p>Teachers may check for understanding through oral communication.</p>	<p>Students will describe the influence of gun violence on society.</p> <p>Students will demonstrate mastery of the information through correct/appropriate responses on activity sheets.</p>	<p>Other Resources</p>

<p>Activity (Describe the independent activity to reinforce this lesson)</p>	<p>Teachers will provide students with the gun safety pledge.</p> <p>Teachers will inform parents about the gun safety lesson and the three gun safety rules, and provide resources and information on gun safety precautions.</p>	<p>Students will be given the opportunity to sign the gun safety pledge.</p> <p>Students will be instructed to share with parents the information learned in this lesson and the gun safety pledge.</p>	
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Fourth Grade Teacher Suggested Script and Discussion Points

Teacher Suggested Script

Today we are going to talk about gun safety. Gun safety to protect children and others is not just a responsibility for adults. Each of you needs to hold each other accountable for following firearm safety rules. The violence that could occur from not respecting the rules of gun safety could change your life, my life, and the lives of many. The violence from not using guns in a proper way could also change the course of history.

Discussion Points

Show the PowerPoint slide of the three famous Americans, Abraham Lincoln, John F. Kennedy, and Martin Luther King, Jr., and discuss with the students what these men had in common. Examples of students' answers may include:

- Leaders in our country
- Presidents
- Killed by gunfire

Each one of these great Americans made a lasting difference in our society but they also had their lives cut short by gun violence.

Have the students individually write a paragraph on one of the famous Americans and the impact their lives had on others and review the paragraphs as a class. Then ask the students to share their ideas on how history may have been different if these famous men's lives had not been cut short by gun violence. (All answers may be accepted under the guidelines of a positive impact they may have had on our country.)

Teacher Suggested Script

Our community needs gun safety rules for all youth to follow. Today we are going to discuss some rules you feel all students should follow any time they find a gun.

Discussion Points

Display the PowerPoint slide "Gun Safety is Everyone's Job" and read the paragraphs that share the impact of gun violence in our society. Ask the children what they think gun safety rules should be. List them on a chart and accept everyone's answer.

Verify Knowledge

Pass out the gun safety "You Decide" activity sheet. Organize the students into groups and ask them to create a list of rules for the community to follow to help keep all children and youth safe. Have students share their ideas with the other groups. As a classroom activity, ask the children to choose the five most important gun safety rules for the community from the list created by the class.

The following concepts are important to incorporate into community rules:

- If you find a gun anywhere, STOP! Leave it alone. Don't let anyone touch it. Leave the area. Let an adult know.
- If a gun looks like a toy, don't touch it. Some real guns may look like toy guns, so don't take a chance. Leave the area and immediately tell an adult.

- If you suspect someone has a gun at school or another public area and he or she does not look like a community helper, tell a trusted adult.
- If you need help, call 911 immediately.

Teacher Suggested Script

Finnigan the Fox wants all children to be safe. So, Finnigan the Fox says if you see a gun, Leave it Alone; Leave the Area; Let an Adult Know.

THE INFLUENCE OF GUN VIOLENCE ON SOCIETY PART A

What do the following famous men have in common?

Abraham Lincoln



John F. Kennedy



Martin Luther King, Jr.



Each one of these great Americans made a lasting difference in our society but their lives were cut short by gun violence.

THE INFLUENCE OF GUN VIOLENCE ON SOCIETY PART B

Directions:

Write a paragraph on the contributions of one of these famous men and the impact of his death on our society.

Abraham Lincoln



John F. Kennedy



Martin Luther King, Jr.



GUN SAFETY IS EVERYONE'S JOB

Each year in the United States thousands of people are injured or killed by gunfire. The real tragedy in these numbers is that a number of the deaths are children who mishandle or play with guns. Unlike the movies and popular video games, people who are injured by gunfire see their lives change forever. Families who lose children from gunshot deaths are forever impacted.

Gun injuries and deaths can be prevented if everyone would follow several important gun safety rules. Gun safety is everyone's job from parents to community leaders to each student in a school. Today you will have the chance to share how you can make your community safer by understanding the potential harm that guns can cause and by following safety rules.

GUN SAFETY "YOU DECIDE"

Directions:

You have been asked by your community to provide a list of gun safety rules for students. Provide five (5) basic rules you feel will be important.

1.

2.

3.

4.

5.

FIFTH GRADE

GUN SAFETY

LESSON



Fifth Grade Lesson Profile

In activity one, students will learn that gun safety involves an “attitude” about guns. The attitude conveys respect for an object that is dangerous and supports the belief that gun safety training is a good practice for anyone who may use a gun. A continued respectful “attitude” and the practice of gun safety prevents unintentional gun accidents. To reinforce this material, students will answer multiple-choice questions in activity two about gun safety and the community.

As a culmination of all the gun safety rules learned from grades kindergarten through grade five, fifth-grade students will sign the pledge to commit to preventing gun violence. This pledge may be put on a bulletin board along with personalized student-created posters displaying understanding and commitment to gun safety.

Fifth Grade Lesson Objectives and Instructional Steps

Objective One

Students will learn gun safety is an intentional practice that can help prevent gun accidents, injuries and deaths.

Objective Two

Students will develop steps to promote gun safety in the community and demonstrate a commitment to prevent gun violence.

Instructional Steps

1. Students will be able to recognize myths that may lead to the misuse and abuse of handling guns.
2. Display and read the PowerPoint slide “Gun Safety and You” PowerPoint slide. Engage students by using the “Gun Safety and You Discussion Questions and Assignment” on the PowerPoint slide.
3. Students will divide into groups and discuss the three questions to the activity “What should you do if...?” Upon completion, students will share and discuss their answers aloud. Students will acknowledge what should be done if they find a gun or know of a peer who has a gun.

Students will conclude this lesson by acknowledging the importance of gun safety. Each student will read and sign a pledge to respect guns and create a poster that promotes gun safety rules. The teacher may want to display the posters and pledges on a bulletin board in the school.

Fifth Grade Lesson Guidelines and Plans

<p>Overview and Purpose</p> <p>Students will recognize the importance of their own attitudes and practice of gun safety rules in avoiding unintentional accidents or deaths.</p> <p>Students will begin to accept responsibility for contributing to safe gun practices in their community.</p>			<p>Standards of Learning Correlation</p> <p>English</p> <p>5.1 oral language</p> <p>5.6 reading</p> <p>Health Education</p> <p>5.1 knowledge and skill</p> <p>5.5 community health and wellness</p>
	<p>Teacher Guide</p>	<p>Student Guide</p>	
<p>Objectives (Specify skills/information that will be learned.)</p>	<p>Students will learn gun safety is an intentional practice and a way to help prevent gun accidents.</p> <p>Students will develop a pledge to keep communities safe.</p>	<p>Students will understand that they play important roles as leaders and decision makers when it comes to gun safety.</p> <p>Students will know the gun safety rules.</p>	<p>Materials Needed</p> <p>Poster-making materials</p> <p>Computer/LCD</p> <p>Activity Sheets/ PowerPoint slides</p> <ul style="list-style-type: none"> • “Gun Safety and You” • “Gun Safety and You” Discussion Questions and Assignment • “What Should You Do If...”
<p>Information (Give and/or demonstrate necessary information.)</p>	<p>Teachers provide instruction for students on the importance of gun safety and their roles as leaders and decision makers.</p>	<p>Students will understand the importance of making good choices when it comes to gun safety.</p> <p>Students will divide into small groups and present to the class their decision-making steps towards gun safety for each scenario.</p>	<p>Parent Notification Appendix A</p> <p>Gun Safety Poster Appendix B</p> <p>Gun Safety Pledge Appendix C</p>
<p>Verification (Steps to check for student understanding)</p>	<p>Teachers may check for understanding through oral communication and through the signing of a personal gun safety pledge.</p>	<p>Students will understand the roles they play as contributors and decision makers when it comes to preventing gun accidents, injuries or deaths.</p> <p>Students will demonstrate mastery of the information through correct activity responses.</p>	<p>Other Resources</p>

Activity (Describe the independent activity to reinforce this lesson.)	Teachers will inform parents about the gun safety lesson and the three gun safety rules, and provide resources and information on gun safety precautions.	Students will sign a pledge with their commitments to gun safety and make a gun safety poster. Students will be instructed to share with parents the information learned in this lesson.	
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Fifth Grade Teacher Suggested Script and Discussion Points

Suggested Script for Teacher

Today we are going to talk about gun safety. Gun safety rules help to prevent accidents. Gun safety starts with each and every one of you and your pledge to keep our community safe.

Discussion Points

Display the PowerPoint slide “Gun Safety and You” and read aloud the information. Use the “Gun Safety and You” discussion questions to engage students in critical thinking about gun safety. As a classroom or small group activity, ask the students to develop steps for promoting gun safety in the community, and share and discuss their answers.

The following concepts are important to incorporate into developing steps for promoting gun safety.

- If you find a gun anywhere, STOP! Leave it alone. Don't let anyone touch it. Leave the area. Let an adult know.
- If a gun looks like a toy, don't touch it. Some real guns may look like toy guns, so don't take a chance. Leave the area and immediately tell an adult.
- If you suspect someone has a gun at school or another public area and he or she does not look like a community helper, tell a trusted adult.
- If you need help, call 911 immediately.

Verifying Knowledge

Students will share their answers to “Gun Safety and You” questions and the assignment.

Suggested Script for Teacher

Students are leaders and contributing members in keeping our community safe. The following scenarios displayed on the PowerPoint slide “What Should You Do If...” describe a situation that requires the application of good decision-making. In your group, read the scenarios and for each situation answer: (a) Who should you tell; and (b) What will be the results of your actions? Be prepared to discuss your group's answers with the class.

Verifying Knowledge

Students will share their answers to “What Should You Do If...”

Suggested Script for Teacher (Pass out the Finnigan the Fox pledge and poster materials)

Let's read the pledge out loud as a class. By making this pledge you are making a commitment to yourself and our community. Please take out your poster materials and construct a poster that portrays your commitment to promoting gun safety in our community.

Discussion Points

Ask students what it means to them to have made this commitment and how it can help their community.

Suggested Script for Teacher

Finnigan the Fox wants all children to be safe. So, Finnigan the Fox says if you see a gun, Leave it Alone. Leave the Area. Let an adult know.

GUN SAFETY AND YOU

Some people may think guns are cool and exciting. For some people they represent a source of power. For others toy guns serve as a form of entertainment in video games, but in reality guns are serious and should be respected. The respect begins with following the gun safety rules.

Some individuals across America misuse and abuse the firing and shooting of guns. This abuse of guns leads to senseless and preventable violence.

Each year in the United States tragedy strikes within a local city or town when a gun is mishandled or fired accidentally. In a number of these situations the life of a young person ends. There is no possibility of that person reaching his or her dreams because of the mishandling of a gun.

Gun safety is a way to prevent serious injuries or the loss of a life. Gun safety begins with you and starts with your pledge to help make your community safe.

GUN SAFETY AND YOU

Discussion Questions

- What are some examples of how the wrong attitude towards guns may contribute to gun violence?
 - What is meant by “respecting a gun?”
 - What are some examples of not respecting a gun?
-

Assignment

As a group, decide on some steps for promoting gun safety to keep our communities safe.

WHAT SHOULD YOU DO IF...

Directions

Read the following situations. Use the questions at the bottom of the page for each scenario, and prepare to discuss them with the class.

1. Your best friend has found a gun at the park and decides to hide it and not tell anyone.
2. Your parents are out of town and you are at home with your older brother who invited a friend over. The friend shows you a gun and states it belongs to his father.
3. Your best friend at school has been bullied for over a week by a student in another class. He has stated that he plans to bring a gun to school to scare the bully.

-
- a. Who should you tell?
 - b. What will be the results of your actions?

REFERENCES AND RESOURCES

References

Division of Prevention and Health Promotion
Virginia Department of Health
109 Governor Street, 8th Floor
Richmond, Virginia 23219
Phone: 804-864-7732
Fax: 804-864-7748
Web site: <http://www.vahealth.org/prevention>

Eddie Eagle GunSafe Program

The *Eddie Eagle GunSafe Program* began in 1988, based on the principles of accident prevention by promoting protection and safety of children throughout the country. The gun safety rules that are reinforced if a child encounters a gun are, "If you see a gun: STOPI Don't Touch. Leave the Area. Tell an Adult."

National Rifle Association of America
1250 Waples Mill Road
Fairfax, VA 22030
Web site <http://www.nrahq.org/safety/eddie/>.

National Center for Injury Prevention and Control
Centers for Disease Control and Prevention
1600 Clifton Rd.
Atlanta, Georgia 30333
Phone: 1-800-232-4636
Web site: <http://www.cdc.gov/ViolencePrevention/pdf/YV-DataSheet-a.pdf>

National Education Association Health Information Network
1201 16th Street, NW #216
Washington, DC 20036-3290
Phone: 202-822-7570
Fax: 202-822-7775
Web site: <http://crisisguide.neahin.org/programs/schoolsafety/gunsafety/statistics.htm>

National School Safety Center
141 Duesenberg Drive, Suite 7B
Westlake Village, CA 91362
Web site: (<http://www.schoolsafety.us/>)

Virginia Department of Education *Discipline, Crime, and Violence Annual Report*
School Year 2008-2009
Virginia Department of Education
P. O. Box 2120
Richmond, Virginia 23218-2120
Phone: 804-321-7586

Web site:

http://www.doe.virginia.gov/statistics_reports/school_climate/discipline_crime_violence/08_annual_report.pdf

Virginia Youth Violence Project

School of Education, University of Virginia

405 Emmet Street

Charlottesville, Virginia 22904

Phone: 434-924-8929

Web site: <http://youthviolence.edschool.virginia.edu/violence-in-schools/virginia-statistics.html>

Resources

Virginia Student Conduct Policy Guidelines 2009

http://www.doe.virginia.gov/boe/guidance/safety/student_conduct.pdf

Common Sense about Kids and Guns is a public education organization dedicated to providing all adults with the necessary information to empower them to protect their children from unsupervised access to guns. Web site: <http://kidsandguns.org>

The Johns Hopkins Center for Gun Policy and Research monitors and evaluates the effectiveness of major gun laws including those related to child access prevention and minimum purchase and possession age. Web site:

<http://www.jhsph.edu/gunpolicy/index.html>

Kids Health – Gun Safety for Parents

http://kidshealth.org/parent/firstaid_safe/home/gun_safety.html

YourChild Development and Behavior Resources

A Guide to Information & Support for Parents

University of Michigan Health System

<http://www.med.umich.edu/yourchild/topics/guns.htm#comm>

APPENDICES

Sample Parent Notification - Appendix A



Dear Parents/Guardians:

Your student's class will be introduced to safety rules to prevent gun accidents within the near future. The purpose of the lesson is to keep students safe by providing simple steps for them to follow if they should encounter a gun without a trusted adult's supervision. The lesson is based on the premise that all community members want to protect students from gun accidents, unintentional related injuries or deaths. The rules and principles of firearm safety and accident prevention are the basis for the development of the lesson.

There is a different lesson for each grade level from kindergarten through fifth grade. The lessons are designed to provide students with simple steps to follow should they encounter a gun while alone or with other children.

The kindergarten through second grade lessons assist students in recognizing professionals who use guns for safety reasons and individuals who safely use guns in sporting events. Students will learn the following safety rules if they were to find a gun: leave it alone; leave the area; let an adult know.

The third- through fifth-grade lessons continue to focus on what to do if a student were to find a gun and address the consequences of gun violence, and personal responsibility for gun safety in the community. In addition, a student pledge to follow the rules to prevent gun accidents, related injuries, and deaths is encouraged.

In each lesson, the character "Finnigan the Fox" is present as the safety mascot. This character is used to reinforce the message that if a student sees a gun to "Leave it Alone; Leave the Area; and Let an Adult Know." After each lesson, students are encouraged to share what they learned with their parents.

Information on gun safety and gun safety precautions may be found on the Virginia Department of Health Web site at <http://www.vahealth.org/injury/topics/gunsafety/index.htm> . To review the *Elementary School Gun Safety Guidelines and Curriculum* please go to the Virginia Department of Education Web site at _____ or at your student's school. For more specific questions regarding your student's class instruction of this material, please contact the school.

Gun Safety Poster - Appendix B

**Gun Safety is
Everybody's Job!**



Gun Safety Pledge – Appendix C

I PLEDGE TO BE AS SMART AS FINNIGAN THE FOX BY:

- HELPING my community by practicing gun safety
- NEVER playing with guns
- TREATING every gun as if it were loaded
- NEVER threatening anyone with a gun
- NEVER pointing a gun at anyone
- NEVER bringing a toy or real gun to school
- REPORTING those who do

IF I FIND A GUN I WILL:

- LEAVE IT ALONE
- LEAVE THE AREA
- LET AN ADULT KNOW

STUDENT SIGNATURE

TRUSTED ADULT SIGNATURE



Code of Virginia - Appendix D

The following sections from the *Code of Virginia* are mentioned in the *Elementary School Gun Safety Guidelines and Curriculum*. In addition, an excerpt from § 22.1-277.07 of the *Code of Virginia* describes the exceptions for allowing guns on school property or at a school-sponsored event. The *Code* may be found in detail on the Virginia General Assembly Legislative Information System Web site at <http://leg1.state.va.us/lis.htm>.

§ 22.1-204.1. Firearm safety education program.

Local school boards may provide firearm safety education programs for students in the elementary school grades. To assist local school boards electing to provide firearm safety education programs, the Board of Education shall establish curriculum guidelines for a standardized program of firearm safety education for the elementary school grades to promote the protection and safety of children enrolled in the public schools. The curriculum guidelines shall incorporate, among other principles of firearm safety, accident prevention and the rules upon which the *Eddie Eagle Gunsafe Program* offered by the National Rifle Association is based. Local school boards electing to provide firearm safety education shall offer instruction pursuant to the Board's curriculum guidelines and shall integrate firearm safety education into appropriate subject areas, if feasible, to ensure that every elementary grade student completes the course of study in firearm safety education.

§ 18.2-308. Personal protection; carrying concealed weapons; when lawful to carry.

This section of the Code specifies when carrying a concealed weapon is lawful. Those who can carry a gun for their occupation or recreation include law-enforcement officers, licensed security guards, and military personnel in the performance of their lawful duties, or any person having a valid concealed handgun permit or to any person engaged in lawful hunting or lawful recreational shooting activities at an established shooting range or shooting contest.

§ 22.1-277.07. Expulsion of students under certain circumstances; exceptions. Sections D and F of this section describe the exceptions as follows:

...D. No school operating a Junior Reserve Officers Training Corps (JROTC) program shall prohibit the JROTC program from conducting marksmanship training when such training is a normal element of such programs. Such

programs may include training in the use of pneumatic guns. The administration of a school operating a JROTC program shall cooperate with the JROTC staff in implementing such marksmanship training....

F. The exemptions set out in § 18.2-308 regarding concealed weapons shall apply, *mutatis mutandis*, to the provisions of this section. The provisions of this section shall not apply to persons who possess such firearms or firearms or pneumatic guns as part of the curriculum or other programs sponsored by the schools in the school division or any organization permitted by the school to use its premises or to any law-enforcement officer while engaged in his duties as such....

Board of Education Agenda Item

Item: C.

Date: September 22, 2011

Topic: First Review of the Proposed Repeal of the *Regulations Governing the Approval of Correspondence Courses for Home Instruction* (8 VAC 20-60)

Presenter: Ms. Anne Wescott, Assistant Superintendent for Policy and Communications

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 October 28, 2010

Action First Review of the Notice of Intended Regulatory Action (NOIRA)

Background Information: The 1984 General Assembly adopted legislation amending the state's compulsory attendance laws (§ [22.1-254](#) of the *Code of Virginia*) to allow parents to teach their children at home in lieu of sending them to a public or private school. One of the provisions qualifying parents to home instruct their children permitted them to enroll a child in a correspondence course approved by the Board of Education. (§ [22.1-254.1](#) of the *Code*) Section [22.1-254.1](#) of the *Code* was later amended to allow correspondence courses addressing academic subjects to be approved by the Superintendent of Public Instruction.

The 2008 General Assembly adopted [HB 767](#), which removed the correspondence course approval requirement in § [22.1-254.1](#), so that parents who home school may use any correspondence course of their choosing to meet this option (with the exception of driver education), rendering the previous approval requirement moot. As a result of this action, the [Regulations Governing the Approval of Correspondence Courses for Home Instruction](#) are no longer necessary and need to be repealed.

However, § [22.1-205](#) of the *Code* requires that the Board approve correspondence courses related to driver education. In a separate action, there is a proposal for a new section governing the approval of correspondence courses for driver education to be added to the [Regulations Governing Driver Education](#).

At its meeting of October 28, 2010, the Board of Education authorized the Department to proceed with the requirements of the Administrative Process Act to repeal the [Regulations Governing the Approval of Correspondence Courses for Home Instruction](#) and amend the [Regulations Governing Driver Education](#).

Summary of Major Elements: The proposed regulatory action would repeal the [Regulations Governing the Approval of Correspondence Courses for Home Instruction](#) as § [22.1-254.1](#) of the *Code of Virginia* has been amended so that the Superintendent of Public Instruction no longer approves correspondence courses for parents who home school their children, rendering these regulations obsolete.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education accept for first review the repeal of the [Regulations Governing the Approval of Correspondence Courses for Home Instruction](#).

Impact on Resources: The impact on resources is expected to be minimal.

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

REGULATIONS GOVERNING THE APPROVAL OF CORRESPONDENCE COURSES FOR HOME INSTRUCTION

~~8VAC20-60-10. Definitions.~~

~~The following words or terms, when used in this chapter, shall have the following meanings, unless the context clearly indicates otherwise:~~

~~"Board" means the Virginia Board of Education.~~

~~"Correspondence school" means a school, organization, or other entity, no matter how titled, that teaches nonresident students by mailing them lessons and exercises which, upon completion, are returned to the school for grading. The lessons or exercises may also be transmitted and graded through electronic means.~~

~~"Course" means presentation of an orderly sequence of material dealing with an individual subject area such as mathematics, biology, etc.~~

~~"Department" means the Department of Education.~~

~~"Home instruction" means the teaching of a child or children in the home as an alternative to compulsory attendance as defined in § 22.1-254 of the Code of Virginia.~~

~~"School" means a correspondence school.~~

~~8VAC20-60-20. Schools seeking approval.~~

~~Schools seeking approval of the academic courses offered shall submit the following:~~

~~1. A catalog or other documents containing the following information:~~

- ~~a. A statement of ownership or control of the institution;~~
- ~~b. Descriptions of courses offered by the institution;~~
- ~~c. A description of the evaluative method used; and~~
- ~~d. A schedule of tuition and fees.~~

~~2. Verification of approval or exemption from regulation from the appropriate government agency in its state of domicile.~~

~~3. Such additional information as the board or department may deem necessary.~~

~~8VAC20-60-30. Approval renewal.~~

~~Approval of the academic courses shall be renewed annually on or before August 1, provided the school verifies that it continues to meet the requirements of 8VAC20-60-50. Forms for this purpose shall be provided by the department.~~

~~8VAC20-60-40. Review.~~

~~Each school meeting the criteria listed in 8VAC20-60-50 is required to submit the material in 8VAC20-60-20 for review every five years concurrent with the renewal affidavit.~~

~~8VAC20-60-50. Approval criteria.~~

~~Academic courses offered by schools submitting the information required by 8VAC20-60-20 of this chapter shall be approved if the following criteria have been met:~~

- ~~1. The school is, in fact, a correspondence school as defined in this chapter;~~
- ~~2. The courses offered are not in conflict with state or federal laws or regulations;~~
- ~~3. The school evaluates the students' work on a periodic basis and maintains a permanent record of that work.~~

~~8VAC20-60-60. Disclaimer.~~

~~Board of Education's approval of correspondence courses is not an endorsement of the program as a substitute for public school programs nor is it an endorsement of the educational or operational philosophy of the school. Additionally, the approval of courses is not intended as an endorsement of the quality of the courses nor is it a conclusion that they are appropriate to meet the educational needs of the student or the assessment required by § 22.1-254.1 of the Code of Virginia.~~

~~It is manifest that parents who choose to educate their children at home through a correspondence course are directly responsible for the educational progress of their children and the adequacy of instruction. The General Assembly has provided a mechanism to ensure that a child is receiving adequate instruction at home by requiring annual competency testing or evaluation. This testing program or evaluation is a measure of educational adequacy and the determining factor in the decision regarding the continuation of home study.~~

~~The approval of the board does not guarantee that a school has a refund policy for uncompleted courses. The Board of Education assumes no liability for damages or financial loss to parents using any course to meet Option iii of § 22.1-254.1 of the Code of Virginia relating to home instruction.~~



Virginia
Regulatory
Town Hall

townhall.virginia.gov

Proposed Regulation Agency Background Document

Agency name	Virginia Board of Education
Virginia Administrative Code (VAC) citation	8 VAC 20-60
Regulation title	<i>Regulations Governing the Approval of Correspondence Courses for Home Instruction.</i>
Action title	This action repeals 8 VAC 20-60, <i>Regulations Governing the Approval of Correspondence Courses for Home Instruction.</i>
Date this document prepared	July 11, 2011

This information is required for executive branch review and the Virginia Registrar of Regulations, pursuant to the Virginia Administrative Process Act (APA), Executive Orders 14 (2010) and 58 (1999), and the *Virginia Register Form, Style, and Procedure Manual*.

Brief summary

In a short paragraph, please summarize all substantive provisions of new regulations or changes to existing regulations that are being proposed in this regulatory action.

The 1984 General Assembly adopted legislation amending the state's compulsory attendance laws (§ [22.1-254](#) of the *Code of Virginia*) to allow parents to teach their children at home in lieu of sending them to a public or private school. One of the provisions qualifying parents to home instruct their children permitted them to enroll a child in a correspondence course approved by the Board of Education. (§ [22.1-254.1](#) of the *Code*) Section [22.1-254.1](#) of the *Code* was later amended to allow correspondence courses addressing academic subjects to be approved by the Superintendent of Public Instruction.

The 2008 General Assembly adopted [HB 767](#), which removed the correspondence course approval requirement in § [22.1-254.1](#), so that parents who home school may use any correspondence course of their choosing to meet this option (with the exception of driver education), rendering the previous approval requirement moot. As a result of this action, the [*Regulations Governing the Approval of Correspondence Courses for Home Instruction*](#) are no longer necessary and need to be repealed.

However, § [22.1-205](#) of the Code requires that the Board approve correspondence courses related to driver education. In a separate action, there is a proposal for a new section governing the approval of correspondence courses for driver education to be added to the [Regulations Governing Driver Education](#).

At its meeting on October 28, 2010, the Board of Education authorized the Department to proceed with the requirements of the Administrative Process Act to repeal the [Regulations Governing the Approval of Correspondence Courses for Home Instruction](#) and amend the [Regulations Governing Driver Education](#).

Acronyms and Definitions

Please define all acronyms used in the Agency Background Document. Also, please define any technical terms that are used in the document that are not also defined in the "Definition" section of the regulations.

Not applicable.

Legal basis

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

Section [22.1-16](#) of the Code of Virginia vests the Board of Education with the authority to promulgate such regulations as may be necessary to carry out its powers and duties and the provisions of Title 22.1. However, § [22.1-254.1](#) has been amended and no longer requires the Superintendent of Public Instruction to approve correspondence courses for families who home school their children.

Purpose

Please explain the need for the new or amended regulation by (1) detailing the specific reasons why this regulatory action is essential to protect the health, safety, or welfare of citizens, and (2) discussing the goals of the proposal, the environmental benefits, and the problems the proposal is intended to solve.

The proposed regulatory action would delete an obsolete set of regulations, [Regulations Governing the Approval of Correspondence Courses for Home Instruction](#).

Substance

Please briefly identify and explain new substantive provisions (for new regulations), substantive changes to existing sections or both where appropriate. (More detail about all provisions or changes is requested in the "Detail of changes" section.)

The proposed change will repeal an outdated set of regulations (the [Regulations Governing the Approval of Correspondence Courses for Home Instruction](#)). The need for this set of regulations was eliminated by an amendment to § [22.1-254.1](#) of the Code of Virginia by the 2008 General Assembly.

Issues

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

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

If the regulatory action poses no disadvantages to the public or the Commonwealth, please indicate.

This regulatory action does not pose a disadvantage to the public or to the Commonwealth in any way.

Requirements more restrictive than federal

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

Not applicable. The regulations are being repealed.

Localities particularly affected

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

The repeal of these regulations would not have a disproportionately material impact on any locality.

Public participation

Please include a statement that in addition to any other comments on the proposal, the agency is seeking comments on the costs and benefits of the proposal and the impacts of the regulated community.

In addition to any other comments, the Board is seeking comments on the costs and benefits of the proposal and the potential impacts of this regulatory proposal. Through the public comment process, the Board is seeking information on impacts on small businesses as defined in § [2.2-4007.1](#) of the *Code of Virginia*. Information may include 1) projected reporting, recordkeeping and other administrative costs, 2) probable effect of the regulation on affected small businesses, and 3) description of less intrusive or costly alternative methods of achieving the purpose of the regulation.

Anyone wishing to submit written comments may do so via the Regulatory Townhall Web site, www.townhall.virginia.gov, or **The Policy Office, Attention: Comments on Proposed Revision to Driver Education Regulations, P.O. Box 2120, Richmond, VA 23218-2120, by phone number at 804-225-2092, by fax number at 804-530-4502, or by e-mail at POLICY@doe.virginia.gov**. Written comments must include the name and address of the commenter. In order to be considered, comments must be received by the last day of the public comment period.

Economic impact

Please identify the anticipated economic impact of the proposed new regulations or amendments to the existing regulation. When describing a particular economic impact, please specify which new requirement or change in requirements create the anticipated economic impact.

Projected cost to the state to implement and enforce the proposed regulation, including (a) fund source, and (b) a delineation of one-time versus on-going expenditures.	The cost to the state to repeal this regulation would be minimal.
Projected cost of the <i>new regulations or changes to existing regulations</i> on localities.	Not applicable.
Description of the individuals, businesses or other entities likely to be affected by the <i>new regulations or changes to existing regulations</i>.	Not applicable.
Agency's best estimate of the number of such entities that will be affected. Please include an estimate of the number of small businesses affected. Small business means a business entity, including its affiliates, that (i) is independently owned and operated and (ii) employs fewer than 500 full-time employees or has gross annual sales of less than \$6 million.	Currently there are four approved driver education correspondence programs in Virginia that would be governed under a new section of the driver education regulations, in a separate action of the Board of Education. The regulatory changes are expected to be minimal. The Superintendent of Public Instruction ceased approval of other correspondence courses in 2008, when § 22.1-254.1 of the <i>Code of Virginia</i> was revised.
All projected costs of the <i>new regulations or changes to existing regulations</i> for affected individuals, businesses, or other entities. Please be specific and include all costs. Be sure to include the projected reporting, recordkeeping, and other administrative costs required for compliance by small businesses. Specify any costs related to the development of real estate for commercial or residential	None.

purposes that are a consequence of the proposed regulatory changes or new regulations.	
Beneficial impact the regulation is designed to produce.	This action would repeal an outdated and unnecessary regulation.

Alternatives

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

The alternative considered was to maintain an obsolete set of regulations intended for another purpose and earlier time and continue to approve driver education correspondence courses under these regulations. However, the agency believes this change is the most efficient and cost-effective manner to approve these courses.

Regulatory flexibility analysis

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

Not applicable. The regulations are being repealed.

Public comment

Please summarize all comments received during the public comment period following the publication of the NOIRA, and provide the agency response.

Commenter	Comment	Agency response
Matty	Fiscally responsible? I'm not sure this is the most fiscally responsible route to take. How can we propose alternative meassures? -Matty from Mini Trampoline Headquarters	This proposal has a minimal fiscal impact. Any proposals for alternative measures may be submitted to the Board of Education at Policy@doe.virginia.gov
Alex	Fiscal reforms I think that fiscal reforms are a MUST, but we should hire real	This proposal does not address fiscal reforms or feasibility studies.

	professionals to implement them... a fiscal measure requires more feasibility studies... Thanks, Alex Cursuri Dezvoltare Personala	
Frederik Friis	Many Regulations Is Needed I think to make good condition and good rule.need to make regulations.i agree with this regulation and i suggestion to this regulations.thanks <u>Makeityourring Diamond Engagement Rings</u>	No response necessary.

Family impact

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

There is no potential impact on the family, as these regulations are being repealed.

Detail of changes

Please list all changes that are being proposed and the consequences of the proposed changes. If the proposed regulation is a new chapter, describe the intent of the language and the expected impact if implemented in each section. Please describe the difference between the requirements of the new provisions and the current practice or if applicable, the requirements of other existing regulations in place.

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

Current section number	Proposed new section number, if applicable	Current requirement	Proposed change, rationale, and consequences
8 VAC 20-60-10 through 8 VAC 20- 60-	N/A	These regulations set out requirements for the approval of correspondence courses for home instruction by the	The 2008 General Assembly adopted HB 767 which eliminated from § 22.1-254.1 the requirement that the Superintendent of Public Instruction approve correspondence courses

100		Superintendent of Public Instruction.	<p>available to parents who home school. Since these regulations are no longer needed for approval of correspondence courses, these regulations are being repealed. However, since approval of correspondence courses for driver education programs is still required by § 22.1-205, much of the language in the Regulations Governing the Approval of Correspondence Courses for Home Instruction will be moved to the Regulations Governing Driver Education. This revision will delete obsolete language and clarify approval requirements.</p>
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Board of Education Agenda Item

Item: D.

Date: September 22, 2011

Topic: First Review of Proposed Amendments to the *Regulations Governing Driver Education*
(8 VAC 20-340)

Presenter: Ms. Anne Wescott, Assistant Superintendent for Policy and Communications

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 October 28, 2010

Action First Review of the Notice of Intended Regulatory Action (NOIRA)

Background Information: The 1984 General Assembly adopted legislation amending the state's compulsory attendance laws (§ 22.1-254 of the *Code of Virginia*) to allow parents to teach their children at home in lieu of sending them to a public or private school. One of the provisions qualifying parents to home instruct their children permitted them to enroll a child in a correspondence course approved by the Board of Education. (§ 22.1-254.1 of the *Code*) Section 22.1-254.1 of the *Code* was later amended to allow correspondence courses addressing academic subjects to be approved by the Superintendent of Public Instruction. The 1999 General Assembly passed legislation to amend § 22.1-205 of the *Code of Virginia* to permit correspondence courses for driver education.

F. The Board of Education shall approve correspondence courses for the classroom training component of driver education. (Emphasis added) These correspondence courses shall be consistent in quality with instructional programs developed by the Board for classroom training in the public schools....

The 2008 General Assembly adopted HB 767, which removed the correspondence course approval requirement in § 22.1-254.1, so that parents who home school may use any correspondence course of their choosing to meet this option (with the exception of driver education), rendering the previous approval requirement moot. As a result of this action, the Regulations Governing the Approval of Correspondence Courses for Home Instruction are no longer necessary and need to be repealed.

However, § 22.1-205 of the *Code* still requires that the Board approve correspondence courses related to driver education. In order to ensure compliance with the requirements in the *Code*, a new section governing the approval of correspondence courses for driver education will be added to the Regulations Governing Driver Education. By adding a new section to the Regulations Governing Driver Education, the process for approval of correspondence courses for driver education will be consolidated in one set of regulations. There are no substantive changes to the requirements. These actions simply streamline the current approval process and provides clarity for users.

Summary of Major Elements: The proposed amendments to the Regulations Governing Driver Education would add a section on the process for approval of correspondence courses for driver education. The proposed amendments would include a definition section, the application and approval process, and the due process provisions if an application is denied or approval is revoked, and the provider wishes to appeal. The amendments require the applicant to submit to the Department as part of the application process an affidavit; a schedule of tuition and fees, a description of its refund policy; and copies of all application forms and enrollment agreements used by the driver education correspondence program.

Broad language in the current regulation allows the Department to ask for this information, but the more specific language in the proposed regulation enables all users to be fully aware of the regulatory expectations. Moreover, the approval criteria have been expanded to add a requirement that the content of each course meets the requirements of the Driver Education Standards of Learning and the Curriculum and Administrative Guide for Driver Education.

Currently, driver education correspondence schools submit to the Department a program using the requirements defined in the Regulations Governing the Approval of Correspondence Courses for Home Instruction. The submission requirements proposed in the Regulations Governing Driver Education mirror those requirements currently in place, and are intended to ensure that parents and students using driver education correspondence courses receive quality instruction aligned with Virginia standards.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education accept for first review the proposed amendments to the Regulations Governing Driver Education.

Impact on Resources: The impact on resources is expected to be minimal.

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

REGULATIONS GOVERNING DRIVER EDUCATION

[8VAC20-340-10](#). Driver education program.

- A. In accordance with provisions of the National Highway Safety Act of 1966 (23 USC § 401 et seq.) and § [46.2-334](#) of the Code of Virginia, local school boards shall determine whether to offer a driver education program, and, if offered, whether it will be elective or required. School divisions offering programs that comply with the standardized program of study and regulations established by the Board of Education and the provisions of § [22.1-205](#) of the Code of Virginia are entitled to participate in the distribution of state funds for driver education.
- B. A state-approved driver education program consists of a minimum of 36 periods of classroom instruction and 14 periods of in-car instruction (laboratory phase). The standardized driver education program established by the Board of Education requires that:
1. Classroom and in-car instruction shall follow the standardized program of study.
 2. Local programs shall have the option that classroom driver education may be taught in lieu of 36 class periods of health education or as an elective course.
 3. Superintendents and heads of private schools must seek program approval from the Department of Education prior to providing instruction and certify that the proposed program meets all state-approved program requirements.
 4. The length of a class period must be a minimum of 50 minutes.
 5. Students must drive a minimum of 50 miles during the in-car phase of instruction.
 6. In-car instruction must be limited to no more than two periods of instruction in any 24-hour period, of which at least one must be actual driving.
 7. No more than four periods of actual driving and four periods of observation on a multiple-car-range can count towards the 14-period in-car requirement.
 8. Combination, on-street, simulation, and multiple-car-range programs must provide at least six periods of on-street driving and observation, four periods of multiple-car-range driving and observation, and eight periods of simulation.
 9. Only fees approved by the Board of Education shall be collected for the laboratory phase of driver education pursuant to the Appropriation Act.
 10. Public or private schools must submit classroom and in-car driver education teachers' driver license information for driver record monitoring as required by § [46.2-340](#) of the Code of Virginia.

11. Local school boards must develop written policies concerning initial or continued employment of classroom and in-car teachers who receive excessive demerit points on their driving record.
12. Public and private schools must provide the Department of Education with the previous year's program data to calculate in-car basic aid reimbursement and to monitor program compliance.
13. Classroom and laboratory phases of the program must be offered concurrently at the same school, or allow only a limited amount of time to elapse between classroom completion and laboratory instruction.
14. Students who have not successfully completed the classroom phase at one school cannot begin in-car instruction at another school.
15. Successful completion of a standardized end-of-course road skills assessment must be achieved prior to the school issuing a 90-day provisional license.

[8VAC20-340-20](#). Driver education vehicles.

The school division or school shall:

1. Provide a vehicle in excellent mechanical condition, equipped with dual-control brakes, a roof top sign, dual side mirrors, and safety restraints;
2. Ensure all driver education vehicles are equipped with restraint systems of the type approved by the Department of State Police in accordance with §§ [46.2-1093](#) and [46.2-1095](#) of the Code of Virginia;
3. Provide a vehicle with a current Virginia inspection sticker and license plate;
4. Insure the vehicle above the minimum amount required by state statute for liability and property damage; and
5. Identify the instructional vehicle by displaying "DRIVER EDUCATION VEHICLE" and name of school (or school division) attached to the top of the vehicle. The school name does not have to be on the rooftop sign and may appear in another visible location on the vehicle.

[8VAC20-340-30](#). Teacher requirements.

The standardized driver education program established by the Board of Education requires that teachers:

1. Hold a valid Virginia teaching license with an add-on endorsement or approved program endorsement in driver education; or, for in-car instruction, satisfy the paraprofessional training requirements;
2. Hold a valid Virginia driver's license; or, for teachers with valid out-of-state driver's licenses, provide the Department of Education with a copy of their driving record at the beginning of each

semester, at the beginning of summer school, and when they receive a moving violation;

3. Have a broad background of driving experiences (two years minimum) in cities, rural roadways and highways;
4. Possess sound physical, mental and emotional qualities;
5. Have a satisfactory driving record; teachers who have accumulated six or more demerit points shall be removed from providing behind-the-wheel instruction for a period of 24 months, (no public or private school shall retain its driver education program approval by the Department of Education unless the teacher is removed);
6. Who have had their license suspended or revoked, or who have received a Driving Under the Influence (DUI) arrest or conviction, be immediately removed from any classroom or laboratory driver education teaching assignment;
7. Obtain parent/guardian permission to enroll a student in the laboratory phase of instruction;
8. Make every reasonable effort to protect students from injury;
9. Ensure the proper use of safety restraints by all persons occupying the driver education vehicle;
10. Ensure that the student driver has in his possession a valid Virginia learner's permit when operating a driver education vehicle;
11. Have at least two students, or no more than three students, in the car; however, when it is in the best interest of the student, and with prior written permission from the parents or legal guardians, one student may be scheduled for in-car instruction;
12. Shall not allow the driver education vehicle to be used by any student during on-street instruction without the teacher being in the vehicle providing direct instruction. If the vehicle is parked and students remain in the vehicle, the keys shall be removed by the teacher. In no event should the vehicle's engine remain running with students inside the vehicle without the teacher also being inside the vehicle; and
13. Shall not allow the driver education vehicle to be used during multiple-car range instruction without teacher supervision.

DOCUMENT INCORPORATED BY REFERENCE (8VAC20-340)

Curriculum Guide of Driver Education in Virginia

8VAC 20-340-40. Approval of Correspondence Courses for Driver Education.

A. Definitions.

The following words or terms, when used in these regulations, shall have the following meaning unless the context clearly indicates otherwise:

"Board" means the Virginia Board of Education.

"Correspondence school" means a school, organization, or other entity, no matter how titled, that teaches students by mailing them lessons and exercises which upon completion are returned to the school for grading. Such lessons or exercises also may be transmitted and graded by electronic means.

"Course" means the presentation of an orderly sequence of material dealing with an individual subject area such as driver education.

"Department" means the Virginia Department of Education.

"Home instruction" means the teaching of a child or children by a teaching parent in the home as an alternative to meeting the requirements of compulsory attendance as defined in § 22.1-254 of the Code of Virginia and as a means of complying with § 22.1-254.1 of the Code of Virginia.

"Parent" means any parent, guardian, legal guardian, or other person having control or charge of a child as specified in § 22.1-1 of the Code of Virginia.

"School" means a correspondence school for driver education programs.

B. Required Submissions.

Schools seeking approval to offer the classroom portion of a driver education program to school-age children through a correspondence program or course in Virginia shall submit the following:

1. A signed and completed copy of the Department's Affidavit form.
2. A catalog or other documents containing the following information:
 - a) A statement of ownership or control of the institution;
 - b) Descriptions of the driver education courses offered by the institution;
 - c) A description of the method used to evaluate the students' work;
 - d) A schedule of tuition and fees; including its refund policies; and
 - e) Copies of all application forms and enrollment agreements used by the school.

3. Verification of approval or exemption from regular oversight from the appropriate state or local government agency in the school's state of domicile.
4. Information regarding its accreditation status.
5. The name and publisher of the textbook required.
6. An estimate of the minimum amount of time (in hours) required to complete the course.
7. Such additional information as the Board or Department may deem necessary.

C. All schools must evaluate the students' work at regular intervals specified by the Department and maintain a permanent record of the work.

D. Each school meeting the criteria listed in these regulations is required to submit the required materials for review every year concurrent with the renewal Affidavit.

E. Approval Criteria

Driver education courses offered by schools submitting the materials required by these regulations shall be approved if the following criteria have been met:

1. The school is, in fact, a correspondence school as defined in these regulations;
2. The courses offered are consistent with state or federal laws or regulations;
3. The school evaluates the students' progress at regular intervals specified by the Department and maintains a permanent record of that work; and
4. The content of each course is accurate, rigorous, and meets the requirements of the Curriculum and Administrative Guide for Driver Education which includes the Driver Education Standards of Learning.

The school must provide evidence that at least two subject matter experts have reviewed and validated the accuracy of online content and textbook materials.

F. The Department will consider an application complete when it determines that all required information has been submitted in the form required by the Department. If the Department finds the application incomplete, the applicant will be notified in writing within 45 days of receipt of the incomplete application. If the applicant does not resubmit a complete application within 45 days from the notification, the case file for the request for approval as a provider will be closed. Prior to closure, the applicant may withdraw the request for approval. The applicant may resubmit a complete application at a later time.

G. Approval Process

After a review of the complete application, the Department will notify the applicant of its

decision regarding approval. If the application is approved, the Department will issue a letter of approval with terms of the approval. If the Department denies or revokes the approval for good cause, the Department will issue a letter stating the reasons for revocation and denial including information regarding the applicant's right to appeal this decision.

H. Appeal Process for Denial or Revocation

1. Fact-finding conference; notification, appearance, conduct.

- a) Unless emergency circumstances exist that require immediate action, no application shall be denied, suspended or revoked except upon notice stating the proposed basis for such action and the time and place for a fact-finding conference.
- b) If a basis exists for a refusal to approve or a suspension or a revocation of the Department's approval, the Department shall notify, by certified mail or by hand delivery, the interested parties at the address of record maintained by the Department.
- c) Notification shall include the basis for the proposed action and any information in the possession of the Department that can be relied upon in making an adverse decision.
- d) The fact-finding conference shall afford the interested party the opportunity to present written and oral information to the Department that may have a bearing on the proposed action at a fact-finding conference. Such information should include a brief, written statement of errors the party believes were made in the Department's decision.
- e) If no withdrawal occurs, a fact-finding conference shall be scheduled at the earliest mutually agreeable date, but no later than 60 days from the date of the notification. A school wishing to waive its right to a conference to proceed directly to a formal hearing shall notify the Department of such at least 14 days before the scheduled conference.
- f) The Department may rely on public data, documents or information in making its decision if all parties are given advance notice of the Department's intent to rely on such data.
- g) If after consideration of information presented during an informal fact-finding conference, a basis for adverse action still exists, the Department shall send to the interested parties a report on the fact-finding conference within 90 days of the conference, via certified or hand-delivered mail, which shall include the decision, a brief and general description of the factual or procedural basis for the decision, and the right to a formal hearing.
- h) Parties may enter into a consent agreement to settle the issues at any time prior to, during or subsequent to an informal fact-finding conference.

2. Hearing; notification, appearance, conduct.

- a) If an interested party intends to request a formal hearing, it shall notify the Department within 30 days of receipt of a report on the fact-finding conference.
- b) Parties shall be given reasonable notice of the (i) time, place, and nature of the hearing, (ii) basic law under which the Department contemplates its possible exercise of authority, and (iii) matters of fact and law asserted or questioned by the Department.
- c) If an interested party or representative fails to appear at a hearing, the hearing officer may proceed in the party's/representative's absence and make a recommendation.
- d) Oral and written arguments may be submitted to and limited by the hearing officer. Oral arguments shall be recorded in an appropriate manner.
- e) The burden of proof at such hearings shall be on the party seeking to reverse the decision of the Department.

3. Hearing location. Hearings before a hearing officer shall be held, insofar as practical, in the county or city in which the school is located. Hearing officers may conduct hearings at locations convenient to the greatest number of persons or by telephone conference, videoconference or similar technology in order to expedite the hearing process. No hearing shall be located outside of the state of Virginia unless it is held by electronic means as specified in the Code of Virginia.

4. Hearing decisions.

- a) Recommendations of the hearing officer shall be a part of the record and shall include a written statement of the hearing officer's findings of fact and recommendations as well as the reasons or basis for the recommendations. Recommendations shall be based upon all the material issues of fact, law or discretion presented on the record.
- b) The Superintendent of Public Instruction shall review the recommendation of the hearing officer and render a decision on the recommendation within 30 days of receipt. The decision shall cite the appropriate rule, relief or denial thereof as to each issue.
- c) The Superintendent's decision regarding the school's approval shall be delivered to the concerned parties within 5 days of the decision and include a brief statement of the conclusions, the basis of the conclusions, the basic law upon which the Department relies, the recommendation of the hearing officer.

5. Agency representation. The Superintendent's designee may represent the Department in an informal conference or at a hearing.

I. Determination of Continued Compliance

Approval of the academic courses shall be renewed annually on or before August 1, provided the school verifies that it continues to meet the requirements of these regulations. Forms for this purpose shall be provided by the Department.

J. Disclaimer

The Board of Education's approval of a correspondence course is not an endorsement of the program as a substitute for public school programs nor is it an endorsement of the educational or operational philosophy of the school. Additionally, the approval of courses is not intended as an endorsement of the quality of the courses nor is it a conclusion that these courses meet the educational needs of the student or the assessment required by § 22.1-254.1 of the Code of Virginia.

Parents who choose to educate their children at home through a driver education correspondence course are directly responsible for the educational progress of their children and the adequacy of instruction. The Board of Education assumes no liability for damages or financial loss to parents using any of the approved driver education correspondence courses.

K. Restrictions

No school whose courses are approved as a driver education program shall advertise in any way that the courses have the endorsement, recommendation, accreditation, recognition, or any other similar term, of the Board, the Department, or the Commonwealth of Virginia.

L. Transmitting the Affidavit, Documents and Other Materials

The Affidavit, related letters, forms, and other required application materials, must be submitted to the Division of Instruction at the Virginia Department of Education by e-mail to the Driver Education Specialist, whose contact information may be found at <http://www.doe.virginia.gov/directories/index.shtml#vdoe>

DOCUMENT INCORPORATED BY REFERENCE (8VAC20-340)

Curriculum and Administrative Guide for Driver Education which includes the Driver Education Standards of Learning



Virginia
Regulatory
Town Hall

townhall.virginia.gov

Proposed Regulation Agency Background Document

Agency name	Virginia Board of Education
Virginia Administrative Code (VAC) citation	8 VAC 20-340
Regulation title	<i>Regulations Governing Driver Education</i>
Action title	This action adds a new section to 8 VAC 20-340, <i>Regulations Governing Driver Education</i> , which regulates driver education correspondence courses that are programs primarily used by students who are homeschooled.
Date this document prepared	August 25, 2011

This information is required for executive branch review and the Virginia Registrar of Regulations, pursuant to the Virginia Administrative Process Act (APA), Executive Orders 14 (2010) and 58 (1999), and the *Virginia Register Form, Style, and Procedure Manual*.

Brief summary

In a short paragraph, please summarize all substantive provisions of new regulations or changes to existing regulations that are being proposed in this regulatory action.

In 1984, the Virginia General Assembly adopted legislation amending the state’s compulsory attendance laws (§ [22.1-254](#) of the *Code of Virginia*) to allow parents to teach their children at home in lieu of sending them to a public or private school. One of the provisions qualifying parents to home instruct their children permitted them to enroll a child in a correspondence course approved by the Board of Education. (§ [22.1-254.1](#) of the *Code*) In 1999, the General Assembly amended § [22.1-205](#) of the *Code* to permit the Board to approve correspondence courses in the classroom portion of driver education for parents who home-school their children.

The 2008 General Assembly adopted [HB 767](#) which removed the correspondence course approval requirements in § [22.1-254.1](#) so that parents who home instruct can use any correspondence course of their choosing to meet this option rendering the previous approval requirement moot. As a result of this action, the [Regulations Governing the Approval of Correspondence Courses for Home Instruction](#) is no longer necessary and is being repealed. However, the requirement for the approval of correspondence courses for driver education by this

Department remains. In order to ensure continued compliance with this requirement, a new section governing the approval of correspondence courses for driver education by this Department will be added to the [Regulations Governing Driver Education](#); thus, consolidating the process for approval of correspondence courses for driver education in one set of regulations. This streamlines the current approval process and provides clarity for users.

The proposed new section of the revised regulation, the [Regulations Governing Driver Education](#), includes the definition section from the repealed regulation with minor revisions and also adds a definition for the term “parent.” In addition, the revised regulation requires the applicant to submit to the Department as part of the application process an Affidavit; a schedule of tuition and fees, a description of its refund policy; and copies of all application forms and enrollment agreements used by the correspondence program. Broad language in the current regulation allows the Department to ask for this information, but the more specific language in the proposed regulation enables all users to be fully aware of the regulatory expectations. Moreover, the approval criteria have been expanded to add a requirement that the content of each course meets the requirements of the [Driver Education Standards of Learning](#) and the [Curriculum and Administrative Guide for Driver Education](#). An appeals process has also been added to clarify the applicant’s right to due process.

Acronyms and Definitions

Please define all acronyms used in the Agency Background Document. Also, please define any technical terms that are used in the document that are not also defined in the “Definition” section of the regulations.

All technical terms used in the document are defined in the “Definition” section of the revised regulation.

Legal basis

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

Section [22.1-16](#) of the *Code of Virginia* vests the Board of Education with the authority to promulgate such regulations as may be necessary to carry out its powers and duties and the provisions of Title 22.1. In addition, § [22.1-205](#) of the *Code* provides the Board with the authority to approve correspondence courses for the classroom training component of driver education.

Purpose

Please explain the need for the new or amended regulation by (1) detailing the specific reasons why this regulatory action is essential to protect the health, safety, or welfare of citizens, and (2) discussing the goals of the proposal, the environmental benefits, and the problems the proposal is intended to solve.

The proposed regulatory action is essential to protect the health, safety, and welfare of citizens in that it will ensure that courses offered by correspondence schools in driver education will meet state requirements for such programs. It will also help ensure that young aspiring drivers receive adequate instruction prior to seeking a driver's license.

A new section regarding approval of correspondence courses for driver education will be added to the [Regulations Governing Driver Education](#); thus, consolidating the process for approval of correspondence courses for driver education in one set of regulations. This will streamline the current process and delete an obsolete set of regulations, [Regulations Governing the Approval of Correspondence Courses for Home Instruction](#).

Substance

Please briefly identify and explain new substantive provisions (for new regulations), substantive changes to existing sections or both where appropriate. (More detail about all provisions or changes is requested in the "Detail of changes" section.)

The proposed change will repeal an outdated regulation (the [Regulations Governing the Approval of Correspondence Courses for Home Instruction](#)) initially adopted by the Board of Education in 1985 and revise a current regulation (the [Regulations Governing Driver Education](#)) directed specifically at approving driver education courses offered as correspondence programs. The need for a separate set of regulations was eliminated by an amendment to § [22.1-254.1](#) of the *Code of Virginia* by the 2008 General Assembly.

The proposed new section of the revised regulation, the [Regulations Governing Driver Education](#), includes the definition section from the repealed regulations with minor revisions and also adds a definition for the term "parent." In addition, the revised regulation requires the applicant to submit to the Department as part of the application process an Affidavit; a schedule of tuition and fees, a description of its refund policy; and copies of all application forms and enrollment agreements used by the correspondence program. All of the revisions are proposed to protect the parents and students who use these programs. Moreover, the approval criteria have been expanded to add a requirement that the content of each course meet the requirements of the [Driver Education Standards of Learning](#) and the [Curriculum and Administrative Guide for Driver Education](#). An appeals process has also been added to clarify the applicant's right to due process.

Issues

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

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

If the regulatory action poses no disadvantages to the public or the Commonwealth, please indicate.

This proposal will ensure that courses approved by the Board of Education and offered by driver education correspondence programs will meet the minimal requirements for such programs offered in public schools. It will also help ensure that young aspiring drivers receive adequate instruction prior to seeking a driver's license. This should ensure better drivers and a safer public. In addition, the proposed revisions will protect the parents and students who use these programs.

This regulatory action does not pose a disadvantage to the public or to the Commonwealth in any way.

Requirements more restrictive than federal

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

There are no applicable federal requirements or requirements that exceed applicable federal requirements.

Localities particularly affected

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

There is no disproportionately significant impact on any locality.

Public participation

Please include a statement that in addition to any other comments on the proposal, the agency is seeking comments on the costs and benefits of the proposal and the impacts of the regulated community.

In addition to any other comments, the Board is seeking comments on the costs and benefits of the proposal and the potential impacts of this regulatory proposal. Also, the Board is seeking information on impacts on small businesses as defined in § [2.2-4007.1](#) of the Code of Virginia. Information may include 1) projected reporting, recordkeeping and other administrative costs, 2) probable effect of the regulation on affected small businesses, and 3) description of less intrusive or costly alternative methods of achieving the purpose of the regulation.

Anyone wishing to submit written comments may do so via the Regulatory Town Hall Web site, www.townhall.virginia.gov, or The Policy Office, Att: Comments on Proposed Revision to Driver Education Regulations, P.O. Box 2120, Richmond, VA 23218-2120, by phone number at 804-225-2092, by fax number at 804-530-4502, or by e-mail at POLICY@doe.virginia.gov. Written

comments must include the name and address of the commenter. In order to be considered, comments must be received by the last day of the public comment period.

A public hearing will be held and notice of the public hearing may appear on the Virginia Regulatory Town Hall website (www.townhall.virginia.gov) and the Commonwealth Calendar. Both oral and written comments may be submitted at that time.

Economic impact

Please identify the anticipated economic impact of the proposed new regulations or amendments to the existing regulation. When describing a particular economic impact, please specify which new requirement or change in requirements create the anticipated economic impact.

<p>Projected cost to the state to implement and enforce the proposed regulation, including (a) fund source, and (b) a delineation of one-time versus on-going expenditures.</p>	<p>There is minimal cost to the state to implement the proposed revision of the regulation. Existing allocations should be sufficient to fund the state’s responsibilities.</p>
<p>Projected cost of the <i>new regulations or changes to existing regulations</i> on localities.</p>	<p>There should be no cost to localities, as these regulations do not directly affect localities.</p>
<p>Description of the individuals, businesses or other entities likely to be affected by the <i>new regulations or changes to existing regulations</i>.</p>	<p>The Virginia Department of Education, some parents who home school, some students who are home-schooled, and correspondence programs which provide driver education in Virginia will be affected by the new regulation.</p>
<p>Agency’s best estimate of the number of such entities that will be affected. Please include an estimate of the number of small businesses affected. Small business means a business entity, including its affiliates, that (i) is independently owned and operated and (ii) employs fewer than 500 full-time employees or has gross annual sales of less than \$6 million.</p>	<p>Currently there are four approved driver education correspondence programs in Virginia.</p>
<p>All projected costs of the <i>new regulations or changes to existing regulations</i> for affected individuals, businesses, or other entities. Please be specific and include all costs. Be sure to include the projected reporting, recordkeeping, and other administrative costs required for compliance by small businesses. Specify any costs related to the development of real estate for commercial or residential purposes that are a consequence of the proposed regulatory changes or new regulations.</p>	<p>Any additional costs created by the proposed changes should be insignificant.</p>
<p>Beneficial impact the regulation is designed to produce.</p>	<p>This proposal consolidates two sets of regulations already in place. All of the revisions are proposed to protect the parents and students who use these programs. Moreover, the approval criteria have been expanded to add a requirement that the</p>

	content of each course meets the requirements of the Driver Education Standards of Learning and the Curriculum and Administrative Guide for Driver Education and an appeals process has also been added to clarify the applicant's right to due process.
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Alternatives

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

The alternative considered was to maintain an obsolete set of regulations intended for another purpose and earlier time and continue to approve driver education correspondence courses under these regulations. However, this change is the most efficient and cost-effective manner to approve these courses.

Regulatory flexibility analysis

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

During the development of the proposed regulations, this Department has made efforts to minimize the number of regulations that will impact the driver education correspondence programs while maintaining the minimum requirements that will assure the safety of citizens and students in the Commonwealth.

Public comment

Please summarize all comments received during the public comment period following the publication of the NOIRA, and provide the agency response.

Commenter	Comment	Agency response
Matty	Fiscally responsible? I'm not sure this is the most fiscally responsible route to take. How can we propose alternative	This proposal has a minimal fiscal impact. Any proposals for alternative measures may be submitted to the Board of Education at Policy@doe.virginia.gov

	measures? -Matty from Mini Trampoline Headquarters	
Alex	Fiscal reforms I think that fiscal reforms are a MUST, but we should hire real professionals to implement them... a fiscal measure requires more feasibility studies... Thanks, Alex Cursuri Dezvoltare Personala	This proposal does not address fiscal reforms or feasibility studies.
Frederik Friis	Many Regulations Is Needed I think to make good condition and good rule.need to make regulations.i agree with this regulation and i suggestion to this regulations.thanks <u>Makeityourring Diamond Engagement Rings</u>	No response necessary.

Family impact

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

There is no potential additional impact on the family. In fact, the repeal of obsolete regulations and the revisions to the existing driver education regulations is expected to benefit families because the proposed regulatory revisions ensure that families using correspondence courses can find all pertinent information related to the correspondence course approval process in one set of regulations rather than two.

Detail of changes

Please list all changes that are being proposed and the consequences of the proposed changes. If the proposed regulation is a new chapter, describe the intent of the language and the expected impact if implemented in each section. Please describe the difference between the requirements of the new provisions and the current practice or if applicable, the requirements of other existing regulations in place.

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

Section number	Proposed requirements	Other regulations and law that apply	Intent and likely impact of proposed requirements
<p>8 VAC 20-340- 40</p>	<p>The proposed change will repeal an outdated regulation revise a current regulation (the Regulations Governing Driver Education) directed specifically at approving driver education courses offered as correspondence programs. These programs are currently being regulated under an obsolete set of regulations (the Regulations Governing the Approval of Correspondence Courses for Home Instruction) initially adopted by the Board of Education in 1985. The need for a separate set of regulations was eliminated by an amendment to § 22.1-254.1 of the <i>Code of Virginia</i> by the 2008 General Assembly.</p> <p>The proposed new section of the revised regulation, the Regulations Governing Driver Education, includes the definition section from the repealed regulations with minor revisions and also adds a definition for the term “parent.” In addition, the revised regulation requires the applicant to submit to the Department as part of the application process an Affidavit; a schedule of tuition and fees, a description of its refund policy; and copies of all application forms and enrollment agreements used by the correspondence program. All of the revisions are proposed to protect the parents and students who use these programs.</p> <p>Moreover, the approval criteria have been expanded to add a requirement that the content of</p>	<p>§ 22.1-205 of the <i>Code of Virginia</i></p>	<p>This proposal will ensure that courses approved by the Board of Education and offered by correspondence programs in driver education will meet or exceed requirements for such programs offered in public schools. It will also help ensure that young aspiring drivers who are homeschooled will receive adequate instruction prior to seeking a driver’s license.</p>

	<p>each course meets the requirements of the <u>Driver Education Standards of Learning</u> and the <u>Curriculum and Administrative Guide for Driver Education</u>. An appeals process has also been added to clarify the applicant's right to due process.</p>		
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Board of Education Agenda Item

Item: E.

Date: September 22, 2011

Topic: Final Review of a Request for Approval of a Modification of Graduation Requirements,
Pursuant to 8 VAC 20-131-50 of the Regulations Establishing Standards for Accrediting
Public Schools in Virginia, from Montgomery County Public Schools

Presenter: Ms. Anne Wescott, Assistant Superintendent for Policy and Communication
Ms. Brenda Blackburn, Superintendent, Montgomery County Public Schools

Telephone Number: (804) 225-2403

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

Origin:

Topic presented for information only (no board action required)

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

Action requested at this meeting

Action requested at future meeting: _____

Previous Review/Action:

No previous board review/action

Previous review/action
date July 28, 2011
action First review

Background Information: The Standards of Quality (SOQ), in § 22.1-253.13:4 of the *Code of Virginia*, require local school boards to "...award diplomas to all secondary school students, including students who transfer from nonpublic schools or from home instruction, who earn the units of credit prescribed by the Board of Education, pass the prescribed tests, and meet such other requirements as may be prescribed by the local school board and approved by the Board of Education."

Standard 8 VAC 20-131-50 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (Standards of Accreditation) addresses graduation requirements. The regulation says, in part: "The requirements for a student to earn a diploma and graduate from a Virginia high school shall be those in effect when that student enters the ninth grade for the first time. Students shall be awarded a diploma upon graduation from a Virginia high school.... The following requirements shall be the only

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

The Board’s *Guidance Document Governing Certain Provisions of the Regulations Establishing Standards of Accrediting Public Schools in Virginia* gives school divisions guidance in prescribing additional credit requirements for the Standard and Advanced Studies diplomas. The guidance document says, in part:

Standard Diploma: Generally, the Board will approve requests from local school divisions to require up to two additional local credits to obtain the Standard Diploma, up to a maximum of 24 required credits. Generally, the Board will approve local requests for additional graduation credit requirements in the core discipline areas of the Standards of Learning (English, mathematics, science or history/social science).... Requests for additional local credits in disciplines outside the core discipline areas will be considered on a case-by-case basis.

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

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

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

Allocation of Electives: Generally, the Board will approve requests from local school divisions to allocate elective credits for local prescribed course requirements, while reducing the number of electives by an equal amount so that the total number of graduation credit requirements remains unchanged....

The Standards of Accreditation, at 8 VAC 20-131-50 set forth the requirements for five Board-approved diplomas, the Standard Diploma, Standard Technical Diploma, Advanced Studies Diploma, Advanced Technical Diploma, and Modified Standard Diploma. These requirements for the first four diplomas, the Standard Diploma, Standard Technical Diploma, Advanced Studies Diploma, and Advanced Technical Diploma, were amended by the Board of Education on February 19, 2009 and June 24, 2010.

The June 24, 2010, amendments were in response to General Assembly action delaying the implementation of the requirements for the Standard Diploma and the Advanced Studies Diploma, for one year, effective for the ninth-grade class of 2011-2012.

The 2011 General Assembly passed legislation delaying the effective date or some of the provisions of these regulations for another year, but the legislation, HB 1554 and SB 810, did not delay the implementation of the graduation requirements for the Standard Diploma and the Advanced Studies Diploma. HB 1554 and SB 810 said, in part: *“Furthermore, notwithstanding the provisions of this section, regulations prescribing economics and financial literacy as a graduation requirement and related changes to the standard and advanced studies diplomas, pursuant to § 22.1-253.13:4 of the Code of Virginia, shall become effective July 1, 2011.”* The 2011 legislation did, however, delay the implementation of the Standard Technical Diploma and the Advanced Technical Diploma for another year, effective for the ninth-grade class of 2012-2013. The Board of Education approved amendments to these regulations at its June 23, 2011, meeting to comport with the legislation passed by the 2011 General Assembly.

Summary of Major Elements: The Montgomery County School Board received approval from the Board of Education in 1999 to grandfather in local graduation requirements for both the Standard Diploma and the Advanced Studies Diploma that exceeded those prescribed in the Standards of Accreditation. The approval required students to earn one standard credit in career and technical education and one standard credit in fine arts or performing arts for both the Standard Diploma and the Advanced Studies Diploma.

The Montgomery County School Board requests that it be permitted to maintain this graduation requirement for the Standard Diploma and the Advanced Studies Diploma, and to expand it to the Standard Technical Diploma, the Advanced Technical Diploma, and the Modified Standard Diploma. Montgomery County Public Schools would also require students pursuing a Modified Standard Diploma to earn one standard credit in fine arts and one in career and technical education, which would be a new approval since the Modified Standard Diploma was not included in the grandfathered approval.

The Montgomery County School Board strongly believes that both fine and performing arts and career and technical education are essential requirements. Both are seen as essential to prepare students with the skills needed for a career, and to provide opportunities for creativity.

A copy of the request submitted by the Montgomery County Public Schools is attached. Charts showing the current and proposed requirements are also attached.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education approve the request from Montgomery County Public Schools to require one standard credit in fine or performing arts and one standard credit in career and technical education to earn a Standard, Standard Technical, Advanced Studies, Advanced Technical, or Modified Standard Diploma.

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

Timetable for Further Review/Action: Following the September 22, 2011 meeting, Department of Education staff will notify the Superintendent of Montgomery County Public Schools of the decision of the Board of Education.

Standard Diploma

	Standard Credit Requirements for MCPS Prior to the 9 th Grade Class of 2011-2012	BOE Standard Credit Requirements Beginning with the 9 th Grade Class of 2011-2012	Standard Credit Requirements Proposed by MCPS ⁸
English	4	4	4
Mathematics ¹	3	3	3
Laboratory Science ^{2, 6}	3	3	3
History and Social Sciences ^{3, 6}	3	3	3
Health and Physical Education	2	2	2
Foreign Language, Fine Arts, or Career and Technical Education ⁷		2	2
Fine or Performing Arts	1		
Career and Technical Education	1		
Economics and Personal Finance		1	1
Electives ⁴	4	4	4
Total	22	22	22⁸

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

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

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

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

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

⁷ Pursuant to Section 22.1-253.13:4, Code of Virginia, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education.

⁸ The 22 standard credits required to earn a Standard Diploma awarded by Montgomery County Public Schools shall include at least one credit in fine or performing arts and one credit in career and technical education.

Standard Technical Diploma

	Standard Credit Requirements for MCPS Prior to the 9 th Grade Class of 2012-2013	BOE Standard Credit Requirements Beginning with the 9 th Grade Class of 2012-2013	Standard Credit Requirements Proposed by MCPS ⁶
English	N/A	4	4
Mathematics ¹	N/A	3	3
Laboratory Science ^{2, 5}	N/A	3	3
History and Social Sciences ^{3, 5}	N/A	3	3
Health and Physical Education	N/A	2	2
Fine Arts or Foreign Language	N/A	1	1
Economics and Personal Finance	N/A	1	1
Career and Technical Education ⁴	N/A	4	4
Electives	N/A	1	1
Total	N/A	22	22⁶

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

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

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

⁴ Courses completed to satisfy this requirement must include a career concentration as approved by the board. If a career concentration includes a specific assessment approved by the board and the student is eligible to take the assessment, then the student must take this assessment.

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

⁶ The 22 standard credits required to earn a Standard Technical Diploma awarded by Montgomery County Public Schools shall include at least one credit in fine or performing arts.

Advanced Studies Diploma

	Standard Credit Requirements for MCPS Prior to the 9 th Grade Class of 2011-2012	BOE Standard Credit Requirements Beginning with the 9 th Grade Class of 2011-2012	Standard Credit Requirements Proposed by MCPS ⁵
English	4	4	4
Mathematics ¹	4	4	4
Laboratory Science ²	4	4	4
History and Social Sciences ³	4	4	4
Foreign Language ⁴	3	3	3
Health and Physical Education	2	2	2
Fine Arts or Career and Technical Education		1	1
Fine or Performing Arts	1		
Career and Technical Education	1		
Economics and Personal Finance		1	1
Electives	1	3	3
Total	24	26	26⁵

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

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

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

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

⁵ The 26 standard credits required to earn an Advanced Studies Diploma awarded by Montgomery County Public Schools shall include at least one credit in fine or performing arts and one credit in career and technical education.

Advanced Technical Diploma

	Standard Credit Requirements for MCPS Prior to the 9 th Grade Class of 2012-2013	BOE Standard Credit Requirements Beginning with the 9 th Grade Class of 2012-2013	Standard Credit Requirements Proposed by MCPS ⁶
English	N/A	4	4
Mathematics ¹	N/A	4	4
Laboratory Science ²	N/A	4	4
History and Social Sciences ³	N/A	4	4
Foreign Language ⁴	N/A	3	3
Health and Physical Education	N/A	2	2
Economics and Personal Finance	N/A	1	1
Fine Arts or Career and Technical Education	N/A	1	1
Career and Technical Education ⁵	N/A	3	3
Electives	N/A		
Total	N/A	26	26⁶

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

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

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

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

⁵ Courses completed to satisfy this requirement must include a career concentration as approved by the board. If a career concentration includes a specific assessment approved by the board and the student is eligible to take the assessment, then the student must take this assessment.

⁶ The 26 standard credits required to earn an Advanced Technical Diploma awarded by Montgomery County Public Schools shall include at least one credit in fine or performing arts.

Modified Standard Diploma

	Standard Credit Requirements for MCPS Prior to the 9 th Grade Class of 2011-2012	BOE Standard Credit Requirements Beginning with the 9 th Grade Class of 2011-2012	Standard Credit Requirements Proposed by MCPS ⁵
English	4	4	4
Mathematics ¹	3	3	3
Laboratory Science ^{2, 6}	2	2	2
History and Social Sciences ^{3, 6}	2	2	2
Health and Physical Education	2	2	2
Fine Arts or Career and Technical Education	1	1	1
Electives ⁴	6	6	5
Total	20	20	20⁵

¹ Courses completed to satisfy this requirement shall include content from among applications of algebra, geometry, personal finance, and probability and statistics in courses that have been approved by the board.

² Courses completed shall include content from at least two of the following: applications of earth science, biology, chemistry, or physics in courses approved by the board.

³ Courses completed to satisfy this requirement shall include one unit of credit in U.S. and Virginia History and one unit of credit in U.S. and Virginia Government in courses approved by the board.

⁴ Courses to satisfy this requirement shall include at least two sequential electives in the same manner required for the Standard Diploma.

⁵ The 20 standard credits required to earn a Modified Standard Diploma awarded by Montgomery County Public Schools shall include at least one credit in fine or performing arts and one credit in career and technical education.



**Mr. Nelson W. Simpkins
Director of Secondary Education
Montgomery County Public Schools
200 Junkin Street
Christiansburg, VA 24073
(540) 382-5107**

**TO: Anne D. Wescott, Assistant Superintendent
Policy and Communications**

FROM: Nelson W. Simpkins, Director of Secondary Education *NWS*

DATE: June 22, 2011

SUBJ: Request for Waiver of Certain Accrediting Standards

Enclosed you will find the Requirements for Graduation waiver request for Montgomery County Public Schools. The request was approved by our local school board on June 21, 2011. Should you require additional information, please advise.

Encl/kf

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
P.O. Box 2120
RICHMOND, VIRGINIA 23218-2120

REQUEST FOR WAIVER OF CERTAIN ACCREDITING STANDARDS
AND/OR APPROVAL
OF AN INNOVATIVE OR EXPERIMENTAL PROGRAM

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, (8 VAC 20-131-10 et seq.) set the minimum standards public schools must meet to be accredited by the Board of Education. Accreditation of public schools is required by the Standards of Quality (§§ 22.1-253.13:1 et seq.). The annual accrediting cycle for public schools is July 1 through June 30.

This cover sheet, with the supporting documentation, must be submitted to the Department of Education for review and recommendation to the Board at least 90 days prior to the beginning of an accrediting cycle or the proposed implementation of the program or activity that precipitates the request for the waiver. The types of waivers available and the corresponding section of the standards are indicated below. Please attach additional sheets or information deemed appropriate. (The Board will consider this request in its monthly meeting and school divisions are required to appear before the board in person or electronically to explain a waiver request.)

SCHOOL DIVISION Montgomery County Public Schools

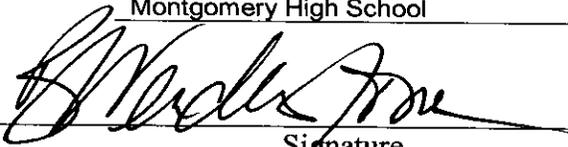
TITLE OF PROGRAM/ACTIVITY 8VAC20-131-50 Requirements for Graduation (Montgomery County Public Schools CTE and Fine Arts Graduation Waiver Request to Continue Requiring one CTE and one Fine or Performing Arts Credit for Graduation)

TYPE OF APPROVAL REQUESTED:

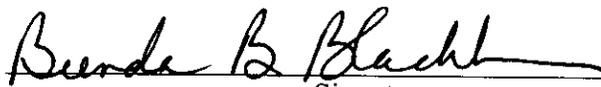
- Approval of an Alternative to the Standard School Year and School Day (8 VAC 20-131-150)
- Approval of an Alternative Accreditation Plan (8 VAC 20-131-280.D)
- Approval of an Experimental Program (8 VAC 20-131-290.D)
- Approval of an Innovative Program (8 VAC 20-131-290.D)
- Approval of a Waiver of Other Provision(s) of the Standards (8 VAC 20-131-350)
(Complete Pages 1 and 3 of the application only.)
-

SCHOOL(S) INVOLVED IN THE PROPOSED PROGRAM/ACTIVITY Auburn High School, Blacksburg High School, Christiansburg High School, Eastern Montgomery High School

June 21, 2011
Date Approved
by the Local School Board


Signature
Chairman of the School Board

June 22, 2011
Submission Date


Signature
Division Superintendent

SCHOOL DIVISION

Montgomery County Public Schools

TITLE OF PROGRAM/ACTIVITY

8VAC20-131-50 Requirements for Graduation (Montgomery County Public Schools CTE and Fine Arts Graduation Waiver Request to Continue Requiring one CTE and one Fine or Performing Arts Credit for Graduation)

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

N/A

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

YES NO.

IF YES, EXPLAIN WHY.

IF THE PROGRAM IS EXPERIMENTAL, INCLUDE INFORMATION THAT EXPLAINS WHY THERE IS REASON TO EXPECT THAT THE PROGRAM WILL BE SUCCESSFUL.

N/A

DESCRIBE THE ANTICIPATED OUTCOMES OF THE PROGRAM.

All MCPS students graduating with a Standard, Standard Technical, Advanced Studies, Advanced Technical, or Modified Standard Diploma will earn a minimum of one credit from the following disciplines:

Fine or Performing Arts ----- 1 Credit
Career and Technical Education ----- 1 Credit

TITLE OF PROGRAM/ACTIVITY

8VAC20-131-50 Requirements for Graduation (Montgomery County Public Schools CTE and Fine Arts Graduation Waiver Request to Continue Requiring one CTE and one Fine or Performing Arts Credit for Graduation)

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

8 VAC 20-131-50. Requirements for Graduation

Montgomery County Public Schools received a waiver from the Virginia Board of Education in 1999 to require both a Fine and Performing Arts and a Career and Technical Education credit for graduation requirement which continues today. Our Board of Education and school community strongly believe that both disciplines are essential for development of the total child.

Requiring both a Fine Arts and CTE unit of credit has resulted in dissolving the line between academic and vocational tracks and has helped guide students to new career possibilities and skill sets that they may never have learned otherwise. The requirement for one CTE credit has also led to significant improvement in our CTE curricula. The requirement for one Fine Arts credit gives students an opportunity to explore and develop their creative aptitude and abilities.

CTE courses provide a setting for students to learn both computer and workplace readiness skills that are essential for success in the twenty-first century. Fine and Performing Arts courses provide awareness of another array of career possibilities and help complete the well rounded and self-aware graduate.

Foreign language opportunities for all students will not be compromised. Students pursuing Standard or Standard Technical diplomas will continue to have opportunities to enroll in foreign language classes through their elective options. Students pursuing Advanced Studies or Advanced Technical diplomas will enroll in foreign language classes to meet the requirements explicitly outlined in the SOAs. (Note Appendix A Data Sheet)

CTE and Fine and Performing Arts courses are the areas that many times need the jump start that comes from requiring one unit of credit each. Without this requirement, many students may miss valuable opportunities to fully develop essential skills before high school graduation.

Requiring one CTE and one Fine and Performing Arts Credit for all students:

- Helps to dissolve the historic divide between vocational and academic offerings
- Draws more college bound students into valuable CTE and Fine Arts programs
- Provides for strong career planning
- Presents the Workplace Readiness Skills curriculum to all students
- Develops leadership skills
- Exposes students to essential technology tools
- Allows students to develop their creative skills
- Encourages retention and improves the graduation rate
- Encourages social and emotional development
- Provides life-long appreciation and understanding that adds to students' quality of life
- Introduces students to hands-on and experiential learning
- Encourages CTE and Fine Arts curriculum improvement

Therefore, Montgomery County Public Schools request to continue requiring one CTE credit and one Fine or Performing Arts credit for graduation when awarding the following diplomas:

Beginning with the ninth grade class of 2011-12, in order to graduate from the Montgomery County Public Schools, a student must meet all applicable requirements set forth in the Standards of Accreditation (SOA) and Standards of Quality (SOQ). The requirements for a student to earn a diploma are those in effect when he or she enters ninth grade for the first time.

Standard Diploma

A Standard Diploma will be awarded to students who earn the following standard units of credit:

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

Standard Technical Diploma:

Beginning with the ninth grade class of 2011-12 and beyond, a Standard Technical Diploma will be awarded to students who earn the following credits:

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

Advanced Studies Diploma:

Beginning with the ninth grade class of 2011-2012 and beyond, an Advanced Studies Diploma will be awarded to students who earn the following standard units of credit:

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

Advanced Technical Diploma

Beginning with the ninth grade class of 2011-12 and beyond, and Advanced Technical Diploma will be awarded to students who earn the following credits:

Discipline Area	Standard Units of Credit Required	Verified Credits Required
English	4	2
Mathematics ¹	4	2
Laboratory Science ²	4	2
History and Social Sciences ³	4	2
Foreign Language ⁴	3	
Health and Physical Education	2	
Economics and Personal Finance	1	
Fine Arts or Career and Technical Education	1	
Career and Technical Education ⁵	3	
Student Selected Test ⁶		1
Total	26	9

Modified Standard Diploma:

Credits required for graduation with a Modified Standard Diploma.

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

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

All students graduating from Montgomery County Public Schools must meet all applicable requirements set forth in the Standards of Accreditation (SOA) and Standards of Quality (SOQ). All MCPS students graduating with a Standard, Standard Technical, Advanced Studies, Advanced Technical, or Modified Standard Diplomas will also earn a minimum of one credit from the following disciplines:

Fine or Performing Arts ----- 1 Credit
Career and Technical Education ----- 1 Credit

Number of students involved in the program 2926

What is the anticipated length of the program or duration of the waiver? Beginning with the 9th Grade Class of 2011-12 and Beyond

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

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

Appendix A
Montgomery County Public Schools
Standard Diploma/Foreign Language
Comparative Data for
Graduating Class of 2011

School Name	Students Receiving a Standard Diploma	Students Receiving a Standard Diploma Enrolled in Foreign Language Classes	Total Percentage
Auburn	42	23	54.76
Blacksburg	61	41	67.21
Christiansburg	74	43	58.11
East Mont	43	23	53.49
Totals	220	130	59.09

Board of Education Agenda Item

Item: F.

Date: September 22, 2011

Topic: Final Review of History and Social Science Textbooks Published by Five Ponds Press

Presenter: Dr. Linda Wallinger, Assistant Superintendent for Instruction

Telephone Number: (804) 225-2034

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

Origin:

Topic presented for information only (no board action required)

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 July 28, 2011

action Accepted for First Review the History and Social Science Textbooks Published by Five Ponds Press

Background Information:

On March 24, 2011, the Virginia Board of Education took action to remove two textbooks published by Five Ponds Press, Inc., *Our Virginia: Past and Present* (1st edition) and *Our America to 1865* (1st edition), from its approved textbook list. The Board also directed that if Five Ponds Press submitted for review the second edition of the same textbooks, the Department of Education was to conduct an expedited review “in accordance with the terms of the Board’s newly-adopted textbook review process” and bring to the Board a recommendation regarding approval of the replacement editions.

Summary of Major Elements

Five Ponds Press formally submitted new editions of its textbooks for Virginia Studies and United States History to 1865, *Our Virginia: Past and Present* and *Our America to 1865*, respectively on June 24, 2011, and the Department of Education began the process to review these textbooks as prescribed in the revised textbook process approved on March 24, 2011. Five Ponds Press completed Publisher’s Certification and Agreement forms required as part of the revised process for each textbook. Attachment A contains the Publisher’s Certification and Agreement forms. Department of Education staff members reviewed both textbook certifications and agreements to ensure they were completed correctly, sufficient information was provided, and they were signed by an appropriate representative of the publishing company.

In accord with the textbook approval process, the Department convened a review committee comprised of a teacher, a division-level content specialist, and a subject-matter expert. Members of the review committee conducted individual analyses of the textbook printouts prior to meeting with the full committee. On July 8, 2011, the members of the committee convened to reach consensus on their reviews of the textbooks. The consensus evaluations were shared with the publisher, and the publisher was given an opportunity to respond to the committee's review and recommendations.

On July 28, 2011, the Board of Education accepted for first review the 2011 editions of the two Five Ponds Press books, *Our Virginia: Past and Present* and *Our America to 1865*, for consideration. A 30-day public comment period began on July 29, 2011, and ended on August 31, 2011. One letter was received that questioned the author's lack of credentials as a historian. Seven comments were received in the public comment mailbox. Of those, several comments noted minor technical errors in punctuation. Several comments questioned the accuracy of facts, but most comments encouraged various interpretations of events or additional information to explain events. One comment addressed general textbook selection in Virginia for multiple grades. Attachment B contains copies of the comments that were submitted. Attachment C includes information about the 2011 editions of the two Five Ponds Press books, *Our Virginia: Past and Present* and *Our America to 1865*.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education approve the 2011 editions of two Five Ponds Press history and social science textbooks, *Our Virginia: Past and Present* and *Our America to 1865*.

Impact on Resources:

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

Timetable for Further Review/Action:

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

Textbook Publisher's Certification

June 16, 2011

(Date)

Five Ponds Press

(Publishing Company)

Name of Primary Contact:

Laura Buckius

Phone Number, including area code:

877-833-0603, ext.103

E-mail Address:

laura@fivepondspress.com

The publishing company indicated above submits the following primary materials to the Virginia Department of Education for consideration in Virginia's textbook approval process.

Title	ISBN	Copyright	Grade Level or Course	Is this primary material submitted as digital, print, or combination?*
<i>Our Virginia Past and Present</i> 2 nd Edition	978-1-935813-12-5	2011	Virginia Studies	print
<i>Our America to 1865</i> 2 nd Edition	978-1-935813-13-2	2011	United States History to 1865	print

*Only one version of the primary material will be reviewed by VDOE committees. If the primary material is available in more than one format, provide an explanation of how they differ or are comparable.

The publisher certifies the following:

1. Each textbook has been thoroughly examined and reviewed by at least three qualified content experts for factual accuracy in the subject matter and the textbooks are free from any factual or editing errors. The credentials of the author(s) and/or editor(s) and content review experts are provided on the attached forms.
2. Each textbook has been thoroughly examined and reviewed by qualified editors to identify any typographical errors.
3. Any duplicate version (i.e., print or digital) of the primary material that is available to Virginia school divisions contains at least the same content included in the primary material selected by the publisher for review. Any additional content, above that contained in the primary material reviewed is accurate and free of errors. If the content of the print and digital versions of the same primary material varies, those variations are outlined in an attachment to the certification.
4. The Quality Assurance and Editing Process described below was followed for all primary materials submitted by the publisher for review.

Quality Assurance and Editing Process: Please describe, *in three pages or less*, the internal process used to ensure accuracy and lack of bias including:

- the quality assurance and workflow steps used to ensure accuracy of content;
- the quality assurance and workflow steps used to eliminate editing and typographical errors, including errors in grammar, written expression, spelling, formatting, and other substantive elements that may affect student learning;
- the fact-back-up guidelines (i.e., what is an acceptable source for a fact and what is not) used by the authors, editors, and outside content experts;
- the review by outside content experts, other than the authors, to verify accuracy and ensure freedom from bias; and
- the process used to reach consensus on information with divergent interpretations.

Five Ponds Press is a custom publisher specializing in creating social studies textbooks for Virginia schools. Our process for developing books includes presenting, expanding upon, and illustrating the Standards of Learning Curriculum Framework.

We substantially follow the Quality Assurance Process for Instructional Materials suggested by the Association of American Publishers. Listed below are the workflow steps for the process including steps to ensure accuracy of content, steps to eliminate editing and typographical errors, and the review process by outside content experts.

Step 1 –Determine Content

- Reference the state curriculum and consult with authors and independent experts/reviewers.
- Study established research base and new research findings.
- Establish plan for customized correlations to state standards.
- Develop preliminary plan for content.

Step 2 –Research and Planning

- Identify author (Joy Masoff) and content experts.

To ensure the accuracy of content presented by Ms. Masoff, we worked with Dr. Don Zeigler, Professor of Geography at Old Dominion University; Dr. Melissa Matusevich, former Social Studies Supervisor for Montgomery County Schools and former Associate Professor of Education at East Carolina University; and Karenne Wood, Director of the Virginia Indian Heritage Program. Dr. Zeigler supervised the geography content development with an emphasis on location accuracy of the maps and descriptive accuracy of the text. Dr. Matusevich was responsible for quality assurance of the instructional aspects of the student text. She verified that the strongest instructional strategies and practices were incorporated into the titles and that the language used was thorough, clear, and age appropriate. Ms. Wood led the development of all parts of the books related to American Indians. She ensured the accuracy and lack of bias in all related images and text.

- Survey educators (current and former public school teachers around Virginia).
- Develop preliminary plan for chapter organization and design.
- Build out plan for customized correlations to state standards.
- Develop and produce prototype pages.
- Review prototype pages with author and educators.
- Revise content development plan to reflect input from author and educators.

Step 3 –Early Development

- Form editorial team, including authors, content experts and other specialists

The editorial team included Lisa Arnold, M.Ed. and Ed.S.; Bree Linton, M.Ed.; Lara Samuels, M.L.S.; Nancy Vest; Alex Smith, AP American history teacher; Deanna Beacham, Virginia Council on Indians; and Upper Mattaponi Chief Kenneth Adams. Ms. Arnold, Ms. Linton, Ms. Samuels, and Ms. Vest ensured the information from the Curriculum Framework was interpreted in an objective, balanced, developmentally and age appropriate manner for the grade levels. They also developed the instructional aspects of the student text and ancillary materials. Mr. Smith presented an objective interpretation of the primary source documents presented in the reference section of the books. Ms. Beacham and Chief Adams ensured the impartial presentation of images, facts and text for all content related to American Indians.

- Begin development of customized correlations to state standards.
- Develop detailed outlines and make writing assignments.
- Establish project schedule.
- Authors and content area experts write and evaluate first draft of manuscript.
- Design plan for special features and assign writer teams.
- Create page and cover design for textbook and all ancillary materials.
- Plan teacher editions and ancillary materials.

Step 4 –Editing and Review

- Update as necessary customized correlations to state standards.
 - Edit student and teacher texts as well as ancillary materials.
 - Review for accuracy by academic reviewers (Dr. Peter Wallenstein and Dr. Kevin Hardwick) and current teacher of the content (Raymi Catron and Donna Smith).
- Dr. Wallenstein and Dr. Hardwick verified the accuracy of each fact, historical date, and

statement in the entire book using their professional expertise and the timely, unbiased, authoritative and accurate primary and secondary source materials listed in the section below. In addition they reviewed the text to ensure the material was presented in an unbiased and impartial manner. Ms. Catron and Ms. Smith also reviewed the books to ensure freedom from bias. In addition, as current teachers of the content, they reviewed the books for clarity, age appropriateness, and presentation.

- Copy edit.

Our team of copy editors combed the books to eliminate typographical errors, including errors in grammar, punctuation, written expression, spelling, formatting and other substantive elements that may affect student learning. The team is composed of two veteran, accomplished consulting copy editors, Anna Wainwright and Karen Brooks; Jason Mahlke, an AP English teacher; and Anita Parker a language arts classroom teacher.

- Incorporate changes from authors, editors and reviewers.
- Create pages, develop art, prepare charts and graphs, choose photographs.
- Check revised pages, perform cold read.
- Repeat page checks until all pages are correct.
- Check proofs.
- Produce first version (intended for use only as marketing samples).
- Distribute first printing.

Step 5 –Quality Reviews of First Version/Printing

- Send student editions to independent reviewers for complete content read. (Dr. Peter Wallenstein and Dr. Kevin Hardwick)
- Solicit comments from teachers.
- Research and verify accuracy of error reports through authors and independent content authorities.
- Correct errors and create proof of corrected pages.
- Proofread corrections.
- Repeat process until all corrected pages are accurate.
- Check proofs of final pages.
- Print second printing (which will be sold for classroom use).

Step 6 –Continuing Quality Reviews

- Receive and review comments from students, teachers, academic and textbook review committees.
- Correct text, photographs, charts and graphs, and art for any identified errors or necessary clarifications.
- Prepare and distribute errata if errors are found.

Step 7 –Subsequent Editions

- Research clarifications, including public comments.
- Hold discussions among authors and editors.
- Complete entire preparation process—productions, documentation, verification, editing.
- Reprint.

All facts we use in the textbooks that relate specifically to the Virginia standards were taken from the approved document, the *2008 History and Social Science Standards of Learning Curriculum Framework*. For content beyond the Framework, we rely on primary sources and secondary sources. The secondary sources we use are highly reviewed, up-to-date, unbiased, verifiable, authoritative, and accurate. Specifically for these two books, we used the sources listed below.

- Reference encyclopedias and dictionaries including
 - *Oxford Reference Online: Premium Collection*
 - *Blackwell Reference Online*
- Specialized syntheses and textbooks including
 - Michael Kammen, ***Colonial New York: A History***
 - Warren Billings, John Selby, and Thad Tate, ***Colonial Virginia: A History***
 - Thomas Benjamin, ***The Atlantic World: Europeans, Africans, Indians and Their Shared History, 1400-1900***
 - D.W. Meinig, ***The Shaping of America: A Geographical Perspective on 500 Years of History, Vol. 1: Atlantic America, 1492-1800***
 - Douglas Egerton, Alison Games, Jane Landers, and Kris Lane, ***The Atlantic World***
 - John Elliott, ***Empires of the Atlantic World: Britain and Spain in America 1492-1830***
 - Stephen Hornsby, ***British Atlantic, American Frontier: Spaces of Power in Early Modern British America***
 - Eric Foner, ***Reconstruction: America’s Unfinished Revolution, 1863-1877***
 - Peter Wallenstein, ***Cradle of America: Four Centuries of Virginia History***
- Numerous articles from various scholarly journals accessed via the JSTOR article repository
- Range of secondary scholarly monographic works
- Primary sources including
 - James Madison, *Notes of Debates: In the Federal Convention of 1787*
 - *Papers of James Madison*
 - *Thomas Jefferson Papers*
 - *Papers of George Washington*
 - *Documentary History of the Ratification of the Constitution*
 - Jack P. Greene, ed., ***Colonies to Nation, 1763-1789: A Documentary History of the American Revolution***

When we encounter information with divergent interpretations, we consult with our history experts, review reputable sources, and then consult with our educator experts to compose the text in a manner that is accurate and age appropriate for our student readers.

Textbook Publisher's Agreement

The PUBLISHER agrees to the following:

1. After submission of a textbook to the Department of Education for consideration in the textbook approval process, the PUBLISHER will promptly inform the Department in writing of any changes made in the textbook prior to its approval by the Board of Education.
2. If any factual or editing errors are identified in a PUBLISHER's textbook following its approval by the Board of Education, the PUBLISHER will submit a corrective action plan to the Department of Education within 30 days of being notified by the Department of the errors. All corrective action plans must be approved by the Board of Education, but the Board hereby delegates the approval of corrective action plans not involving significant errors to the Superintendent of Public Instruction. Each corrective action plan must be tailored to the materiality of the errors identified and must be implemented in the manner most conducive to and least disruptive of student learning. Corrective action plans may include, but are not limited to: a) corrections upon reprinting of the textbook; b) corrective edits to an online textbook; c) electronic errata sheets posted on the PUBLISHER's and the Department of Education's Web sites; d) print errata sheets provided to schools for insertion into textbooks; e) replacement books; and f) return of the textbook and refund of any payment made for the textbook. Upon approval of the corrective action plan, the PUBLISHER will implement the plan at the PUBLISHER's expense.
3. If, upon being notified by the Department of factual or editing errors in an approved textbook, the PUBLISHER disputes that the textbook contains such errors, the PUBLISHER must submit a written explanation of its position to the Department within 30 days of receiving notice from the Department of the error. Upon request, the PUBLISHER may meet with the Department. The Board of Education reserves to itself the right to make a final determination of whether the textbook contains a factual or editing error. If the Board determines that the textbook contains such an error, the PUBLISHER will submit a corrective action plan to the Department within 15 days after receiving notice of the Board's determination.
4. If numerous and/or significant errors are identified in a textbook on the Board of Education's approved list, the Board of Education may, in its sole discretion, withdraw the textbook from the approved list. The Board of Education must notify the PUBLISHER in writing before it removes its textbook from the approved list. The PUBLISHER will have 30 days to respond in writing and the right to meet with the Department of Education before removal. A "significant error" is a factual or editing error that the Board of Education or Department of Education determines within the context of the intended use of the textbook will substantially interfere with student learning. A change in knowledge that occurs subsequent to publication shall not constitute a significant error.
5. If the PUBLISHER makes updates/revisions to textbooks after they have been approved by the Board of Education, the PUBLISHER will ensure that the updated/revised material has been vetted through the same quality assurance process for accuracy and editing outlined in the signed certification. The PUBLISHER will notify the Department and any school division that has purchased this material of the updates/revisions that have been made.

Please check here if this submission includes an attachment that outlines if and how duplicate versions (print or digital) of primary materials vary. (Item #3 in the certification)

Lon Scott

(Signature of President of the Company or Designee)

6-29-11

(Date)

Lon Scott, Publisher

(Name and Title of Person Signing)

Author(s)/Editor(s) and Content Review Expert Information

This attachment must be completed for each primary material submitted for review. Please insert additional copies for each primary material.

Primary Material (printed book or digital submission)

Please list name and edition of the textbook, or series submitted as a primary material.

Publisher: Five Ponds Press
Product Name: Our Virginia Past and Present
Author(s): Joy Masoff
Edition: 2nd ISBN: 978-1-935813-12-5

Author/Editor Information

Please complete the table below. Include each author and/or editor associated with the development of the primary material. Please insert copies of the table for additional authors/editors.

Author/Editor: Joy Masoff	Role of the author/editor in writing the textbook (include references to specific sections, chapters, pages, etc.)
Education and professional background: <ul style="list-style-type: none"> • Bachelor of Fine Arts, Pratt Institute • Art Director and writer for Reader’s Digest book and video division • Children’s Non-Fiction Author 	Ms. Masoff wrote the entire book.
Related published works: <ul style="list-style-type: none"> • Authored over 50 Video Companion Guides for Reader’s Digest on history and geography topics to accompany several series including: <ul style="list-style-type: none"> ○ <i>Walter Cronkite Remembers the 20th Century</i>: A 10-volume set that covered 70 years of American history (in conjunction with Walter Cronkite and Chip Cronkite) ○ <i>Ancient Mysteries</i>: A multi-volume series created in conjunction with A&E that explored the history behind The Pyramids, Machu Picchu, Chaco Canyon, and many more ○ <i>Our National Parks</i>: An in-depth closer explorations of America's national treasures ○ <i>World War II</i> • <i>Chronicle of America: Colonial Times-</i> Published by Scholastic 2002 National 	

<p>Council for Social Studies Notable Social Studies Trade Book for Young People</p> <ul style="list-style-type: none"> • <i>Chronicle of America: American Revolution</i> Published by Scholastic <p>(Both <i>Chronicle</i> books were adopted as resource material for use in the New York City Public School system in 2009.)</p> <ul style="list-style-type: none"> • <i>Mali: Land of Gold & Glory</i> nominated for Africa Access' Children's Africana Book Award • <i>We Are All Americans: Understanding Diversity</i>--reviewed by <i>School Library Journal</i> "Gloriously supported by photographs, diagrams, and maps, this five-chapter overview offers information about America's immigrants." • <i>African American Story</i>—nominated for the Virginia Library Association Jefferson Cup Award and reviewed by American Library Association <i>Booklist</i> "A solid choice for browsing, research, and class discussions." 	
<p>Professional qualifications and specific areas of expertise:</p> <ul style="list-style-type: none"> • 2002 National Council for the Social Studies Guest Speaker on bringing the excitement of life in Colonial Times to the classroom 	
<p>Did the author/editor review the final copy of his/her work before publication?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <u>yes</u></p>	

Content Review Expert Information

Please include each content review expert associated with the quality assurance process for accuracy and editing for the primary material listed. At least three content review experts must be included with at least 1) two experts with a graduate degree in the content area being reviewed; and 2) at least one teacher with recent experience teaching the content in the appropriate grade level or course. Please insert copies of the table for additional content review experts.

Reviewer: Dr. Peter Wallenstein	Role the reviewer had in the review process (entire book or include references to specific sections, chapters, pages, etc.)
Education and professional background: <ul style="list-style-type: none"> • Ph.D. in U.S. History from Johns Hopkins University • Bachelor of Arts from Columbia University • Professor of History at Sarah Lawrence College, University of Toronto, University of Maryland at military base locations in Japan, Korea, and Guam • Professor of History at Virginia Polytechnic Institute and State University since 1983 	Dr. Wallenstein reviewed the entire book.
Related published works: <ul style="list-style-type: none"> • <i>Cradle of America: Four Centuries of Virginia History</i> • <i>Higher Education and the Civil Rights Movement: White Supremacy, Black Southerners, and College Campuses</i> • <i>Virginia's Civil War</i> • <i>Blue Laws and Black Codes: Conflict, Courts, and Change in Twentieth-Century Virginia</i> • <i>From Slave South to New South: Public Policy in Nineteenth-Century Georgia</i> 	
Professional qualifications and specific areas of expertise: <ul style="list-style-type: none"> • 41 years teaching history at the college level • Specialization in U.S. South, Virginia, Civil War era, and civil rights 	

Reviewer: Dr. Kevin Hardwick	Role the reviewer had in the review process (entire book or include references to specific sections, chapters, pages, etc.)
Education and professional background: <ul style="list-style-type: none"> • Bachelor of Arts from Swarthmore College • Master’s Degree and Ph.D. in History from University of Maryland at College Park • Associate Professor of History at James Madison University 	Dr. Kevin Hardwick reviewed the entire book.
Related published works: <ul style="list-style-type: none"> • <i>Classics of American Political and Constitutional Thought, Vols. I and II (co-author)</i> • <i>Virginia Reconsidered: New Histories of the Old Dominion (co-author)</i> • <i>Patrick Henry: Economic, Domestic and Political Life in Eighteenth-Century Virginia</i> 	
Professional qualifications and specific areas of expertise: <ul style="list-style-type: none"> • 12 years teaching Virginia history at the college level • Specialization in Colonial British America, Virginia, the Constitution, and U.S. History 	

Reviewer: Raymi Catron	Role the reviewer had in the review process (entire book or include references to specific sections, chapters, pages, etc.)
Education and professional background: <ul style="list-style-type: none"> • Bachelor of Science from Virginia Commonwealth University • 23 years of classroom teaching 	Raymi Catron reviewed the entire book.
Related published works: n/a	
Professional qualifications and specific areas of expertise: <ul style="list-style-type: none"> • Current Virginia history teacher • 16 years of teaching Virginia history to fourth graders in Hanover County Public Schools 	

Author(s)/Editor(s) and Content Review Expert Information

This attachment must be completed for each primary material submitted for review. Please insert additional copies for each primary material.

Primary Material (printed book or digital submission)

Please list name and edition of the textbook, or series submitted as a primary material.

Publisher: Five Ponds Press
Product Name: Our America to 1865
Author(s): Joy Masoff
Edition: 2nd ISBN: 978-1-935813-13-2

Author/Editor Information

Please complete the table below. Include each author and/or editor associated with the development of the primary material. Please insert copies of the table for additional authors/editors.

Author/Editor: Joy Masoff	Role of the author/editor in writing the textbook (include references to specific sections, chapters, pages, etc.)
Education and professional background: <ul style="list-style-type: none"> • Bachelor of Fine Arts, Pratt Institute • Art Director and writer for Reader’s Digest book and video division • Children’s Non-Fiction Author 	Ms. Masoff wrote the entire book.
Related published works: <ul style="list-style-type: none"> • Authored over 50 Video Companion Guides for Reader’s Digest on history and geography topics to accompany several series including: <ul style="list-style-type: none"> ○ <i>Walter Cronkite Remembers the 20th Century</i>: A 10-volume set that covered 70 years of American history (in conjunction with Walter Cronkite and Chip Cronkite) ○ <i>Ancient Mysteries</i>: A multi-volume series created in conjunction with A&E that explored the history behind The Pyramids, Machu Picchu, Chaco Canyon, and many more ○ <i>Our National Parks</i>: An in-depth closer explorations of America's national treasures ○ <i>World War II</i> • <i>Chronicle of America: Colonial Times-</i> Published by Scholastic 2002 National 	

<p>Council for Social Studies Notable Social Studies Trade Book for Young People</p> <ul style="list-style-type: none"> • <i>Chronicle of America: American Revolution</i> Published by Scholastic <p>(Both <i>Chronicle</i> books were adopted as resource material for use in the New York City Public School system in 2009.)</p> <ul style="list-style-type: none"> • <i>Mali: Land of Gold & Glory</i> nominated for Africa Access' Children's Africana Book Award • <i>We Are All Americans: Understanding Diversity</i>--reviewed by <i>School Library Journal</i> "Gloriously supported by photographs, diagrams, and maps, this five-chapter overview offers information about America's immigrants." • <i>African American Story</i>- nominated for the Virginia Library Association Jefferson Cup Award and reviewed by American Library Association <i>Booklist</i> "A solid choice for browsing, research, and class discussions." 	
<p>Professional qualifications and specific areas of expertise:</p> <ul style="list-style-type: none"> • 2002 National Council for the Social Studies Guest Speaker on bringing the excitement of life in Colonial Times to the classroom 	
<p>Did the author/editor review the final copy of his/her work before publication?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <u>yes</u></p>	

Content Review Expert Information

Please include each content review expert associated with the quality assurance process for accuracy and editing for the primary material listed. At least three content review experts must be included with at least 1) two experts with a graduate degree in the content area being reviewed; and 2) at least one teacher with recent experience teaching the content in the appropriate grade level or course. Please insert copies of the table for additional content review experts.

Reviewer: Dr. Peter Wallenstein	Role the reviewer had in the review process (entire book or include references to specific sections, chapters, pages, etc.)
Education and professional background: <ul style="list-style-type: none"> • Ph.D. in U.S. History from Johns Hopkins University • Bachelor of Arts from Columbia University • Professor of History at Sarah Lawrence College, University of Toronto, University of Maryland at military base locations in Japan, Korea, and Guam • Professor of History at Virginia Polytechnic Institute and State University since 1983 	Dr. Wallenstein reviewed the entire book.
Related published works: <ul style="list-style-type: none"> • <i>Cradle of America: Four Centuries of Virginia History</i> • <i>Higher Education and the Civil Rights Movement: White Supremacy, Black Southerners, and College Campuses</i> • <i>Virginia's Civil War</i> • <i>Blue Laws and Black Codes: Conflict, Courts, and Change in Twentieth-Century Virginia</i> • <i>From Slave South to New South: Public Policy in Nineteenth-Century Georgia</i> 	
Professional qualifications and specific areas of expertise: <ul style="list-style-type: none"> • 41 years teaching history at the college level • Specialization in U.S. South, Virginia, Civil War era, and civil rights 	

Reviewer: Dr. Kevin Hardwick	Role the reviewer had in the review process (entire book or include references to specific sections, chapters, pages, etc.)
Education and professional background: <ul style="list-style-type: none"> • Bachelor of Arts from Swarthmore College • Master’s Degree and Ph.D. in History from University of Maryland at College Park • Associate Professor of History at James Madison University 	Dr. Kevin Hardwick reviewed the entire book.
Related published works: <ul style="list-style-type: none"> • <i>Classics of American Political and Constitutional Thought, Vols. I and II (co-author)</i> • <i>Virginia Reconsidered: New Histories of the Old Dominion (co-author)</i> • <i>Patrick Henry: Economic, Domestic and Political Life in Eighteenth-Century Virginia</i> 	
Professional qualifications and specific areas of expertise: <ul style="list-style-type: none"> • 12 years teaching Virginia history at the college level • Specialization in Colonial British America, Virginia, the Constitution, and U.S. History 	

Reviewer: Donna Smith	Role the reviewer had in the review process (entire book or include references to specific sections, chapters, pages, etc.)
Education and professional background: <ul style="list-style-type: none"> • Bachelor of Science in Elementary Education from Youngstown State University • Masters of Early Childhood Education from Kent state University • 10 years of teaching middle school history 	Donna Smith reviewed the entire book.
Related published works: n/a	
Professional qualifications and specific areas of expertise: <ul style="list-style-type: none"> • Current teacher of United States History to 1865 • 16 years teaching experience • 8 years of teaching United States History to 1865 (formerly to 1877) to students in Hanover County Public Schools 	

**Public Comments on 2011 Editions of Textbooks by Five Ponds Press
Our Virginia: Past and Present and Our America to 1865
September 22, 2011**

Theobald Mary Miley [mmtheobald@comcast.net]
Thursday, August 04, 2011 11:28 AM
Thurston, Beverly (DOE)
Five Ponds comments

Hello Beverly.

I tried six times to send this email to the address in the newspaper, vaustextbooks@doe.virginia.gov, and the message always came back undeliverable. So I figured I'd try you.

I am the historian who reviewed the Five Ponds fifth grade book OUR AMERICA TO 1865 last year. I submitted a thorough report at the time. So I was interested to see whether the corrections had been made.

I examined the revised version at J. Sargeant Reynolds campus on August 2. A complete read of the entire book would take several days, and I did not do that, but I did check every one of the pages where I had found problems. I was pleased to find that almost all had been corrected.

The ones that had not been corrected are as follows:

Page 58. Originally claimed that Queen Elizabeth sent three ships to found Jamestown in 1607. Queen Elizabeth died in 1603. The passage was corrected to say that King James sent men and ships. He was king then, but as we all know, the settlement was founded by a private joint-stock company named the Virginia Company, so King James did not send any men or ships. If the authors think such concepts are too much for 5th graders, they might say something like "Three ships from England came to Virginia," or something to that extent.

Page 48: Grammar issue: "Each country believed that their culture was superior" should read "Each country believed that its culture was superior."

Page 82. Map issue: The map still shows Fort Necessity in the wrong state. At least they spelled it right this time. The original book had it in Ohio. This one has it in West Virginia. It's in Pennsylvania.

I hope you can get the publishers to fix these issues.

Mary Miley Theobald

Freelance Writer & Editor

5 Countryside Court
Richmond, VA 23229
(804) 288-2770

From: Maureen Marroni [mmarroni1@hotmail.com]
Sent: Saturday, August 06, 2011 11:31 AM
To: DOE - VAUS Textbooks
Subject: Comments on revised textbooks
Attachments: Response to revised textbook.doc

Thank you for the notice “INACCURATE VA. TEXTBOOKS REVISED, ON DISPLAY FOR PUBLIC COMMENT” in the 8/2/11 edition of the Virginian Pilot.

After going over the draft of Our Virginia Past and Present at ODU I wanted to point out the following misleading comments, which could simply be omitted without harm to the text. Let me tell you that my point of view was on behalf of the 5th grade and 4th grade students I have worked with as counselor for the last 20 years in Norfolk.

On page 111 “No one knew that those fluffy white tufts would help push us toward a terrible war”, may sound like an innocent comment by the author, but it leaves a reader with a feeling of frivolity in contrast to such a terrible human conflict. Why not just omit this comment and leave what is factual speak for itself?

Page 111 “Others found small ways to fight back and hold on to their dignity”, in the state of being treated like a non-human and being burdened and deprived of adult choices, the word “small” just doesn’t give credit to the efforts made by enslaved humans to resist and in some way hold on to self-esteem. How about the word devious, or inconspicuous, or hidden ways to fight back?

Page 112 “Life was grim for many slaves”, another understatement. How about the words tragic, hopeless and depressing? Perhaps the author read Uncle Tom’s Cabin and is trying to make the situation of slavery not seem so horrible.

Page 113 “To stem the tide, many Virginia slave owners called for a federal Fugitive Slave Act 1850” Tell what it said! Children, both white and black need to know that the government at that time legislated that Negro Americans were not humans and were property and therefore had to be returned to their owners. These deeds of our past are the reason we still have lingering unconscious racism today. To help rid our minds of these false attitudes, we have to tell the truth about what the planters as well as the politicians were saying about Africans. Once we realize how these seeds have been sown in our attitudes over the years, motivated by economic gain and misguided science, we will have the clear vision to see what is true and what we have done.

Page 113 “More than any other person, she (Harriet Tubman) symbolized the Underground Railroad and Southern slaves’ desperate wish for freedom”, some how “symbolized” just doesn’t give the students a message of how she braved swamps, weather, insects, illness and fear to help hide and release captives. How about “lived out”?

Page 114 When telling about Dred Scott, let the students know that the reason he was sent back to his owner was because he was considered property and not a man.

Page 123 When discussing at the end of paragraph three the African men’s participation in the war, it would lead the reader to believe that they were treated equally, but the pay was less for African’s than for white solders. Shouldn’t this be included?

Page 130 The Black Codes are named, but not explained. Why not let the students know? Wikipedia gives this short detail. “The Black Codes granted African Americans certain rights, such as legalized marriage, ownership of property, and limited access to the courts. But the Black Codes denied them the rights to testify against whites, to serve on juries or in state militias, or to vote, and express legal concern publicly. And, in response to planters’ demands that the freed people be required to work on the plantations, the Black Codes declared that those who failed to sign yearly labor contracts could be arrested and hired out to white land owners. Some states limited the occupations open to African Americans and barred them from acquiring land and others provided that judges could assign African American children to work for their former owners without the consent of their parents. ^[5]These are detailed elements of the black codes of [Mississippi](#) and [South Carolina](#).^[6]”

Page 131 In left column in brown coloring, tell how after Sherman ordered that coastal land be divided up into 40 acre lots and given to freedmen to farm it was shortly after taken away and the families were put off the land and it was sold to former white planters.

In the picture at the bottom of the page, of a mother and children on a farm, in the red rectangle it says, “At last! A home of their own”. Why not omit this, since the land was shortly taken away?

Page 132 “White people could not go to public places with black friends.” This statement is true, but misleading given the tempo of the time. It is written as if the law was restricting white people’s rights and not African American rights. Omitting it would not hurt the text and I believe, help it’s credibility.

Page 133 Would it be too inflammatory to use the words “white supremacy” in paragraph 2 about the Racial Integrity Act? By using the word, the students would learn the origin of that concept and better be able to choose to go with it or against it in their own life dealings today.

Page 134 “As sad memories of the Civil War began to fade” should be omitted. White folks may be glad to forget the Civil War and get on with progress, but African American families are still to this day struggling with the after shocks of having been forcibly brought to this country, enslaved, segregated and still treated (unconsciously if it be) like 2nd class citizens.

Page 149 “This time permanently” is a hope of the author, but it is stated to the students as a reality and we know better. The phrase can be found at the bottom in the left column.

Again, I thank you for your attention and the opportunity to point out to you some misleading phrases and omissions that I see as important in delivering a truthful history to our students, both black and white.

Sincerely,

Maureen N. Marroni, BA in education, MA in religious education, MS in counseling

Retired after 20years as counselor in downtown Norfolk, Jacox Elementary School

Presently working with racism/white privilege module with group discussions and volunteering with Empower Hampton Roads, St. Paul’s Quadrant taskforce.



COMMONWEALTH OF VIRGINIA
HOUSE OF DELEGATES
RICHMOND

KENNETH COOPER ALEXANDER
7246 GRANBY STREET
NORFOLK, VIRGINIA 23505
EIGHTY-NINTH DISTRICT

COMMITTEE ASSIGNMENTS:
PRIVILEGES AND ELECTIONS
EDUCATION
COMMERCE AND LABOR
RULES

August 10, 2011

Dr. Patricia I. Wright, Superintendent of Public Instruction
Virginia Department of Education
Post Office Box 2120
Richmond, Virginia 23218

Dr. Beverly Thurston, Office of Standards
Virginia Department of Education
Post Office Box 2120
Richmond, Virginia 23218

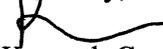
Dear Dr. Wright and Dr. Thurston:

I write regarding the first review of history and social science textbooks published by Five Ponds Press. As you know, last year a panel of historians appointed by the Department of Education found very significant errors in "Our Virginia: Past and Present" and "Our America to 1865" both of which were published by Five Ponds Press. One of these textbooks included the false assertion that thousands of African Americans soldiers fought for the South during the Civil War. With our history in Virginia, it is unfortunate that this myth would be perpetuated in our public schools. It is critically important that young people learn history and this history needs to be accurate.

It was of great concern that the textbook's author, Joy Masoff, is not a trained historian and told the media that she substantiated her assertions about African Americans confederate soldiers primarily by doing an Internet search, which led her to the work of the Sons of Confederate Veterans. I was very pleased that the new Virginia textbook review process requires publishers to list credentials such as educational and professional qualifications in areas of expertise. The Virginia Department of Education has required that at least two reviewers for textbooks have a graduate degree in the content area they review. It seems to me even more important that the author of a textbook being used in Virginia also have a graduate degree in the content area about which they are writing. I am very concerned to learn that the author of both "Our Virginia: Past and Present" and "Our America to 1865", Joy Masoff, only has a Bachelor of Fine Arts degree and does not have the credentials required of the reviewers of textbooks. It would be my view that the author of these history textbooks should have at least a graduate degree in history. This is particularly a concern because the same author wrote the inaccurate textbooks.

It would be my strong recommendation that these textbooks not be approved.

Sincerely,


Kenneth Cooper Alexander
Member, House of Delegates



COMMONWEALTH of VIRGINIA

Patricia I. Wright, Ed D.
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION
P.O. BOX 2120
Richmond, Virginia 23218-2120

Office: (804) 225-2023
Fax: (804) 371-2099

August 19, 2011

The Honorable Kenneth Cooper Alexander
Member, Virginia House of Delegates
7246 Granby Street
Norfolk, Virginia 23505

Dear Delegate Alexander:

Thank you for your comments regarding two history and social science textbooks published by Five Ponds Press, *Our Virginia: Past and Present* and *Our America to 1865*. On July 28, 2011, the Board of Education accepted the second edition of these two textbooks for first review, and opened a public comment period prior to final approval of the textbooks for inclusion on the Board's list of approved textbooks. You noted that there have been concerns about these textbooks, and recommended that the Board of Education withhold approval.

In fact, on March 24, 2011, the Board of Education removed the first edition of these two textbooks from its list of approved textbooks. At the same meeting, it approved a revised textbook review and approval process. The new process places primary responsibility on publishers to ensure the accuracy of their textbooks. Publishers must certify that textbooks submitted for approval have been thoroughly examined and reviewed by qualified content experts for factual accuracy and must list all authors/editors and their credentials. Publishers must list the professional credentials for at least three content review experts who have thoroughly examined each textbook for content accuracy. Also, the publisher must certify that each textbook has been thoroughly examined and reviewed by qualified editors for typographical errors and errors in grammar, written expression, spelling, formatting, and other substantive elements that may affect student learning. The publishers must also sign an agreement that if factual or editing errors are identified in a publisher's textbook, the publisher must submit a corrective action plan to the Department of Education for review and approval by the Board of Education. All corrective action plans must be approved by the Board of Education, or the Board may delegate the approval of action plans to the superintendent of public instruction. Publishers must execute corrective action plans at their own expense.

When the first editions of *Our Virginia: Past and Present* and *Our America to 1865* were removed from the approved list, Virginia school divisions that were using these two textbooks were at a disadvantage because the textbooks contained errors and they were no longer approved by the Board. Five Ponds Press indicated a willingness to provide free corrected replacement textbooks to school divisions that had purchased the first edition. Thus, the Board of Education directed that, in the event that Five Ponds Press sought an expedited review of the second edition of the two textbooks, the superintendent of public

The Honorable Kenneth Cooper Alexander
August 19, 2011
Page Two

instruction was to a) receive and review the request from Five Ponds Press in accordance with the terms of the Board's newly-adopted textbook review process, and b) bring to the Board a recommendation regarding the approval of the replacement edition.

On June 24, 2011, Five Ponds Press formally submitted for review a new second edition of its textbooks, *Our Virginia: Past and Present* and *Our America to 1865*. The Department of Education began the process to review these textbooks as prescribed in the revised textbook process approved on March 24, 2011. The process requires that at least three content review experts review a textbook submitted for review, with at least two experts with a graduate degree in the content area being reviewed, and at least one teacher with recent experience teaching the content in the appropriate grade level or course.

The publisher's documentation for the new textbooks indicates that the second edition of the textbooks was reviewed by individuals with the proper credentials. The forms submitted by the publisher are available online at http://www.doe.virginia.gov/boe/meetings/2011/07_jul/agenda_items/item_1.pdf. They indicate that while the author, Joy Masoff, does not have a degree in history, the books have been reviewed by two content experts: Peter Wallenstein, who holds a Ph.D. in U.S. History from Johns Hopkins University; and Kevin Hardwick, who holds a Master's Degree and a Ph.D. in History from the University of Maryland at College Park; and a classroom teacher, Raymi Catron.

Upon receipt of the second edition textbooks, the Department of Education convened a committee to review them. In accord with the Board of Education's revised review process, the review committee consisted of a teacher, a division-level content specialist, and a subject-matter expert. The committee members' review, along with the certification provided by the publisher, provided evidence that the content of the textbooks was aligned with Virginia's Standards of Learning and that errors in the previous edition of the textbooks had been addressed.

The public comment period for the second edition of *Our Virginia: Past and Present* and *Our America to 1865* continues through August 31, 2011. At that time, Department of Education staff will review the comments and make a further recommendation regarding approval to the Board of Education.

The Department will include your letter among the public comments it received. If you have questions about the process used to review the two textbooks, please contact Dr. Beverly Thurston, history and social science coordinator, at (804) 225-2893 or Beverly.Thurston@doe.virginia.gov.

Sincerely,



Patricia I. Wright, Ed.D.
Superintendent of Public Instruction

PIW/LMW

C: Dr. Beverly Thurston
Dr. Linda Wallinger

From: Zachary Schrag [zschrag@gmu.edu]
Sent: Monday, August 15, 2011 10:47 AM
To: DOE - VAUS Textbooks
Subject: Comments on Our Virginia: Past and Present and Our America to 1865

Dear Dr. Thurston,

Thank you for the opportunity to review the draft of the 2011 editions of Our Virginia: Past and Present and Our America to 1865 by Five Ponds Press.

I would like to draw your attention to the following errata.

Sincerely,

Zachary M. Schrag
Associate Professor | Department of History and Art History | George Mason
University zschrag@gmu.edu | zacharyschrag.com | 703 594 1844

Messages sent to and from this address may be subject to disclosure under the Virginia Freedom of Information Act.

Errata in Five Ponds Press drafts texts, 2011

OUR AMERICA TO 1865.

29. Epigraph: "Honor the sacred. Honor the Earth, our Mother. Honor the Elders. Honor all with whom we share the Earth:- Four-leggeds, two-leggeds, winged ones, Swimmers, crawlers, plant and rock people. Walk in balance and beauty. -Native American Elder" Who is this elder? When was this said? The text should avoid quotations of unknown provenance.

32. "Treat the earth well: it was not given to you by your parents, ... We do not inherit the Earth from our Ancestors, we borrow it from our Children --An American Indian Proverb" Another doubtful attribution. In any case, its lack of specificity undercuts the claim on the same page that "America's first people were and still are very diverse groups."

49. Map of Europe in 15th century shows 21st century borders. It should be replaced with a map of Europe in a particular year. The "early exploration routes" arrow is confusing, since it ignores northern routes, mentioned on p. 51

55. Seems to imply that French and English settlers brought diseases but that Spanish settlers did not. (The next page makes clear that the Spanish brought disease as well.)

55, 68. Implies that Europeans learned to use fish as fertilizer from Indians. This is doubtful; see Lynn Ceci, "Squanto and the Pilgrims." Society 27, no. 4

(May 1990): 40-44.

58. John Cabot sailed in ships, not boats.

66. Map of 17th century English colonies shows 19th century boundaries. (No border between Virginia and West Virginia)

68. Map has "New Netherlands" for "New Netherland"

71. "New Netherlands" for "New Netherland"

72. Map of early southern colonies shows 21st century borders

82. 18c map with 21c borders.

82. Hats were made from beaver fur, not beaver skin

95. Franklin is misquoted. Correct quotation: "They who can give up essential liberty to obtain a little temporary safety, deserve neither liberty nor safety." [Benjamin Franklin, William Temple Franklin, William Duane, Memoirs of Benjamin Franklin, Volume 1, 127]

95. Jefferson quotation is spurious.

<http://www.monticello.org/site/jefferson/when-governments-fear-people-there-libertyquotation>

102. Painting shows Washington kneeling in prayer at Valley Forge. Edward G. Lengel, George Washington: America's Founder, in Myth and Memory, 83-89, shows that there is no credible evidence for this event.

103. Britian for Britain

108. Abrupt shift to first person: "We were still trying to shake ourselves free from a powerful king." Who are we?

118. War of 1812: "Americans fought bravely—from the Great Lakes to New Orleans—struggling against the more powerful British forces." I'm not sure of the basis of this claim; Americans often fled battle even when they outnumbered the British. See Alan Taylor, The Civil War of 1812.

121. Question 4. "How did all the states participate in the writing of the Constitution?" Rhode Island did not participate.

121. Question 8. Asks about "two Virginia documents" that influenced the Bill of Rights. I'm not sure of the reference here. Does the book consider the Declaration of Independence a "Virginia document"? Or is this a reference to the Virginia Statute for Religious Freedom, not mentioned in the text?

126. Picture is captioned "The Port of New Orleans in 1803," but it is clearly

from mid-19th century.

127. Language distinguishes between "Indians" and "Americans." Does the text wish to suggest that the Indians were not Americans?

130. What Indian nations are supposed to be represented in this picture?

130. Map shows "Canada" 1819-1848. "British North America" is a better term; until 1867 "Canada" referred mainly to today's Ontario and Quebec

132. Irish immigration began well before the famine.

133. I'm not sure why the "beautiful and charming female" of Gast's painting is identified as "Destiny." Given the title of "American Progress," most scholars have identified her as America or Progress.

134. Presents a heroic account of Whitney's cotton gin, discredited by Angela Lakwete, *Inventing the Cotton Gin: Machine and Myth in Antebellum America* (2003)

138. Antebellum suffrage movement is illustrated with 1912 photograph.

144. I don't understand the picking-at-scab metaphor. What is the wound? What is the scab? Is the text suggesting that slavery was a wound that would have healed had it been left alone?

144. Doubtful contrast between New York City and southern plantations. Pennsylvania and Virginia weren't that different. See Edward L. Ayers, Anne S. Rubin, *The Valley of the Shadow: Two Communities in the American Civil War*.

140, 146. Maps of slavery show West Virginia and Virginia as separate states.

161. Placing "Goddard Space Center" (headquartered in Maryland) in Virginia is a bit confusing. "Wallops Flight Facility" would be better.

162. "All photos and illustrations listed below are copyrighted by the respective providers." This is clearly false; e.g., the list includes 19th century works held by the Library of Congress.

162. "United States Navel Academy"

R9. President must be a natural born citizen, not "born in the U.S." The Naturalization Act of 1790 established that ""The children of citizens of the United States that may be born beyond sea, or outside the limits of the United States, shall be considered as natural-born citizens of the United States."
<http://rs6.loc.gov/cgi-bin/ampage?collId=llsl&fileName=001/llsl001.db&recNum=227>

R27. Map lacks South Sudan

OUR VIRGINIA

95. Says "everyone" would count in apportionment, except slaves. Indians not taxed didn't count at all.

98. "The summer of 1787 was very hot." Not really. See David O. Stewart, *The Summer of 1787: The Men Who Invented the Constitution*, 82.

99. Says of War of 1812, "in the end, America was victorious once more." The Treaty of Ghent did not achieve American war aims, so calling America "victorious" may be misleading.

105. Depicts Virginia/West Virginia border for antebellum period.

123. Depicts a 20th-century Medal of Honor for a Civil War recipient.

142. Claims Richmond was the first US city with electric streetcars. Daft's system in Baltimore preceded it. See Robert C. Post, *Urban Mass Transit: The Life Story of a Technology* (Johns Hopkins University Press), 39-41.

161. Placing "Goddard Space Center" (headquartered in Maryland) in Virginia is a bit confusing. "Wallops Flight Facility" would be better.

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<http://rs6.loc.gov/cgi-bin/ampage?collId=llsl&fileName=001/llsl001.db&recNum=227>

R27. Map lacks South Sudan

From: Sheriff, Carol [cxsher@wm.edu]
Sent: Wednesday, August 17, 2011 10:24 AM
To: DOE - VAUS Textbooks
Cc: Thurston, Beverly (DOE)
Subject: Comments on *Our Virginia: Past and Present*
Attachments: Comments on Our Virginia--Carol Sheriff--August 17, 2011.pdf

Dear Dr. Thurston,

Please find attached my comments on the Civil War chapter of *Our Virginia: Past and Present* (second edition). Thank you for offering this opportunity for public review and comment.

Sincerely,

Carol Sheriff

--

Carol Sheriff
Class of 2013 Professor of History
Lyon G. Tyler Department of History
The College of William and Mary
Box 8795
Williamsburg, VA 23187-8795

The College Of

WILLIAM & MARY

Lyon Gardiner Tyler Department of History
P.O. Box 8795
Williamsburg, VA 23187-8795
757/221-3720 Fax 757/221-2111

August 16, 2011

Dr. Beverly Thurston
Coordinator for Textbook Adoption
Office of Standards, Curriculum, and Instruction
Virginia Department of Education
P. O. Box 2120
Richmond, Virginia 23218-2120

Dear Dr. Thurston:

I am writing in response to the Department of Education's call for public comments on the revised version of *Our Virginia: Past and Present*. As an historian specializing in the Civil War Era at the College of William and Mary, I have limited my review to Chapter Seven, "The Civil War Era: One Nation or Two?"

Overall, I am pleased to see that this revised edition addresses many of the problems with the book's first edition. The author seems to have responded diligently to the expert reviews, and as a result, the book contains many fewer inaccuracies and distortions than in the first version. It seems as if the Board of Education's policy of requiring certification from three expert reviewers is in fact improving the quality of our children's textbooks.

That said, the revised version of the Civil War chapter still contains some problems that were in the first edition while it also introduces some new ones. Some of the new problems seem to result from the author's attempt to remedy omissions identified by experts; in those instances, she has added information without adequate historical explanation or conceptual clarity. These problems are unfortunate in that they will continue to impede our children's understanding of such a crucial event in our state's and nation's history.

Before outlining my specific criticisms, I would like to raise another, related issue: Nowhere have I seen any mention that experts have reviewed the supplementary material that Five Ponds is distributing along with the textbook. On January 11, 2011, I sent an email to you and Dr. Allan expressing my concern that there were significant problems with those materials. (I had outlined several problems with the Civil War material in a memo that I sent to the DOE, via an email attachment to Charles Pyle, on November 1, 2010.) These problems include: multiple-choice questions that include more than one correct answer; a Venn diagram that leaves inadequate opportunities for recognizing commonalities between the North and South; questions whose topics are inadequately covered in the text to allow for an informed response; and what I consider a very problematic essay question: "Do you think Nat Turner was a brave civil rights leader or a crazed killer?" I sincerely hope that before allowing Five Ponds to distribute its "Reproducibles and Assessments" for *Our Virginia: Past and Present*, the DOE will have it vetted by experts.

As for the second edition of the main textbook itself, I will list my concerns in the order that they appear. Quotations in italics are from the textbook; un-italicized quotations represent my suggested wording changes.

p. 110: “*Black Northerners began working for abolition throughout the nation and spoke out with great passion for equality between both blacks and whites.*” I think the author may mean: “...for equal rights for blacks and whites.”

p. 110: The author fails to mention that many people in New England and the Mid-Atlantic states were also antislavery. Probably more of them were antislavery than abolitionist in outlook, a crucial point that gets overlooked.

p. 110 and passim: I think that this book needs to make clearer (and earlier) the point that people remained legally enslaved in the Union (including in its capital) during the war. (There is only a passing reference to four slave states remaining in the Union; it appears on p. 115.)

p. 111: “*Planters did everything they could politically to make sure that their power and fortunes were protected.*” Will fourth graders understand what the author has in mind with this sentence, which receives no explanation?

p. 112, the box on Nat Turner. The author is correct to point out that Nat Turner’s revolt revealed the ways in which white Virginians were divided over the future of slavery. But it is not clear how this information (or the information about the revolt itself) will help students to answer review question #2 on p. 127; that question asks students to explain how Nat Turner helped to lead to Virginia’s secession. The information that students are given may help them to understand why West Virginia seceded from Virginia, but I do not see how it helps them to understand Virginia’s secession from the Union.

p. 113 “*To stem the tide [of runaway slaves], many Virginia slave owners called for a federal Fugitive Slave Act in 1850. Some began to argue against states’ rights after several Northern states passed Personal Liberty Laws to stop white Southerners’ efforts to find and return runaways to their former owners.*” I have a few concerns here:

--It would be helpful to inform students that the Fugitive Slave Act did in fact become law.

--The book never explains what personal liberty laws were, which is a crucial oversight if it is going to mention the laws at all. (I’m not sure that it’s necessary to do so in a fourth-grade book, especially in light of the fact that the author does not make clear why they were significant, per my next point.)

--While it is true that reactions to the Fugitive Slave Act help to illustrate that Northerners sometimes favored states’ rights and that Southerners sometimes favored federalism,

Chartered 1693

it is hard to imagine what a fourth grader is to make of the simple assertion that some Virginia slave owners “began to argue against states’ rights.” Without further explanation, this statement risks very much confusing a child. (It suggests, among other things, that Virginia slave owners henceforth argued against states’ rights, which is false. What it shows instead is their flexibility in choosing arguments to defend slavery.) The author could perhaps add a sentence that clarifies the

Chartered 1693

significance of this point: Concerns about the perpetuation of slavery, not simply states' rights as an abstract principle, drove secession.

p. 114: It is arguably nearly impossible, if not impossible, to understand the Civil War's onset without a consideration of the Kansas-Nebraska Act and its aftermath, but here the problem may lie with the SOL curriculum itself and/or a review process that seemingly emphasizes adherence to that curriculum above all else. Still, the book does contain other points not directly related to Virginia's history, so perhaps there's room for a brief mention of the Kansas-Nebraska Act and Bleeding Kansas.

p. 114: "*Angered by the Dred Scott decision, a brand-new political party promised that its candidates would not try to abolish slavery. They also vowed to stop slavery from expanding into any new western territories.*" I think it would be much clearer (and accurate) to reverse these two points and to say something like: "Angered by the Dred Scott decision, a brand-new political party vowed to stop slavery from expanding into any new western territories even as it promised that its candidates would not try to abolish slavery." In other words, the party's anger at Dred Scott led it to vow to stop slavery's western expansion; that same anger had little, if anything, to do with the party's position that it would not end slavery where it already existed. (A small technical point: The party was no longer brand-new by the time it reacted to Dred Scott. It had already run candidates in two national elections. The party arose in the aftermath of the Kansas-Nebraska Act and Bleeding Kansas, not Dred Scott, as the book implies. Without dealing with details, the problem could be rectified by saying "a recently formed political party" instead of a "brand-new political party.")

p. 115, "Virginia Breaks Apart" I think the book needs to indicate which of the two regions felt which way about the divisive issues of voting rights and taxes, if it's going to raise these issues at all. I wonder, too, if children will have any notion of what was involved in "voting rights" in this instance.

p. 116—minor wording issue—"*Americans from all over came to fight in Virginia....*" I think it would be clearer if the author said specifically that not all of the people listed were fighting on the same side. I think a child could get the impression that all of those people were fighting on the Confederacy's side, especially because the subsequent point about soldiers' allegiances is under a separate subheading.

p. 116—another wording issue (I think)—"*Northerners wondered if the United States could survive, while most white Southerners hoped it would not.*" I do not know if this statement is historically true as written, but I also don't think it's what the author meant to say. The sentence implies that most white Southerners wanted the Union to cease to exist as a nation; what the

author may mean instead is that they no longer wanted to be part of that nation. Those are two very different points.

p. 116 and passim: It might be worth stating outright somewhere that there were white Virginians who remained loyal to the Union throughout the conflict. The term “Unionist” might be worth introducing.

p. 117: “Three Major Virginia Battle Sites”: Is there any way to discuss these three battles in chronological order while still indicating their geographical locations? The war’s chronology is at least as significant as its geography, and this visual aid—as currently set up—suggests that the Battle of Fredericksburg preceded the Battle of Hampton Roads. If nothing else, the three battles could be numbered, and Fredericksburg’s box could be off the right, so a child would see in the left column Bull Run and Hampton Roads, and then in the right column the third battle, Fredericksburg.

p. 118: Referring to the war by two different names in back-to-back sentences may confuse children, especially b/c the book’s discussion of the war’s different names does not appear until several pages later. Perhaps a little box inset—along the lines of the informative one about why some battles have different names—would help clarify things.

p.121—caption re women and children coming along to the front. I would specify that these were officers’ wives and children. It would be giving children the wrong impression to suggest that enlisted men brought their wives and children. (If it ever happened, it was extremely rare.) Because this picture and its caption risk misleading children, it might be better simply to omit them. Maybe the publisher could substitute a photo of women working in a Confederate hospital.

p. 123: Box on Emancipation Proclamation. Perhaps explain the meaning of this phrase: slavery was “*abolished in any area still in rebellion against the United States.*” The author is correct (and has improved upon the incorrect statement in the first edition), but my fourth-grade daughter referred to this passage as “legal language” whose practical meaning was obscure to her. Perhaps something like “any parts of the Confederacy that had not yet come back under the control of Union armies.” I also think it would be worth noting explicitly that the Emancipation Proclamation did not apply to slaves living within the Union itself.

p. 123: In reference to black soldiers: “*They all quickly earned a much-deserved reputation for bravery and valor.*” This point overlooks the very important facts that 1) black soldiers were often denied the opportunity to fight in battle and 2) many white Northerners detested the idea of blacks fighting in the army to the point where some of them deserted or turned against the war effort entirely. I would omit this sentence, both for these reasons and because it is a gross generalization that falls into a heroes-and-villains approach to history that belies the much more complex nature of the past.

p. 125—“*The awful war with its many names....*” I’d include “Civil War” among the names listed.

p. 127, question #1: Several of those items—e.g., large warehouses, taverns, clothing stores, farms, furniture shops, slave labor—belong in *both* “Life in the North” and “Life in the South.” If the

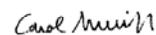
author fails to give children the opportunity to recognize that the delineations between the two regions were not so clear-cut, she is going to fundamentally mislead them about the nature of antebellum society and the war's causes. It is particularly troubling that this question will lead children to think that slave labor did not exist in the Union, when it remained legal in four of the Union's states and in the nation's capital.

p. 127, question #3: I think it is very difficult for a fourth grader, especially based on the information provided to him or her in this book, to understand how Nat Turner contributed to secession. The link to Harriet Tubman is also not entirely clear, especially—but not only—because to my knowledge Tubman had no link to Virginia prior to the Virginia's decision to secede. It is much clearer what role John Brown and Abraham Lincoln played, though I do find it curious that not one white Virginian—not one person who could actually vote for secession—is included in the list.

Passim: There are a few small grammatical and punctuation issues throughout, but I assume a copy editor will vet for those sorts of issues— e.g., “they” to refer to a singular subject (e.g., the “Union” or a “party”), commas where they do not belong, commas missing where they do belong, etc.

Thank you very much for this opportunity to comment and for the Department of Education's commitment to putting accurate course material into our teachers' and students' hands.

Sincerely,



Carol Sheriff
Class of 2013 Professor of History

From: Inmnhughes@comcast.net
Sent: Thursday, August 18, 2011 12:35 PM
To: Thurston, Beverly (DOE)
Subject: Public input to textbook selection needed

Dr. Beverly M. Thurston:

Subject: Virginia's textbook selection process

Aug 1, 2011

This article contains my public comments concerning textbook selection in Virginia. When the public is invited to review textbooks, we need to be given enough time to review the textbooks. Is there time flexibility for the public to review the textbooks? May the public check out a textbook to take home and review?

Shouldn't members of the public be notified of the flexibility allowed in reviewing the textbooks? I looked for the textbooks on amazon.com because I didn't have enough time to review twenty to thirty textbooks in a week's time during school hours – I couldn't locate the textbooks online to purchase them.

Some of my critiques concerning lies in the textbooks follow. Patrick Henry didn't say famous quote. A Caucasian lawyer (actor) dresses up as Henry. This actor pompously utters a monologue written by William Wirt and St. George Tucker. Reference Raphael, Ray, *Founding Myths*, pages 145 – 156.

Virginia textbooks and in school, library books mention Betsy Ross. Virginia's "Standards of Learning" mention Betsy Ross. Betsy Ross didn't do anything. She played 'no role whatsoever in the creation of any actual first flag.' Reference: Loewen, James W., *Lies My Teacher Told Me*, pages 31-32.

In year 2007, I perused a United States', history book used in a middle school. Presently, I am ashamed because of the United States' history book used for sixth graders in Hopewell, Virginia at Carter G. Woodson Middle School. The book plays up the accomplishments of white presidents without mentioning that they were slave owners. The text doesn't say that slave labor made George Washington, Thomas Jefferson and others rich. The text says Henry Clay owned slaves. Why are other slave owners not mentioned?

Other slave owners were "...Madison, Monroe, Jackson, Van Buren, William Henry Harrison, Tyler, Polk, Buchanan, and Andrew Johnson...; Grant had one slave ...and his wife four." Reference: *Negro President* (Jefferson and the Slave Power) by Garry Wills, page 236.

Most history books still suppress the injustices of white history. This same suppressed history, I had in the fourth grade sixty-three years ago.

Sincerely,

Leonard Hughes

From: Anne Evans [Anne.Evans@ccs.k12.va.us]
Sent: Sunday, August 28, 2011 10:49 PM
To: DOE - VAUS Textbooks
Cc: Thurston, Beverly (DOE); Laura@fivepondspress.com;
Lou@fivepondspress.com
Subject: Five Ponds Press

To whom it may concern:

I reviewed both Five Ponds Press books on August 25th at JMU. I still found a few errors which were not corrected from the earlier version. I would expect these to be taken care of prior to our division receiving the replacement textbooks we are due.

Thank you, Annie Evans

5 Ponds Press textbook review ----Questions and corrections still not made in 2nd edition

by Annie Evans, Charlottesville City Schools Coordinator of Social Studies

Our Virginia

p 138

Why did they delete “Pres. Grant elected” from timeline ? Seems odd to just leave it out....

Our America

p. 34

Caption on bottom left corner of green box still incorrect – should read “Waterproof pullovers like the one to the right, ...

p. 73

Still need to correct “well-to-do”Says “well- to-to!!”

Anne M. Evans (Annie)
Coordinator of Social Studies
Charlottesville City Schools
1400 Melbourne Rd.
Charlottesville, VA 22901
(434) 245-2665 (Office)
(434) 245-2604 (Fax)
Anne.Evans@ccs.k12.va.us

From: Steve Corneliussen [Corneliussen@Verizon.net]
Sent: Monday, August 29, 2011 9:39 PM
To: DOE - VAUS Textbooks
Cc: Robert F Engs; rfengs@wm.edu; eayers@richmond.edu; llee@vahistorical.org; Cwidell@fmauthority.com; Daryl Lease; Kate.Wiltrout@pilotonline.com; MGooding@wvec.com; Kilpatrick, Kathleen (DHR); Dennis R Lee; KCalos@timesdispatch.com; Cathy Lewis; MWard@hampton.gov; Suit, Terrie (GOV); David Macaulay; Charles (Webb) Stanton; council@hampton.gov; Donald.Luzzatto@pilotonline.com; agoodheart2@washcoll.edu; ekostelny@preservationvirginia.org; wrawls@moc.org; DSquires@dailypress.com; Roger Chesley; jfredericks@dailypress.com; bb9s@virginia.edu; tony@wnis.com; dude@virginia.edu; Barbara Lee; Amy Broad; jvquarstein@aol.com; lmalon@apva.org; Denis.Finley@pilotonline.com; merickson@dailypress.com; Thurston, Beverly (DOE); corneliussen@jlab.org
Subject: Va. text revision: America's "greatest moment"

Response to the Virginia Department of Education's call for comments

(http://www.doe.virginia.gov/administrators/superintendents_memos/2011/206-11.shtml)

Thanks for soliciting comments about those elementary school history texts that famously contained errors about black participation on the Confederate side in the Civil War. In my view, schoolkids need to appreciate the 1861 Fort Monroe Freedom Story. Here's my comment about that:

- - - -

A June profile

(<http://chronicle.com/article/U-of-Richmond-Chief-Stirs/127879/>) in the *Chronicle of Higher Education* quoted the view of the Civil War historian Edward L. Ayers, president of the University of Richmond, that the 1861 Freedom Story at Fort Monroe, Virginia -- often called the "contraband" story, though that phrase objectifies humans -- was "the greatest moment in American history." Yet I'm told by two elementary school teachers who inspected the texts on public display that the books fail to mention those events -- events that contributed mightily to the crumbling of slavery, and therefore to the meaning of the Civil War, and therefore to the completion of America's founding as a nation that would actually try to live up to its original Declaration.

I hope in particular that you'll consult Professor Robert F. Engs about this. He's formerly of Penn, but now at William and Mary with the Lemon Project, an effort to improve understanding of the slavery era.

And I hope you'll take into account something that President Ayers said last year at WashingtonPost.com (<http://www.washingtonpost.com/wp->

dyn/content/discussion/2010/10/29/DI2010102904641.html): "We will need to broaden our understanding of the [Civil War] to include the determination of black people to become free from the first moments of the conflict."

In my view, that's important because so many people -- even historians who should know better -- still believe that the main hero of the Fort Monroe Freedom Story is the white general rather than the three men who actually challenged him, and therefore America, finally to begin at least trying to live up to our founding ideals.

Last spring at Fort Monroe a celebration was held, mistakenly, on May 24, the date of the general's constructive, clever, but ultimately *reactive* decision to use the filthy laws of slavery -- all he had to work with -- as pretext for affirming the sanctuary request of the self-emancipators Sheppard Mallory, Frank Baker and James Townsend.

If President Ayers is right about our national need for constructive, healthy revisionism, then those are three names that should be known to future schoolchildren. On May 23, 1861, with no politician whispering "emancipation" in their ears, those Americans stood up, took a big risk and, in effect, challenged America to become America. They made the original, *active* decision in this story. That's why May 23 is the date that history books should mark.

Virginia's political leaders are now planning, grimly, to mar the site of those 1861 events with what a Richmond *Times-Dispatch* editorial called "swanky condos."

But that bad judgment can't stop Virginia's educational leaders from improving our kids' texts by mentioning the moment when America finally began to decide at least to try to become America.

Thanks very much.

Steven T. Corneliussen
Poquoson, Virginia
Cell 757 813-6739

Virginia Board of Education
Proposed History and Social Science Textbooks Recommended for Approval
 September 22, 2011

Course	Publisher	Title	Copyright	Satisfactory Completion of Publisher's Certifications and Agreements	
				Yes	No
Virginia Studies					
	Five Ponds Press	Our Virginia Past and Present 2 nd Edition	2011	✓	
United States History to 1865					
	Five Ponds Press	Our America to 1865 2 nd Edition	2011	✓	

On March 24, 2011, the Virginia Board of Education adopted a revised state textbook review process that places primary responsibility on publishers to ensure the accuracy of their textbooks. A publisher must: 1) certify that textbooks it has submitted for review have been thoroughly examined for content accuracy; and 2) agree that if factual or editing errors are identified, it will submit a corrective action plan to the Department of Education for review and approval by the Board of Education or by the superintendent of public instruction for plans not involving significant errors.

On June 23, 2011, the Board accepted for first review proposed *Guidelines for Local Textbook Approval* to assist school divisions as they review and approve textbooks at the local level. The proposed *Guidelines* encourage local school boards that opt to use a textbook that has not been approved by the Board of Education to conduct a local textbook review that includes components similar to the state level review. Such components include a correlation with the Standards of Learning for the particular subject area and a review of strengths and weaknesses in instructional planning and support. Additionally, the publisher of the textbook should certify the accuracy of the content of the textbook and sign an agreement to correct all factual and editing errors found in a textbook, at its expense. Finally, the publisher should certify that the books meet other requirements of the *Code of Virginia* related to textbooks.

The *Guidelines* also apprise school divisions of other requirements related to local textbook selection and approval, including:

- Local school boards may use printed textbooks, printed textbooks with electronic files, electronic textbooks separate and apart from printed versions of the same textbook, or any combination of the three forms listed above.
- Local school boards may purchase textbooks approved by the Board of Education directly from the publishers of the textbooks using either a contract or a purchase order, and these purchases are exempt from the *Virginia Public Procurement Act*.
- If a local school board wishes to purchase textbooks that have not been approved by the Board of Education, it must adhere to the requirements of the *Virginia Public Procurement Act*.
- Local school boards must certify annually to the Department of Education that:
 - All textbooks were selected and purchased in accordance with the Board's regulations; and
 - The price paid for each textbook did not exceed the lowest wholesale price at which the textbook involved in the contract was currently bid under contract in the United States, in accordance with § 22.1-241 of the *Code of Virginia*.

Summary of Major Elements:

Following the Board of Education's acceptance for first review, the proposed *Guidelines for Local Textbook Approval* were posted for a 30-day public comment period that ended on August 1, 2011. Two comments were received. One respondent addressed the Board of Education's state-level textbook approval process rather than the local approval process by suggesting that the Board provide research to demonstrate that each approved textbook would have a positive impact on learning.

The Association of American Publishers, Inc., recommended that the Board emphasize that the state-approved certification and agreement forms embody the quality assurance protections created by the Board and if local boards opt to use the state-approved forms, they would benefit from these same protections. Underlined language to that effect has been added to the *Guidelines* in the section entitled "Selection of Textbooks by Local School Boards.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education approve the proposed *Guidelines for Local Textbook Approval*.

Impact on Resources:

This responsibility can be absorbed by the agency's existing resources at this time.

Timetable for Further Review/Action:

After the Board of Education approves the proposed *Guidelines*, the Department of Education will make them available to school divisions and post them to the Board of Education's Web site.

Proposed Guidelines for Local Textbook Approval

Presented to the Virginia Board of Education for Final Review

September 22, 2011

Proposed Guidelines for Local Textbook Approval

Introduction

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

Virginia Constitution, Article VIII, § 5 (d)

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

Code of Virginia, § 22.1-238

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

On March 24, 2011, the Virginia Board of Education adopted a revised state textbook review process that places primary responsibility on publishers to ensure the accuracy of their textbooks. Publishers must: 1) certify that textbooks they have submitted for review have been thoroughly examined for content accuracy; and 2) agree that if factual or editing errors are identified, the publisher will submit a corrective action plan to the Department of Education for review and approval by the Board of Education or by the superintendent of public instruction for plans not involving significant errors. A flow chart outlining the steps in Virginia's state textbook review process is provided in Appendix A. Further details about the Board of Education's textbook review process and the state forms that are used to submit textbooks for review are available on the Virginia Department of Education's Web site at http://www.doe.virginia.gov/instruction/textbooks/review_process/index.shtml

Definition of "Textbooks"

Section 22.1-238 of the *Code of Virginia* defines "textbooks" as "print or electronic media for student use that serve as the primary curriculum basis for a grade-level subject or course."

Selection of Textbooks by Local School Boards

The process used by local school boards to review and approve textbooks should be similar to that used by the Virginia Board of Education. A textbook that has been approved by the Board of

Education has been reviewed using the steps outlined in Appendix A.

The *Code of Virginia* permits local school boards to use textbooks not approved by the Virginia Board of Education. If a local school board opts to use a textbook that has not been approved by the Board of Education, a local textbook review process should be conducted that includes components similar to the state level review. The textbook must be reviewed for correlation with the Standards of Learning for the particular subject area and for strengths and weaknesses in instructional planning and support. Further, the publisher of the textbook should certify the accuracy of the content of the textbook and sign an agreement to correct all factual and editing errors found in a textbook, at its expense. Additionally, the publisher should certify that the books meet other requirements of the *Code of Virginia* related to textbooks.

The publisher's submission forms approved by the Virginia Board of Education for the state textbook approval process are good models for the certification and agreement and embody the quality assurance protections created by the Board. If local boards opt to use the state-approved forms, they would benefit from these same protections. These forms are available electronically at http://www.doe.virginia.gov/instruction/textbooks/review_process/index.shtml. However, the local school board's attorney should also review and approve all certification and agreement forms used for this purpose at the local level.

Purchase of Textbooks by Local School Boards

Local school boards may purchase textbooks approved by the Board of Education directly from the publishers of the textbooks using either a contract or a purchase order, and these purchases are exempt from the *Virginia Public Procurement Act*. If a local school board wishes to purchase textbooks that have not been approved by the Board of Education, it must adhere to the requirements of the [*Virginia Public Procurement Act*](#). The local school board's attorney should review and approve all contracts developed for the purpose of purchasing textbooks.

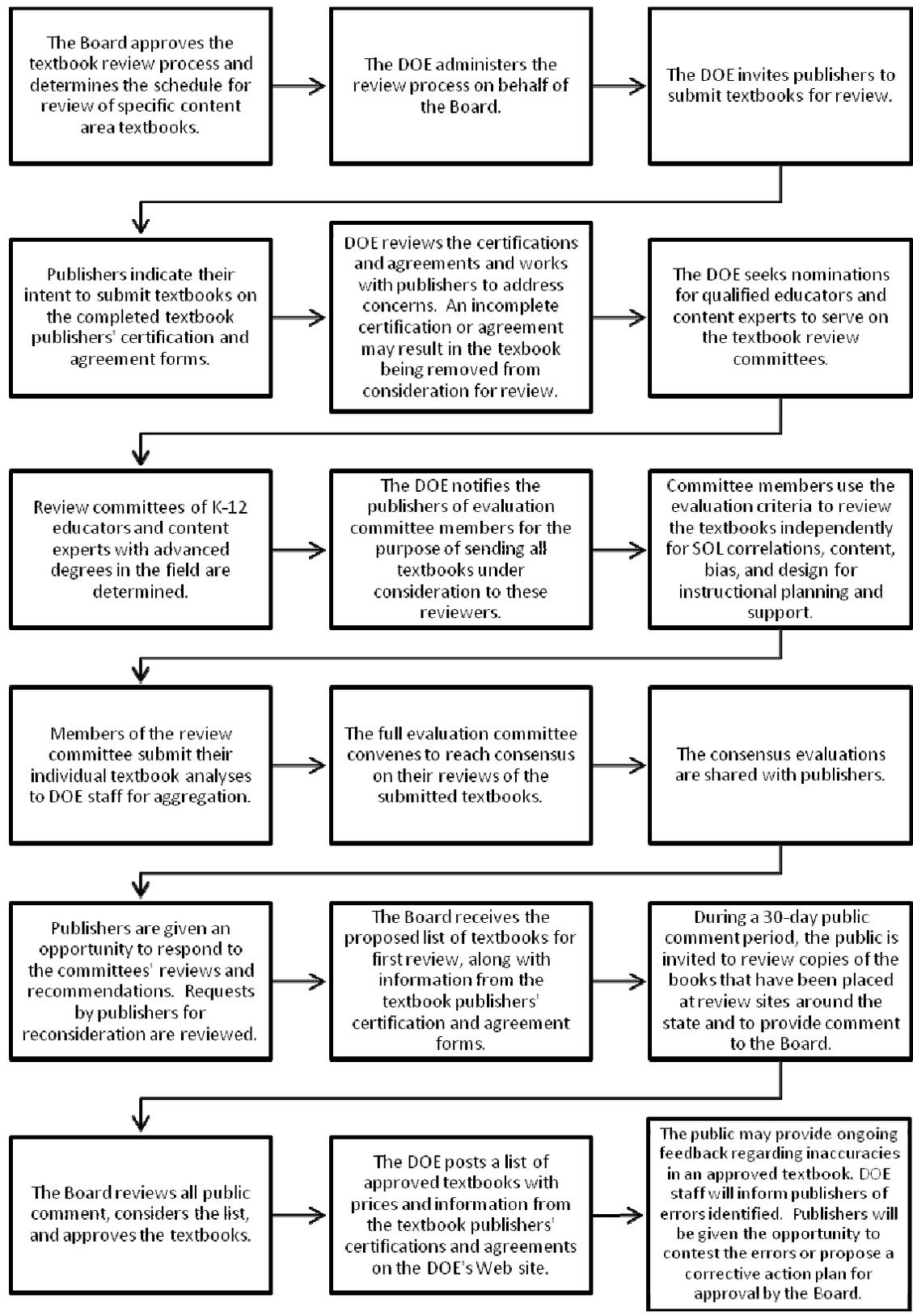
Certification of Textbooks to the Virginia Department of Education

The school division superintendent and the chairperson of the local school board must certify annually to the Virginia Department of Education that:

1. All textbooks were selected and purchased in accordance with the Board's regulations; and
2. The price paid for each textbook did not exceed the lowest wholesale price at which the textbook involved in the contract was currently bid under contract in the United States, in accordance with § 22.1-241 of the *Code of Virginia*.

Additionally, the certification must include a list of all textbooks adopted by the local school board in the subject areas where the Board of Education approves textbooks.

Overview of Virginia’s State Textbook Approval Process
Adopted by the Virginia Board of Education on March 24, 2011



Board of Education Agenda Item

Item: _____ H. _____

Date: September 22, 2011

Topic: Final Review of Requests for Approval of Alternative Accreditation Plans from Bland County Public Schools, Colonial Beach Public Schools, Craig County Public Schools, Danville City Public Schools, Dickenson County Public Schools, Highland County Public Schools, Richmond City Public Schools, Scott County Public Schools and York County Public Schools for High Schools with a Graduation Cohort of Fifty (50) Students or Fewer

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

Previous review/action

date July 28, 2011

action Board accepted for first review the proposed alternative accreditation plans

Background Information:

Section 8 VAC 20-131.280.C. of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA) states:

Subject to the provisions of 8 VAC 20-131-350, the governing school board of special purpose schools such as those provided for in § 22.1-26 of the Code of Virginia, Governor's schools, special education schools, alternative schools, or career and technical schools that serve as the student's school of principal enrollment may seek approval of an alternative accreditation plan from the Board of Education. Schools offering alternative education programs and schools with a graduation cohort of 50 or fewer students as defined by the graduation rate formula adopted by the board may request that the board approve an alternative accreditation plan to meet the graduation and completion index benchmark. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.

Summary of Major Elements:

The following school divisions request approval of an alternative accreditation plan for the high schools indicated below to meet the Graduation and Completion Index (GCI) benchmark for schools with a graduation cohort of 50 or fewer students. Only three of these schools (Colonial Beach High School, Ervington High School and York River Academy) had a GCI below 85 in 2010.

Name of School Division	Name of School(s) Submitting Alternative Accreditation Plan	2010 GCI Index
Bland County	Bland High	97
	Rocky Gap High	98
Colonial Beach City	Colonial Beach High	82
Craig County	Craig County High	89
Danville City	Galileo Magnet High	97
Dickenson County	Ervington High	83
Highland County	Highland High	98
Richmond City	Franklin Military Academy	94
	Open High	100
	Richmond Community High	99
	Amelia Street Special Education Center	100
Scott County	Twin Springs High	98
York County	York River Academy	81

Due to the small cohort size, one student can make a significant difference in the GCI. For this reason, the GCI alone is not an appropriate measure for these schools; additional criteria are needed to determine accreditation. Each school division is requesting a waiver to 8VAC 20-131-280 (as provided in the background information) of the SOA so that adjustments may be made to the accreditation calculations for accountability purposes. The following are being requested by each school division for the accreditation cycles for three years beginning in 2011:

1. The proposed alternative accreditation plan will be used only if the school fails to meet the GCI benchmark for full accreditation AND the cohort size for the graduating class is less than 50.
2. The maximum number of GCI bonus points allowable for alternative accreditation will be based upon the size of the On-Time Graduation Rate cohort as follows:
 - 0-14 students, no bonus points assigned: the school division will submit a written appeal to the State Superintendent of Public Instruction.
 - Maximum of 5 points for cohorts of 15-20 students
 - Maximum of 4 points for cohorts of 21-40 students
 - Maximum of 3 points for cohorts of 41-50 students
3. The division will submit a written appeal of the accreditation rating to the Superintendent of Public Instruction for cohort sizes of less than fifteen students or in cases where special circumstances warrant explanation and consideration in addition to the maximum point values outlined above.

The Superintendent of Public Instruction will make the final determination if the school division appeals the GCI due to cohort sizes of less than fifteen students or in cases where special circumstances warrant explanation and consideration.

Each school division has determined additional criteria and measurable thresholds for achieving bonus points based upon individual school data. Each school has submitted between three and six additional criteria, each of which is worth one bonus point if the benchmark is met. Descriptions of the additional criteria fall into the following categories:

- Advanced Diplomas earned by graduating cohort
- Advanced Placement course enrollment and/or Advanced Placement examination scores
- Completion of internships/mentorships
- Completion of service learning programs
- Career and Technical Education program completion, certification, and/or credential awards
- Dual Enrollment course enrollment
- Enrollment in higher level courses such as chemistry, calculus, and physics
- Post-High School status – postsecondary education, joining the military, full-time employment
- School earns Virginia Index of Performance points that qualify for an award
- SOL pass rates and/or SOL pass advanced pass rates

The proposed school plans are included as Attachments A-I.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Virginia Board of Education approve the alternative accreditation plans from the nine (9) school divisions as presented for the accreditation cycles beginning in 2011 through 2013.

Impact on Resources:

None

Timetable for Further Review/Action:

Reauthorize alternative accreditation plans August 2014.

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN – GRADUATION
COHORT OF FIFTY OR FEWER STUDENTS

Regulations Establishing Standards for Accrediting Public Schools in Virginia, (8 VAC 20-131-10 et. seq.) set the minimum standards public schools must meet to be accredited by the Board of Education. Accreditation of public schools is required by the Standards of Quality (22.1-253.13:1 et. seq.). The annual accrediting cycle for public schools is July 1 through June 30. This cover sheet, with the supporting documentation, must be submitted to the Department of Education for review and recommendation to the Board at least 90 days prior to August 1 of the school year in which the plan is to be implemented.

8 VAC 20-131-280 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states (in part):

Subject to the provisions of 8 VAC 20-131-350 . . . schools offering alternative education programs and schools with a graduation cohort of 50 or fewer students as defined by the graduation rate formula adopted by the board may request that the board approve an alternative accreditation plan to meet the graduation and completion index benchmark. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.

The Board of Education, in its *Guidelines Governing the Implementation of Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia*, states:

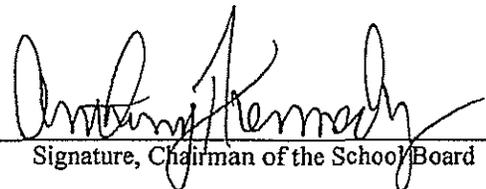
Schools described in this section are those that serve as a student's school of principal enrollment and where students are reported in fall membership for the school. Fall membership determines whether or not these schools are subject to the provisions of the accrediting standards; therefore, schools reporting fall membership are subject to the provisions of the standards.

In accordance with the provisions of 8 VAC 20-131-330 of the standards, local school boards may seek waivers of provisions of the standards to address the unique needs of these special purpose schools. Such requests may include an alternative accreditation plan. Applications must be submitted to the Board for consideration at least ninety days prior to August 1 of the school year. Requests for consideration must be accompanied by information that documents the need for approval of the request.

We, the undersigned, submit this request for review and approval by the Board of Education and understand that we are expected to appear before the Board to discuss the program and respond to questions raised.

June 27, 2011

Date Approved by the Local School Board



Signature, Chairman of the School Board

June 28, 2011

Submission Date



Signature, Division Superintendent

**ALTERNATIVE ACCREDITATION PLAN
GRADUATION COHORT OF FIFTY OR FEWER STUDENTS**

School Name: Bland High School

Division Name: Bland

School Address: 31 Rocket Drive

Contact Person: Temple Musser

Phone Number: (276) 688-3621

Email: tmusser@bland.k12.va.us

Proposed Duration of Plan: Three Years, including 2013-2014 accreditation cycle

Grade Levels Served: 8 - 12

Number of Students Enrolled by Grade: Grade 8= 49, Grade 9= 27, Grade 10=40, Grade 11=35, Grade 12= 35

If this school has a graduation cohort of fifty or fewer students and the school does not meet the 85% GCI benchmark, the school would like to apply for an alternative accreditation plan as indicated in 8 VAC 20-131-280 of the Regulations Establishing Standards for Accrediting Public Schools in Virginia.

Due to the small cohort size, one student can make a significant difference in the index. For this reason, the Graduation and Completion Index alone is not an appropriate measure for the school; additional criteria are needed to determine accreditation.

List the additional performance criteria on which you propose to base the school's accreditation and provide a proposed points award for meeting each criteria. The Graduation and Completion Index cannot be changed. Additional criteria proposed must be objective, measurable, and directly address the school's graduation rate.

(This will be different for each school. Use the sample indicators in the PowerPoint as a reference point. The Virginia Index of Performance may provide useful indicators that may be considered. This information can be found at:

http://www.doe.virginia.gov/statistics_reports/va_index_performance_awards/index.shtml)

Description of Additional Criteria	Points Added to GCI for meeting criteria
GCI bonus for 80% pass rate for all of the EOC SOL's	+1
GCI bonus for when 75% or more graduates enroll in post-secondary education, join the military, or obtain a full-time job	+1
GCI bonus when 50% of the graduating students receive an industry certification or credential	+1
GCI bonus for increased attendance rate for graduating cohort	+1
GCI bonus for 30% of the graduating cohort receiving a pass advanced score on EOC reading or math	+1

The criteria listed above will be applied to the Graduation and Completion Index during one or more accreditation cycles over the next three years (through 2013-2014) only if: a) the school fails to meet the GCI benchmark for full accreditation, and b) the cohort size for the graduating class is 50 or fewer students according to the On-Time Graduation Rate cohort formula. If the criteria are applied, the maximum number of GCI points allowable according to cohort size will be:

- 0-14 students: no bonus points assigned. A written appeal to the State Superintendent of Public Instruction will be submitted
- Maximum of 5 points for cohorts of 15-20 students
- Maximum of 4 points for cohorts of 21-40 students
- Maximum of 3 points for cohorts of 41-50 students

The division will submit a written appeal of the accreditation rating to the State Superintendent of Instruction for cohort sizes of less than fifteen students or in cases where special circumstances warrant explanation and consideration in addition to the maximum point values outlined above.

III. List those individuals who were involved in the development of the proposed plan.

Dr. Kyle Rhodes, Superintendent
Nancy Bralley, Director of Instruction
Temple Musser, Principal Bland High School
Joe Makolandra, Principal Rocky Gap High School
Shellie Hartley, Business Instructor

**ALTERNATIVE ACCREDITATION PLAN
GRADUATION COHORT OF FIFTY OR FEWER STUDENTS**

School Name: Rocky Gap High School

Division Name: Bland County

School Address: P. O. Box 9 Rocky Gap, Virginia 24366

Contact Person: Joe Makolandra, Principal

Phone Number: (276) 928-1100

Email: jmakolandra@bland.k12.va.us

Proposed Duration of Plan: Three Years, including 2013-2014 accreditation cycle

Grade Levels Served: 8 - 12

Number of Students Enrolled by Grade: Grade 8= 36, Grade 9= 42, Grade 10= 39, Grade 11= 38, Grade 12= 40

If this school has a graduation cohort of fifty or fewer students and the school does not meet the 85% GCI benchmark, the school would like to apply for an alternative accreditation plan as indicated in 8 VAC 20-131-280 of the Regulations Establishing Standards for Accrediting Public Schools in Virginia.

Due to the small cohort size, one student can make a significant difference in the index. For this reason, the Graduation and Completion Index alone is not an appropriate measure for the school; additional criteria are needed to determine accreditation.

List the additional performance criteria on which you propose to base the school's accreditation and provide a proposed points award for meeting each criteria. The Graduation and Completion Index cannot be changed. Additional criteria proposed must be objective, measurable, and directly address the school's graduation rate.

(This will be different for each school. Use the sample indicators in the PowerPoint as a reference point. The Virginia Index of Performance may provide useful indicators that may be considered. This information can be found at:

http://www.doe.virginia.gov/statistics_reports/va_index_performance_awards/index.shtml)

Description of Additional Criteria	Points Added to GCI for meeting criteria
GCI bonus for 80% pass rate for all of the EOC SOL's	+1
GCI bonus for when 75% or more graduates enroll in post-secondary education, join the military, or obtain a full-time job	+1
GCI bonus when 50 % of the graduating students receive an industry certification or credential	+1
GCI bonus for increased attendance rate for graduating cohort	+1
GCI bonus for 30% of the graduating cohort receiving a pass advanced score on EOC reading or math	+1

The criteria listed above will be applied to the Graduation and Completion Index during one or more accreditation cycles over the next three years (through 2013-2014) only if: a) the school fails to meet the GCI benchmark for full accreditation, and b) the cohort size for the graduating class is 50 or fewer students according to the On-Time Graduation Rate cohort formula. If the criteria are applied, the maximum number of GCI points allowable according to cohort size will be:

- 0-14 students: no bonus points assigned. A written appeal to the State Superintendent of Public Instruction will be submitted
- Maximum of 5 points for cohorts of 15-20 students
- Maximum of 4 points for cohorts of 21-40 students
- Maximum of 3 points for cohorts of 41-50 students

The division will submit a written appeal of the accreditation rating to the State Superintendent of Instruction for cohort sizes of less than fifteen students or in cases where special circumstances warrant explanation and consideration in addition to the maximum point values outlined above.

III. List those individuals who were involved in the development of the proposed plan.

Dr. Kyle Rhodes, Superintendent
Nancy Bralley, Director of Instruction/Asst. to Superintendent
Joe Makolandra, Principal Rocky Gap High School
Temple Musser, Principal, Bland High School
Marlene Belcher, Counselor

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN – GRADUATION
COHORT OF FIFTY OR FEWER STUDENTS

Regulations Establishing Standards for Accrediting Public Schools in Virginia, (8 VAC 20-131-10 et. seq.) set the minimum standards public schools must meet to be accredited by the Board of Education. Accreditation of public schools is required by the Standards of Quality (22.1-253.13:1 et. seq.). The annual accrediting cycle for public schools is July 1 through June 30. This cover sheet, with the supporting documentation, must be submitted to the Department of Education for review and recommendation to the Board at least 90 days prior to August 1 of the school year in which the plan is to be implemented.

8 VAC 20-131-280 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states (in part):

Subject to the provisions of 8 VAC 20-131-350 . . . schools offering alternative education programs and schools with a graduation cohort of 50 or fewer students as defined by the graduation rate formula adopted by the board may request that the board approve an alternative accreditation plan to meet the graduation and completion index benchmark. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.

The Board of Education, in its *Guidelines Governing the Implementation of Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia*, states:

Schools described in this section are those that serve as a student's school of principal enrollment and where students are reported in fall membership for the school. Fall membership determines whether or not these schools are subject to the provisions of the accrediting standards; therefore, schools reporting fall membership are subject to the provisions of the standards.

In accordance with the provisions of 8 VAC 20-131-330 of the standards, local school boards may seek waivers of provisions of the standards to address the unique needs of these special purpose schools. Such requests may include an alternative accreditation plan. Applications must be submitted to the Board for consideration at least ninety days prior to August 1 of the school year. Requests for consideration must be accompanied by information that documents the need for approval of the request.

We, the undersigned, submit this request for review and approval by the Board of Education and understand that we are expected to appear before the Board to discuss the program and respond to questions raised.

June 30, 2011
Date Approved by the Local School Board

July 6, 2011
Submission Date

Timothy J. Driscoll
Signature, Chairman of the School Board

Dr. Ronald M. Lowe
Signature, Division Superintendent

**ALTERNATIVE ACCREDITATION PLAN
GRADUATION COHORT OF FIFTY OR FEWER STUDENTS**

School Name: Colonial Beach High School

Division Name: Colonial Beach

School Address: 100 First Street, Colonial Beach, VA 22443

Contact Person: Dr. Donna M. Power

Phone Number: 804-224-0906

Email: dpower@cbschools.net

Proposed Duration of Plan: Three Years, including 2013-2014 accreditation cycle

Grade Levels Served: 8-12

Number of Students Enrolled by Grade: 8th Grade – 47; 9th Grade – 57; 10th Grade – 34; 11th Grade - 46

If this school has a graduation cohort of fifty or fewer students and the school does not meet the 85% GCI benchmark, the school would like to apply for an alternative accreditation plan as indicated in 8 VAC 20-131-280 of the Regulations Establishing Standards for Accrediting Public Schools in Virginia.

Due to the small cohort size, one student can make a significant difference in the index. For this reason, the Graduation and Completion Index alone is not an appropriate measure for the school; additional criteria are needed to determine accreditation.

It is important to note that four-year cohort information was never recorded, as a dedicated data person was not hired until the 2010-2011 school year. Great efforts have been made to educate our technology department on the accurate input of data into PowerSchool, the student database, especially in the areas of special education, GED, and dropouts. With the hiring of a new superintendent in August of 2009, serious deficiencies in data entry were evidenced and a plan of corrective action was implemented in grades pre-k through 12. Over the last three years, the SAT reading scores went from 452 in 2009, to 482 in 2010, and 501 in 2011. The SAT writing scores went from 433 in 2009, to 437 in 2010, and 466 in 2011.

Additional Performance Criteria will be objective, measurable, and directly address the graduation rate. Data progress will be recorded quarterly and reported to the superintendent and the school board. Other changes that have been implemented to help raise the on-time graduation rate are listed below:

Description of Additional Criteria	Points Added to GCI for meeting criteria
GCI bonus when 50% or more of graduating students have taken chemistry, physics, and/or calculus	1
GCI bonus when 25% or more of graduating students have enrolled in AP and/or DE classes	1
GCI bonus when 25% or more of graduating students are CTE Completers	1
GCI bonus for increased percentage of students graduating with an Advanced Diploma	1
GCI bonus for increased percentage of students scoring advanced proficient on EOC reading, writing and/or math SOL assessments	1

The criteria listed above will be applied to the Graduation and Completion Index during one or more accreditation cycles over the next three years (through 2013-2014) only if: a) the school fails to meet the GCI benchmark for full accreditation, and b) the cohort size for the graduating class is 50 or fewer students according to the On-Time Graduation Rate cohort formula. If the criteria are applied, the maximum number of GCI points allowable according to cohort size will be:

- 0-14 students: no bonus points assigned. A written appeal to the State Superintendent of Public Instruction will be submitted
- Maximum of 5 points for cohorts of 15-20 students
- Maximum of 4 points for cohorts of 21-40 students
- Maximum of 3 points for cohorts of 41-50 students

The division will submit a written appeal of the accreditation rating to the State Superintendent of Instruction for cohort sizes of less than fifteen students or in cases where special circumstances warrant explanation and consideration in addition to the maximum point values outlined above.

III. List those individuals who were involved in the development of the proposed plan.

Dr. Donna M. Power, Kathleen F. Beane, and Clinton W. Runyan

**ALTERNATIVE ACCREDITATION PLAN
GRADUATION COHORT OF FIFTY OR FEWER STUDENTS**

School Name: Craig County High School

Division Name: Craig County Public Schools

School Address: 25239 Craigs Creek Road, New Castle, Va. 24127

Contact Person: Dan Bowman

Phone Number: (540) 8645185

Email: dbowman@craig.K12.va.us

Proposed Duration of Plan: Three Years, including 2013-2014 accreditation cycle

Grade Levels Served: 6-12

Number of Students Enrolled by Grade: 12th- 52, 11th- 53, 10th- 51, 9th- 51, 8th- 42, 7th- 59, 6th- 62

If this school has a graduation cohort of fifty or fewer students and the school does not meet the 85% GCI benchmark, the school would like to apply for an alternative accreditation plan as indicated in 8 VAC 20-131-280 of the Regulations Establishing Standards for Accrediting Public Schools in Virginia.

Due to the small cohort size, one student can make a significant difference in the index. For this reason, the Graduation and Completion Index alone is not an appropriate measure for the school; additional criteria are needed to determine accreditation.

List the additional performance criteria on which you propose to base the school's accreditation and provide a proposed points award for meeting each criteria. The Graduation and Completion Index cannot be changed. Additional criteria proposed must be objective, measurable, and directly address the school's graduation rate.

(This will be different for each school. Use the sample indicators in the PowerPoint as a reference point. The Virginia Index of Performance may provide useful indicators that may be considered. This information can be found at:

http://www.doe.virginia.gov/statistics/reports/va_index_performance_awards/index.shtml)

Description of Additional Criteria	Points Added to GCI for meeting criteria
45% of students get a Pass Advance score on English, Math, or Science SOL	1
25% of enrolled students get a 3 or higher on AP exam	1
25% of CTE students have earned certification	1

The criteria listed above will be applied to the Graduation and Completion Index during one or more accreditation cycles over the next three years (through 2013-2014) only if: a) the school fails to meet the GCI benchmark for full accreditation, and b) the cohort size for the graduating class is 50 or fewer students according to the On-Time

Graduation Rate cohort formula. If the criteria are applied, the maximum number of GCI points allowable according to cohort size will be:

- 0-14 students: no bonus points assigned. A written appeal to the State Superintendent of Public Instruction will be submitted
- Maximum of 5 points for cohorts of 15-20 students
- Maximum of 4 points for cohorts of 21-40 students
- Maximum of 3 points for cohorts of 41-50 students

The division will submit a written appeal of the accreditation rating to the State Superintendent of Instruction for cohort sizes of less than fifteen students or in cases where special circumstances warrant explanation and consideration in addition to the maximum point values outlined above.

III. List those individuals who were involved in the development of the proposed plan.

Ron Gordon- Superintendent

Dan Bowman- High School Principal

Adele Morris- Director of Special Education and Pupil Personnel Services

Scott Critzer- Director of Federal Programs and Testing

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

Attachment D

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN – GRADUATION
COHORT OF FIFTY OR FEWER STUDENTS

Regulations Establishing Standards for Accrediting Public Schools in Virginia, (8 VAC 20-131-10 et. seq.) set the minimum standards public schools must meet to be accredited by the Board of Education. Accreditation of public schools is required by the Standards of Quality (22.1-253.13:1 et. seq.). The annual accrediting cycle for public schools is July 1 through June 30. This cover sheet, with the supporting documentation, must be submitted to the Department of Education for review and recommendation to the Board at least 90 days prior to August 1 of the school year in which the plan is to be implemented.

8 VAC 20-131-280 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states (in part):

Subject to the provisions of 8 VAC 20-131-350 . . . schools offering alternative education programs and schools with a graduation cohort of 50 or fewer students as defined by the graduation rate formula adopted by the board may request that the board approve an alternative accreditation plan to meet the graduation and completion index benchmark. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.

The Board of Education, in its *Guidelines Governing the Implementation of Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia*, states:

Schools described in this section are those that serve as a student's school of principal enrollment and where students are reported in fall membership for the school. Fall membership determines whether or not these schools are subject to the provisions of the accrediting standards; therefore, schools reporting fall membership are subject to the provisions of the standards.

In accordance with the provisions of 8 VAC 20-131-330 of the standards, local school boards may seek waivers of provisions of the standards to address the unique needs of these special purpose schools. Such requests may include an alternative accreditation plan. Applications must be submitted to the Board for consideration at least ninety days prior to August 1 of the school year. Requests for consideration must be accompanied by information that documents the need for approval of the request.

We, the undersigned, submit this request for review and approval by the Board of Education and understand that we are expected to appear before the Board to discuss the program and respond to questions raised.

7/22/11

Date Approved by the Local School Board

George M Wilson

Signature, Chairman of the School Board

7/22/11

Submission Date

See B Davis

Signature, Division Superintendent

**ALTERNATIVE ACCREDITATION PLAN
GRADUATION COHORT OF FIFTY OR FEWER STUDENTS**

School Name: Galileo Magnet High School

Division Name: Danville City

School Address: 230 South Ridge Street, Danville, VA 24541

Contact Person: Jay Lancaster

Phone Number: 434-773-8186

Email: jlancast@mail.dps.k12.va.us

Proposed Duration of Plan: Three Years, including 2013-2014 accreditation cycle

Grade Levels Served: 9-12

Number of Students Enrolled by Grade:

Grade	Number of Students
9	58
10	61
11	78
12	59

If this school has a graduation cohort of fifty or fewer students and the school does not meet the 85% GCI benchmark, the school would like to apply for an alternative accreditation plan as indicated in 8 VAC 20-131-280 of the Regulations Establishing Standards for Accrediting Public Schools in Virginia.

Due to the small cohort size, one student can make a significant difference in the index. For this reason, the Graduation and Completion Index alone is not an appropriate measure for the school; additional criteria are needed to determine accreditation.

List the additional performance criteria on which you propose to base the school's accreditation and provide a proposed points award for meeting each criteria. The Graduation and Completion Index cannot be changed. Additional criteria proposed must be objective, measurable, and directly address the school's graduation rate.

(This will be different for each school. Use the sample indicators in the PowerPoint as a reference point. The Virginia Index of Performance may provide useful indicators that may be considered. This information can be found at:

http://www.doe.virginia.gov/statistics_reports/va_index_performance_awards/index.shtml)

Description of Additional Criteria	Points Added to GCI for meeting criteria
Earn at least 80 VIP Achievement Index Points in English	1
Earn at least 80 VIP Achievement Index Points in Mathematics	1
At least 75% of graduates enroll in post-secondary education, join the military, or obtain a full-time job	1

The criteria listed above will be applied to the Graduation and Completion Index during one or more accreditation cycles over the next three years (through 2013-2014) only if: a) the school fails to meet the GCI benchmark for full accreditation, and b) the cohort size for the graduating class is 50 or fewer students according to the On-Time Graduation Rate cohort formula. If the criteria are applied, the maximum number of GCI points allowable according to cohort size will be:

- 0-14 students: no bonus points assigned. A written appeal to the State Superintendent of Public Instruction will be submitted
- Maximum of 5 points for cohorts of 15-20 students
- Maximum of 4 points for cohorts of 21-40 students
- Maximum of 3 points for cohorts of 41-50 students

The division will submit a written appeal of the accreditation rating to the State Superintendent of Instruction for cohort sizes of less than fifteen students or in cases where special circumstances warrant explanation and consideration in addition to the maximum point values outlined above.

III. List those individuals who were involved in the development of the proposed plan.

Dr. Sammy Shields, Director of Middle School Instruction and Accountability

Mr. Andrew Tyrrell, Assistant Superintendent for Instruction

Mr. Jay Lancaster, Principal of Galileo Magnet High School

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN – GRADUATION
COHORT OF FIFTY OR FEWER STUDENTS

Regulations Establishing Standards for Accrediting Public Schools in Virginia, (8 VAC 20-131-10 et. seq.) set the minimum standards public schools must meet to be accredited by the Board of Education. Accreditation of public schools is required by the Standards of Quality (22.1-253.13:1 et. seq.). The annual accrediting cycle for public schools is July 1 through June 30. This cover sheet, with the supporting documentation, must be submitted to the Department of Education for review and recommendation to the Board at least 90 days prior to August 1 of the school year in which the plan is to be implemented.

8 VAC 20-131-280 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states (in part):

Subject to the provisions of 8 VAC 20-131-350 . . . schools offering alternative education programs and schools with a graduation cohort of 50 or fewer students as defined by the graduation rate formula adopted by the board may request that the board approve an alternative accreditation plan to meet the graduation and completion index benchmark. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.

The Board of Education, in its *Guidelines Governing the Implementation of Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia*, states:

Schools described in this section are those that serve as a student's school of principal enrollment and where students are reported in fall membership for the school. Fall membership determines whether or not these schools are subject to the provisions of the accrediting standards; therefore, schools reporting fall membership are subject to the provisions of the standards.

In accordance with the provisions of 8 VAC 20-131-330 of the standards, local school boards may seek waivers of provisions of the standards to address the unique needs of these special purpose schools. Such requests may include an alternative accreditation plan. Applications must be submitted to the Board for consideration at least ninety days prior to August 1 of the school year. Requests for consideration must be accompanied by information that documents the need for approval of the request.

We, the undersigned, submit this request for review and approval by the Board of Education and understand that we are expected to appear before the Board to discuss the program and respond to questions raised.

7-13-11

Date Approved by the Local School Board

Susan B. Muller

Signature, Chairman of the School Board

7-11-11

Submission Date

Haydee L. Robinson

Signature, Division Superintendent

**ALTERNATIVE ACCREDITATION PLAN
GRADUATION COHORT OF FIFTY OR FEWER STUDENTS**

School Name: Ervinton High School

Division Name: Dickenson County Public Schools

School Address: 123 Rebel Drive, Nora, VA 24272

Contact Person: Rodney Compton

Phone Number: 276-835-8604

Email: rlcompton@dickenson.k12.va.us

Proposed Duration of Plan: Three Years, including 2013-2014 accreditation cycle

Grade Levels Served: 8-12

Number of Students Enrolled by Grade:

Grade 8-28
Grade 9-38
Grade 10-40
Grade 11-36
Grade 12-41

If this school has a graduation cohort of fifty or fewer students and the school does not meet the 85% GCI benchmark, the school would like to apply for an alternative accreditation plan as indicated in 8 VAC 20-131-280 of the Regulations Establishing Standards for Accrediting Public Schools in Virginia.

Due to the small cohort size, one student can make a significant difference in the index. For this reason, the Graduation and Completion Index alone is not an appropriate measure for the school; additional criteria are needed to determine accreditation.

Description of Additional Criteria	Points Added to GCI for meeting criteria
Have a combined percent of cohort students who dropped out or have unconfirmed status of 10 percent or less.	1
Percentage of high school students enrolled in one or more AP or dual enrollment courses meets or exceeds 25 percent.	1
GCI bonus when an 80% pass rate for all End of Course SOLs is achieved.	1
GCI bonus when 50% of students score advanced proficient on reading and math SOL assessments.	1
GCI bonus when 50% of cohort students receive CTE Industry Certification	1
Percentage of graduates earning an Advanced Studies diploma out of the total number of diplomas awarded meets or exceeds 50 percent	1

The criteria listed above will be applied to the Graduation and Completion Index during one or more accreditation cycles over the next three years (through 2013-2014) only if: a) the school fails to meet the GCI benchmark for full accreditation, and b) the cohort size for the graduating class is 50 or fewer students according to the On-Time Graduation Rate cohort formula. If the criteria are applied, the maximum number of GCI points allowable according to cohort size will be:

- 0-14 students: no bonus points assigned. A written appeal to the State Superintendent of Public Instruction will be submitted

- Maximum of 5 points for cohorts of 15-20 students
- Maximum of 4 points for cohorts of 21-40 students
- Maximum of 3 points for cohorts of 41-50 students

The division will submit a written appeal of the accreditation rating to the State Superintendent of Instruction for cohort sizes of less than fifteen students or in cases where special circumstances warrant explanation and consideration in addition to the maximum point values outlined above.

III. List those individuals who were involved in the development of the proposed plan.

Haydee Robinson, Superintendent, hrobinson@dickenson.k12.va.us, 276-926-4643
Mike Setser, Supervisor of Compliance, msetser@dickenson.k12.va.us, 276-926-4643
Rodney Compton, Principal, rcompton@dickenson.k12.va.us, 276-835-8604

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN - GRADUATION
COHORT OF FIFTY OR FEWER STUDENTS

Regulations Establishing Standards for Accrediting Public Schools in Virginia, (8 VAC 20-131-10 et. seq.) set the minimum standards public schools must meet to be accredited by the Board of Education. Accreditation of public schools is required by the Standards of Quality (22.1-259.13:1 et. seq.). The annual accrediting cycle for public schools is July 1 through June 30. This cover sheet, with the supporting documentation, must be submitted to the Department of Education for review and recommendation to the Board at least 90 days prior to August 1 of the school year in which the plan is to be implemented.

8 VAC 20-131-280 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states (in part):

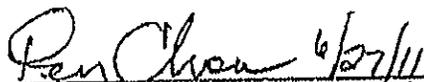
Subject to the provisions of 8 VAC 20-131-350 . . . schools offering alternative education programs and schools with a graduation cohort of 50 or fewer students as defined by the graduation rate formula adopted by the board may request that the board approve an alternative accreditation plan to meet the graduation and completion index benchmark. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.

The Board of Education, in its *Guidelines Governing the Implementation of Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia*, states:

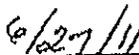
Schools described in this section are those that serve as a student's school of principal enrollment and where students are reported in fall membership for the school. Fall membership determines whether or not these schools are subject to the provisions of the accrediting standards; therefore, schools reporting fall membership are subject to the provisions of the standards.

In accordance with the provisions of 8 VAC 20-131-330 of the standards, local school boards may seek waivers of provisions of the standards to address the unique needs of these special purpose schools. Such requests may include an alternative accreditation plan. Applications must be submitted to the Board for consideration at least ninety days prior to August 1 of the school year. Requests for consideration must be accompanied by information that documents the need for approval of the request.

We, the undersigned, submit this request for review and approval by the Board of Education and understand that we are expected to appear before the Board to discuss the program and respond to questions raised.



Date Approved by the Local School Board



Submission Date



Signature, Chairman of the School Board



Signature, Division Superintendent

**ALTERNATIVE ACCREDITATION PLAN
GRADUATION COHORT OF FIFTY OR FEWER STUDENTS**

School Name: Highland High School

Division Name: Highland County Public Schools

School Address: PO Box 430, Monterey, VA 24465

Contact Person: April Goff

Phone Number: 540-468-6322

Email: agoff@highland.k12.va.us

Proposed Duration of Plan: Three Years, including 2013-2014 accreditation cycle

Grade Levels Served: 6-12

Number of Students Enrolled by Grade: Grade 6—18; Grade 7—19; Grade 8—17; Grade 9—22;

Grade 10—17; Grade 11—21; Grade 12--25

If Highland High School does not meet the 85% GCI benchmark, the school would like to apply for an alternative accreditation plan as indicated in 8 VAC 20-131-280 of the Regulations Establishing Standards for Accrediting Public Schools in Virginia.

Due to the small cohort size, one student can make a significant difference in the index. For this reason, the Graduation and Completion Index alone is not an appropriate measure for the school; additional criteria are needed to determine accreditation.

List the additional performance criteria on which you propose to base the school's accreditation and provide a proposed points award for meeting each criteria. The Graduation and Completion Index cannot be changed. Additional criteria proposed must be objective, measurable, and directly address the school's graduation rate.

Description of Additional Criteria	Points Added to GCI for meeting criteria
GCI bonus when 50 % or more of graduating students will have taken chemistry, anatomy/physiology, calculus, and/or physics.	1
GCI bonus when 50% or more of graduating students have scored advanced proficient on EOC reading, writing and/or math SOL assessments.	1
GCI bonus when 25% or more of graduating students have enrolled in AP and/or DE classes.	1
GCI bonus for increased percentage of graduating students receiving CTE certifications.	1
GCI bonus when Highland High School earns points for a VIP award.	1
GCI bonus when 75% or more of graduating students enroll in post-secondary education, join the military, or obtain a full time job.	1

The criteria listed above will be applied to the Graduation and Completion Index during one or more accreditation cycles over the next three years (through 2013-2014) only if: a) the school fails to meet the GCI benchmark for full accreditation, and b) the cohort size for the graduating class is 50 or fewer students according to the On-Time Graduation Rate cohort formula. If the criteria are applied, the maximum number of GCI points allowable according to cohort size will be:

- 0-14 students: no bonus points assigned. A written appeal to the State Superintendent of Public Instruction will be submitted
- Maximum of 5 points for cohorts of 15-20 students
- Maximum of 4 points for cohorts of 21-40 students
- Maximum of 3 points for cohorts of 41-50 students

The division will submit a written appeal of the accreditation rating to the State Superintendent of Instruction for cohort sizes of less than fifteen students or in cases where special circumstances warrant explanation and consideration in addition to the maximum point values outlined above.

III. List those individuals who were involved in the development of the proposed plan.

Mr. Percy C. Nowlin, retiring Superintendent
Dr. William Crawford, incoming Superintendent
Mrs. April Goff, Highland High School Principal
Mrs. Mary G. Stephenson, Executive Director

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN – GRADUATION
COHORT OF FIFTY OR FEWER STUDENTS

Regulations Establishing Standards for Accrediting Public Schools in Virginia, (8 VAC 20-131-10 et. seq.) set the minimum standards public schools must meet to be accredited by the Board of Education. Accreditation of public schools is required by the Standards of Quality (22.1-253.13:1 et. seq.). The annual accrediting cycle for public schools is July 1 through June 30. This cover sheet, with the supporting documentation, must be submitted to the Department of Education for review and recommendation to the Board at least 90 days prior to August 1 of the school year in which the plan is to be implemented.

8 VAC 20-131-280 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states (in part):

Subject to the provisions of 8 VAC 20-131-350 . . . schools offering alternative education programs and schools with a graduation cohort of 50 or fewer students as defined by the graduation rate formula adopted by the board may request that the board approve an alternative accreditation plan to meet the graduation and completion index benchmark. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.

The Board of Education, in its *Guidelines Governing the Implementation of Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia*, states:

Schools described in this section are those that serve as a student's school of principal enrollment and where students are reported in fall membership for the school. Fall membership determines whether or not these schools are subject to the provisions of the accrediting standards; therefore, schools reporting fall membership are subject to the provisions of the standards.

In accordance with the provisions of 8 VAC 20-131-330 of the standards, local school boards may seek waivers of provisions of the standards to address the unique needs of these special purpose schools. Such requests may include an alternative accreditation plan. Applications must be submitted to the Board for consideration at least ninety days prior to August 1 of the school year. Requests for consideration must be accompanied by information that documents the need for approval of the request.

We, the undersigned, submit this request for review and approval by the Board of Education and understand that we are expected to appear before the Board to discuss the program and respond to questions raised.

July 18, 2011

Date Approved by the Local School Board

Kimberly M. Brien

Signature, Chairman of the School Board

July 18, 2011

Submission Date

Yvonne M. Brandon

Signature, Division Superintendent

**ALTERNATIVE ACCREDITATION PLAN
GRADUATION COHORT OF FIFTY OR FEWER STUDENTS**

School Name: Franklin Military Academy
Division Name: Richmond Public Schools
School Address: 701 North 37th Street
 Richmond, VA 23223
Contact Person: Victoria S. Oakley, Chief Academic Officer
Phone Number: 804-780-7727
Email: voakley@richmond.k12.va.us
Proposed Duration of Plan: Three Years, including 2013-2014 accreditation cycle
Grade Levels Served: sixth, seventh, ninth, tenth, eleventh and twelfth grades
 Eighth graders will start during the 2011-12 school year.

Number of Students Enrolled by Grade:

Ninth Graders:	49	Sixth Graders	84
Tenth Graders:	58	Seventh Graders	79
Eleventh Graders:	36		
Twelfth Graders:	46		

If this school has a graduation cohort of fifty or fewer students and the school does not meet the 85% GCI benchmark, the school would like to apply for an alternative accreditation plan as indicated in 8 VAC 20-131-280 of the Regulations Establishing Standards for Accrediting Public Schools in Virginia.

Due to the small cohort size, one student can make a significant difference in the index. For this reason, the Graduation and Completion Index alone is not an appropriate measure for the school; additional criteria are needed to determine accreditation.

List the additional performance criteria on which you propose to base the school's accreditation and provide a proposed points award for meeting each criteria. The Graduation and Completion Index cannot be changed. Additional criteria proposed must be objective, measurable, and directly address the school's graduation rate.

Description of Additional Criteria	Points Added to GCI for meeting criteria
90% or more graduates enroll in post-secondary education, join the military, or obtain a full time job	1
Increase the percent of career and technical certifications, state licenses, or successful national occupational assessments	1
Increase the percent of students earning advanced studies diploma	1
Increase the percent of students scoring pass advanced on the English SOL assessments	1

The criteria listed above will be applied to the Graduation and Completion Index during one or more accreditation cycles over the next three years (through 2013-2014) only if: a) the school fails to meet the GCI benchmark for full accreditation, and b) the cohort size for the graduating class is 50 or fewer students according to the On-Time Graduation Rate cohort formula. If the criteria are applied, the maximum number of GCI points allowable according to cohort size will be:

- 0-14 students: no bonus points assigned. A written appeal to the State Superintendent of Public Instruction will be submitted
- Maximum of 5 points for cohorts of 15-20 students
- Maximum of 4 points for cohorts of 21-40 students
- Maximum of 3 points for cohorts of 41-50 students

The division will submit a written appeal of the accreditation rating to the State Superintendent of Instruction for cohort sizes of less than fifteen students or in cases where special circumstances warrant explanation and consideration in addition to the maximum point values outlined above.

III. List those individuals who were involved in the development of the proposed plan.

Victoria S. Oakley	Chief Academic Officer
Thomas Beatty	Executive Director of Secondary Education
Maria Crenshaw	Director of Instruction
Sheron Carter-Gunter	Principal of Franklin Military Academy

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN – GRADUATION
COHORT OF FIFTY OR FEWER STUDENTS

Regulations Establishing Standards for Accrediting Public Schools in Virginia, (8 VAC 20-131-10 et. seq.) set the minimum standards public schools must meet to be accredited by the Board of Education. Accreditation of public schools is required by the Standards of Quality (22.1-253.13:1 et. seq.). The annual accrediting cycle for public schools is July 1 through June 30. This cover sheet, with the supporting documentation, must be submitted to the Department of Education for review and recommendation to the Board at least 90 days prior to August 1 of the school year in which the plan is to be implemented.

8 VAC 20-131-280 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states (in part):

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The Board of Education, in its *Guidelines Governing the Implementation of Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia*, states:

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In accordance with the provisions of 8 VAC 20-131-330 of the standards, local school boards may seek waivers of provisions of the standards to address the unique needs of these special purpose schools. Such requests may include an alternative accreditation plan. Applications must be submitted to the Board for consideration at least ninety days prior to August 1 of the school year. Requests for consideration must be accompanied by information that documents the need for approval of the request.

We, the undersigned, submit this request for review and approval by the Board of Education and understand that we are expected to appear before the Board to discuss the program and respond to questions raised.

July 18, 2011
Date Approved by the Local School Board

July 18, 2011
Submission Date

Kimberlye B. Bingham
Signature, Chairman of the School Board

Yvonne M. Deanda
Signature, Division Superintendent

**ALTERNATIVE ACCREDITATION PLAN
GRADUATION COHORT OF FIFTY OR FEWER STUDENTS**

School Name: Open High School
Division Name: Richmond Public Schools
School Address: 600 South Pine Street
 Richmond, VA 23220
Contact Person: Victoria S. Oakley, Chief Academic Officer
Phone Number: 804-780-7727
Email: voakley@richmond.k12.va.us
Proposed Duration of Plan: Three Years, including 2013-2014 accreditation cycle
Grade Levels Served: ninth, tenth, eleventh and twelfth grades
Number of Students Enrolled by Grade:

Ninth Graders:	56
Tenth Graders:	40
Eleventh Graders:	53
Twelfth Graders:	40

If this school has a graduation cohort of fifty or fewer students and the school does not meet the 85% GCI benchmark, the school would like to apply for an alternative accreditation plan as indicated in 8 VAC 20-131-280 of the Regulations Establishing Standards for Accrediting Public Schools in Virginia.

Due to the small cohort size, one student can make a significant difference in the index. For this reason, the Graduation and Completion Index alone is not an appropriate measure for the school; additional criteria are needed to determine accreditation.

List the additional performance criteria on which you propose to base the school's accreditation and provide a proposed points award for meeting each criteria. The Graduation and Completion Index cannot be changed. Additional criteria proposed must be objective, measurable, and directly address the school's graduation rate.

Description of Additional Criteria	Points Added to GCI for meeting criteria
90% or more graduates enroll in post-secondary education, join the military, or obtain a full time job	1
85% or more graduates earning Advanced Studies Diploma	1
60% or more graduates enrolled in advanced placement and/ or dual enrollment classes	1

The criteria listed above will be applied to the Graduation and Completion Index during one or more accreditation cycles over the next three years (through 2013-2014) only if: a) the school fails to meet the GCI benchmark for full accreditation, and b) the cohort size for the graduating class is 50 or fewer students according to the On-Time Graduation Rate cohort formula. If the criteria are applied, the maximum number of GCI points allowable according to cohort size will be:

- 0-14 students: no bonus points assigned. A written appeal to the State Superintendent of Public Instruction will be submitted
- Maximum of 5 points for cohorts of 15-20 students
- Maximum of 4 points for cohorts of 21-40 students
- Maximum of 3 points for cohorts of 41-50 students

The division will submit a written appeal of the accreditation rating to the State Superintendent of Instruction for cohort sizes of less than fifteen students or in cases where special circumstances warrant explanation and consideration in addition to the maximum point values outlined above.

III. List those individuals who were involved in the development of the proposed plan.

Victoria S. Oakley	Chief Academic Officer
Thomas Beatty	Executive Director of Secondary Education
Maria Crenshaw	Director of Instruction
Candace Veney-Chaplin	Open High School

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN – GRADUATION
COHORT OF FIFTY OR FEWER STUDENTS

Regulations Establishing Standards for Accrediting Public Schools in Virginia, (8 VAC 20-131-10 et. seq.) set the minimum standards public schools must meet to be accredited by the Board of Education. Accreditation of public schools is required by the Standards of Quality (22.1-253.13:1 et. seq.). The annual accrediting cycle for public schools is July 1 through June 30. This cover sheet, with the supporting documentation, must be submitted to the Department of Education for review and recommendation to the Board at least 90 days prior to August 1 of the school year in which the plan is to be implemented.

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In accordance with the provisions of 8 VAC 20-131-330 of the standards, local school boards may seek waivers of provisions of the standards to address the unique needs of these special purpose schools. Such requests may include an alternative accreditation plan. Applications must be submitted to the Board for consideration at least ninety days prior to August 1 of the school year. Requests for consideration must be accompanied by information that documents the need for approval of the request.

We, the undersigned, submit this request for review and approval by the Board of Education and understand that we are expected to appear before the Board to discuss the program and respond to questions raised.

July 18, 2011
Date Approved by the Local School Board

Kimberly M. Bishop
Signature, Chairman of the School Board

July 18, 2011
Submission Date

Yvonne W. Brandon
Signature, Division Superintendent

**ALTERNATIVE ACCREDITATION PLAN
GRADUATION COHORT OF FIFTY OR FEWER STUDENTS**

School Name: Richmond Community High School
Division Name: Richmond Public Schools
School Address: 201 E. Brookland Park Blvd. .
 Richmond, VA 23222
Contact Person: Victoria S. Oakley, Chief Academic Officer
Phone Number: 804-780-7727
Email: voakley@richmond.k12.va.us
Proposed Duration of Plan: Three Years, including 2013-2014 accreditation cycle
Grade Levels Served: ninth, tenth, eleventh and twelfth grades
Number of Students Enrolled by Grade:

Ninth Graders:	78
Tenth Graders:	70
Eleventh Graders:	56
Twelfth Graders:	62

If this school has a graduation cohort of fifty or fewer students and the school does not meet the 85% GCI benchmark, the school would like to apply for an alternative accreditation plan as indicated in 8 VAC 20-131-280 of the Regulations Establishing Standards for Accrediting Public Schools in Virginia.

Due to the small cohort size, one student can make a significant difference in the index. For this reason, the Graduation and Completion Index alone is not an appropriate measure for the school; additional criteria are needed to determine accreditation.

List the additional performance criteria on which you propose to base the school's accreditation and provide a proposed points award for meeting each criteria. The Graduation and Completion Index cannot be changed. Additional criteria proposed must be objective, measurable, and directly address the school's graduation rate.

Description of Additional Criteria	Points Added to GCI for meeting criteria
90% or more graduates enroll in post-secondary education, join the military, or obtain a full time job	1
60% or more graduates enrolled in advanced placement and/ or dual enrollment classes	1
50% of students having taken Calculus, Chemistry and Physics	1

The criteria listed above will be applied to the Graduation and Completion Index during one or more accreditation cycles over the next three years (through 2013-2014) only if: a) the school fails to meet the GCI benchmark for full accreditation, and b) the cohort size for the graduating class is 50 or fewer students according to the On-Time Graduation Rate cohort formula. If the criteria are applied, the maximum number of GCI points allowable according to cohort size will be:

- 0-14 students: no bonus points assigned. A written appeal to the State Superintendent of Public Instruction will be submitted
- Maximum of 5 points for cohorts of 15-20 students
- Maximum of 4 points for cohorts of 21-40 students
- Maximum of 3 points for cohorts of 41-50 students

The division will submit a written appeal of the accreditation rating to the State Superintendent of Instruction for cohort sizes of less than fifteen students or in cases where special circumstances warrant explanation and consideration in addition to the maximum point values outlined above.

III. List those individuals who were involved in the development of the proposed plan.

Victoria S. Oakley	Chief Academic Officer
Thomas Beatty	Executive Director of Secondary Education
Maria Crenshaw	Director of Instruction
James Brown	Principal of Richmond Community High School

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN – GRADUATION
COHORT OF FIFTY OR FEWER STUDENTS

Regulations Establishing Standards for Accrediting Public Schools in Virginia, (8 VAC 20-131-10 et. seq.) set the minimum standards public schools must meet to be accredited by the Board of Education. Accreditation of public schools is required by the Standards of Quality (22.1-253.13:1 et. seq.). The annual accrediting cycle for public schools is July 1 through June 30. This cover sheet, with the supporting documentation, must be submitted to the Department of Education for review and recommendation to the Board at least 90 days prior to August 1 of the school year in which the plan is to be implemented.

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The Board of Education, in its *Guidelines Governing the Implementation of Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia*, states:

Schools described in this section are those that serve as a student's school of principal enrollment and where students are reported in fall membership for the school. Fall membership determines whether or not these schools are subject to the provisions of the accrediting standards; therefore, schools reporting fall membership are subject to the provisions of the standards.

In accordance with the provisions of 8 VAC 20-131-330 of the standards, local school boards may seek waivers of provisions of the standards to address the unique needs of these special purpose schools. Such requests may include an alternative accreditation plan. Applications must be submitted to the Board for consideration at least ninety days prior to August 1 of the school year. Requests for consideration must be accompanied by information that documents the need for approval of the request.

We, the undersigned, submit this request for review and approval by the Board of Education and understand that we are expected to appear before the Board to discuss the program and respond to questions raised.

July 18, 2011
Date Approved by the Local School Board

Kamela Lyle Brafen
Signature, Chairman of the School Board

July 18, 2011
Submission Date

Yvonne W. Brando
Signature, Division Superintendent

**ALTERNATIVE ACCREDITATION PLAN
GRADUATION COHORT OF FIFTY OR FEWER STUDENTS**

School Name: Amelia Street School
Division Name: Richmond Public Schools
School Address: 1821 Amelia Street
 Richmond, VA 23220
Contact Person: Victoria S. Oakley, Chief Academic Officer
Phone Number: 804-780-7727
Email: voakley@richmond.k12.va.us
Proposed Duration of Plan: Three Years, including 2013-2014 accreditation cycle
Grade Levels Served: PreK – 12th Grade
Number of Students Enrolled by Grade:

Ninth Graders:	4
Tenth Graders:	2
Eleventh Graders:	4
Twelfth Graders:	11

If this school has a graduation cohort of fifty or fewer students and the school does not meet the 85% GCI benchmark, the school would like to apply for an alternative accreditation plan as indicated in 8 VAC 20-131-280 of the Regulations Establishing Standards for Accrediting Public Schools in Virginia.

Due to the small cohort size, one student can make a significant difference in the index. For this reason, the Graduation and Completion Index alone is not an appropriate measure for the school; additional criteria are needed to determine accreditation.

List the additional performance criteria on which you propose to base the school’s accreditation and provide a proposed points award for meeting each criteria. The Graduation and Completion Index cannot be changed. Additional criteria proposed must be objective, measurable, and directly address the school’s graduation rate.

Description of Additional Criteria	Points Added to GCI for meeting criteria
No bonus points assigned due to cohort size. Amelia Street School will always have a cohort less than 15.	

The criteria listed above will be applied to the Graduation and Completion Index during one or more accreditation cycles over the next three years (through 2013-2014) only if: a) the school fails to meet the GCI benchmark for full accreditation, and b) the cohort size for the graduating class is 50 or fewer students according to the On-Time Graduation Rate cohort formula. If the criteria are applied, the maximum number of GCI points allowable according to cohort size will be:

- 0-14 students: no bonus points assigned. A written appeal to the State Superintendent of Public Instruction will be submitted
- Maximum of 5 points for cohorts of 15-20 students
- Maximum of 4 points for cohorts of 21-40 students
- Maximum of 3 points for cohorts of 41-50 students

The division will submit a written appeal of the accreditation rating to the State Superintendent of Instruction for cohort sizes of less than fifteen students or in cases where special circumstances warrant explanation and consideration in addition to the maximum point values outlined above.

III. List those individuals who were involved in the development of the proposed plan.

Victoria S. Oakley	Chief Academic Officer
Maria Crenshaw	Director of Instruction
Harley Tomey	Director of Exceptional Education
Evelyn Waddell	Principal of Amelia Street School

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN – GRADUATION
COHORT OF FIFTY OR FEWER STUDENTS

Regulations Establishing Standards for Accrediting Public Schools in Virginia, (8 VAC 20-131-10 et. seq.) set the minimum standards public schools must meet to be accredited by the Board of Education. Accreditation of public schools is required by the Standards of Quality (☐ 22.1-253.13:1 et. seq.). The annual accrediting cycle for public schools is July 1 through June 30. This cover sheet, with the supporting documentation, must be submitted to the Department of Education for review and recommendation to the Board at least 90 days prior to August 1 of the school year in which the plan is to be implemented.

8 VAC 20-131-280 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states (in part):

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The Board of Education, in its *Guidelines Governing the Implementation of Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia*, states:

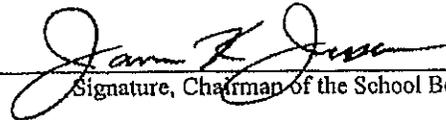
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In accordance with the provisions of 8 VAC 20-131-330 of the standards, local school boards may seek waivers of provisions of the standards to address the unique needs of these special purpose schools. Such requests may include an alternative accreditation plan. Applications must be submitted to the Board for consideration at least ninety days prior to August 1 of the school year. Requests for consideration must be accompanied by information that documents the need for approval of the request.

We, the undersigned, submit this request for review and approval by the Board of Education and understand that we are expected to appear before the Board to discuss the program and respond to questions raised.

July 5, 2011

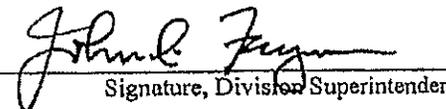
Date Approved by the Local School Board



Signature, Chairman of the School Board

July 7, 2011

Submission Date



Signature, Division Superintendent

**ALTERNATIVE ACCREDITATION PLAN
GRADUATION COHORT OF FIFTY OR FEWER STUDENTS**

School Name: Twin Springs High School

Division Name: Scott

School Address: 273 Titan Lane

Contact Person: Sam Parks

Phone Number: 276 479 2185

Email: lori.flanary@scott.k12.va.us

Proposed Duration of Plan: Three Years, including 2013-2014 accreditation cycle

Grade Levels Served: 8-12

Number of Students Enrolled by Grade: 8th – 60; 9th – 66; 10th- 47; 11th-65; 12th-56

If this school has a graduation cohort of fifty or fewer students and the school does not meet the 85% GCI benchmark, the school would like to apply for an alternative accreditation plan as indicated in *8 VAC 20-131-280 of the Regulations Establishing Standards for Accrediting Public Schools in Virginia.*

Due to the small cohort size, one student can make a significant difference in the index. For this reason, the Graduation and Completion Index alone is not an appropriate measure for the school; additional criteria are needed to determine accreditation.

List the additional performance criteria on which you propose to base the school’s accreditation and provide a proposed points award for meeting each criteria. The Graduation and Completion Index cannot be changed. Additional criteria proposed must be objective, measurable, and directly address the school’s graduation rate.

(This will be different for each school. Use the sample indicators in the PowerPoint as a reference point. The Virginia Index of Performance may provide useful indicators that may be considered. This information can be found at:

http://www.doe.virginia.gov/statistics_reports/va_index_performance_awards/index.shtml)

Description of Additional Criteria	Points Added to GCI for meeting criteria
GCI bonus for 50% of students scoring advanced proficient on SOL assessments	1
GCI bonus for 25% of students enrolled in Dual Enrollment classes	1
GCI for 50% of graduates enrolling in post-secondary education, joining the military, or obtaining a full-time employment	1
GCI bonus for 25% of students receiving CTE certifications	1
GCI bonus for increasing the percentage of students graduating with an Advanced diploma	1

The criteria listed above will be applied to the Graduation and Completion Index during one or more accreditation cycles over the next three years (through 2013-2014) only if: a) the school fails to meet the GCI benchmark for full accreditation, and b) the cohort size for the graduating class is 50 or fewer students according to the On-Time

Graduation Rate cohort formula. If the criteria are applied, the maximum number of GCI points allowable according to cohort size will be:

- 0-14 students: no bonus points assigned. A written appeal to the State Superintendent of Public Instruction will be submitted
- Maximum of 5 points for cohorts of 15-20 students
- Maximum of 4 points for cohorts of 21-40 students
- Maximum of 3 points for cohorts of 41-50 students

The division will submit a written appeal of the accreditation rating to the State Superintendent of Instruction for cohort sizes of less than fifteen students or in cases where special circumstances warrant explanation and consideration in addition to the maximum point values outlined above.

III. List those individuals who were involved in the development of the proposed plan.

Sam Parks

Lori Flanary

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN – GRADUATION
COHORT OF FIFTY OR FEWER STUDENTS

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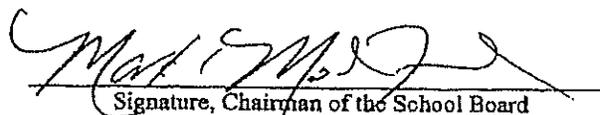
The Board of Education, in its *Guidelines Governing the Implementation of Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia*, states:

Schools described in this section are those that serve as a student's school of principal enrollment and where students are reported in fall membership for the school. Fall membership determines whether or not these schools are subject to the provisions of the accrediting standards; therefore, schools reporting fall membership are subject to the provisions of the standards.

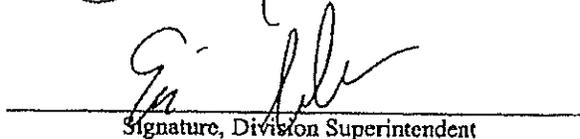
In accordance with the provisions of 8 VAC 20-131-330 of the standards, local school boards may seek waivers of provisions of the standards to address the unique needs of these special purpose schools. Such requests may include an alternative accreditation plan. Applications must be submitted to the Board for consideration at least ninety days prior to August 1 of the school year. Requests for consideration must be accompanied by information that documents the need for approval of the request.

We, the undersigned, submit this request for review and approval by the Board of Education and understand that we are expected to appear before the Board to discuss the program and respond to questions raised.

6/27/11
Date Approved by the Local School Board


Signature, Chairman of the School Board

June 30, 2011
Submission Date


Signature, Division Superintendent

The criteria listed above will be applied to the Graduation and Completion Index during one or more accreditation cycles over the next three years (through 2013-2014) only if: a) the school fails to meet the GCI benchmark for full accreditation, and b) the cohort size for the graduating class is 50 or fewer students according to the On-Time Graduation Rate cohort formula. If the criteria are applied, the maximum number of GCI points allowable according to cohort size will be:

- 0-14 students: no bonus points assigned. A written appeal to the State Superintendent of Public Instruction will be submitted
- Maximum of 5 points for cohorts of 15-20 students
- Maximum of 4 points for cohorts of 21-40 students
- Maximum of 3 points for cohorts of 41-50 students

The division will submit a written appeal of the accreditation rating to the State Superintendent of Instruction for cohort sizes of less than fifteen students or in cases where special circumstances warrant explanation and consideration in addition to the maximum point values outlined above.

III. List those individuals who were involved in the development of the proposed plan.

- Mr. Walter Cross, York River Academy Principal
- Dr. Lisa Pennycuff, Director of Accountability and Instructional Services
- Dr. Kipp Rogers, Director of Secondary Instruction
- Dr. Stephanie Guy, Chief Academic Officer

Board of Education Agenda Item

Item: I.

Date: September 22, 2011

Topic: Final Review of a Request for Approval of an Alternative Accreditation Plan from Chesterfield County Public Schools for Chesterfield Community High School

Presenters: Dr. Kathleen M. Smith, Director of the Office of School Improvement
Dr. Marcus Newsome, Superintendent, Chesterfield County Public Schools

Telephone Number: (804) 225-2865

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

Origin:

Topic presented for information only (no board action required)

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 July 28, 2011
action Board accepted for first review the proposed alternative accreditation plan

Background Information:

Section 8 VAC 20-131.280.C. of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states:

Subject to the provisions of 8 VAC 20-131-350, the governing school board of special purpose schools such as those provided for in § 22.1-26 of the Code of Virginia, Governor's schools, special education schools, alternative schools, or career and technical schools that serve as the student's school of principal enrollment may seek approval of an alternative accreditation plan from the Board of Education. Schools offering alternative education programs and schools with a graduation cohort of 50 or fewer students as defined by the graduation rate formula adopted by the board may request that the board approve an alternative accreditation plan to meet the graduation and completion index benchmark. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.

Summary of Major Elements:

As indicated in Attachment A, Chesterfield Community High School has just completed its 12th year as an alternative school, specializing in dropout recovery and dropout prevention. Most students who come to Chesterfield Community High School are behind their academic cohort by about two years. Chesterfield Community High School has been *Fully Accredited* for the last three consecutive years and has made Adequate Yearly Progress (AYP) for the last two years.

As part of its request for an alternative accreditation plan for Chesterfield Community High School, Chesterfield County Public Schools is requesting a waiver of the following section of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* so that adjustments may be made to the accreditation calculations for accountability purposes.

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

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

1. The percentage of students passing the Virginia assessment program tests in the four core academic areas administered in the school, with the accreditation rating calculated on a trailing three-year average that includes the current year scores and the scores from the two most recent years in each applicable academic area, or on the current year's scores, whichever is higher.
2. The percentage of students graduating from or completing high school based on a graduation and completion index prescribed by the Board of Education. The accreditation rating of any school with a twelfth grade shall be determined based on achievement of required SOL pass rates and percentage points on the board's graduation and completion index. School accreditation shall be determined by the school's current year index points or a trailing three-year average of index points that includes the current year and the two most recent years, whichever is higher. The Board of Education's graduation and completion index shall include weighted points for diploma graduates (100 points), GED recipients (75 points), students not graduating but still in school (70 points), and students earning certificates of program completion (25 points). The Board of Education's graduation and completion index shall account for all students in the graduating class's ninth-grade cohort, plus students transferring in, minus students transferring out and deceased students. Those students who are not included in one of the preceding categories will also be included in the index.

Chesterfield County Public Schools is not requesting a waiver from section 8 VAC 20-131-100 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Virginia Board of Education approve the request for an alternative accreditation plan from Chesterfield County Public Schools for Chesterfield Community High School for accreditation cycles beginning in 2011 through 2013.

Impact on Resources:

None

Timetable for Further Review/Action:

Reauthorize alternative accreditation plan August 2014.

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN –
SPECIAL PURPOSE SCHOOLS

Regulations Establishing Standards for Accrediting Public Schools in Virginia, (8 VAC 20-131-10 et. seq.) set the minimum standards public schools must meet to be accredited by the Board of Education. Accreditation of public schools is required by the Standards of Quality (22.1-253.13:1 et. seq.). The annual accrediting cycle for public schools is July 1 through June 30. This cover sheet, with the supporting documentation, must be submitted to the Department of Education for review and recommendation to the Board at least 90 days prior to August 1 of the school year in which the plan is to be implemented.

8 VAC 20-131-280 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states (in part):

Subject to the provisions of 8 VAC 20-131-350, the governing school board of special purpose schools such as those provided for in § 22.1-26 of the Code of Virginia, Governor's schools, special education schools, alternative schools, or career and technical schools that serve as the student's school of principal enrollment may seek approval of an alternative accreditation plan from the Board of Education. Schools offering alternative education programs and schools with a graduation cohort of 50 or fewer students as defined by the graduation rate formula adopted by the board may request that the board approve an alternative accreditation plan to meet the graduation and completion index benchmark. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.

The Board of Education, in its *Guidelines Governing the Implementation of Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia*, states:

Schools described in this section are those that serve as a student's school of principal enrollment and where students are reported in fall membership for the school. Fall membership determines whether or not these schools are subject to the provisions of the accrediting standards; therefore, schools reporting fall membership are subject to the provisions of the standards.

In accordance with the provisions of 8 VAC 20-131-330 of the standards, local school boards may seek waivers of provisions of the standards to address the unique needs of these special purpose schools. Such requests may include an alternative accreditation plan. Applications must be submitted to the Board for consideration at least ninety days prior to August 1 of the school year. Requests for consideration must be accompanied by information that documents the need for approval of the request.

We, the undersigned, submit this request for review and approval by the Board of Education and understand that we are expected to appear before the Board to discuss the program and respond to questions raised.

6/7/11

Date Approved by the Local School Board

Dorene E. Pottett

Signature, Chairman of the School Board

6/2/11

Submission Date

Marcus J. Newson

Signature, Division Superintendent

**CHESTERFIELD COUNTY PUBLIC SCHOOLS
CHESTERFIELD COMMUNITY HIGH SCHOOL
CHESTERFIELD, VIRGINIA**

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

School Name: Chesterfield Community High School

Division: Chesterfield County

School Address: 12400 Branders Bridge Road, Chester, VA 23831

Contact Person: Dr. Traci Teasley **Phone:** (804) 594-1694

Email: Traci_Teasley@ccpsnet.net

Proposed Duration of the Plan: Three Years

Grade Levels Served: 9-12

No. of Students Enrolled by Grade Level:

9 th Grade	– 97 Students
10 th Grade	– 124 Students
11 th Grade	– 44 Students
12 th Grade	– 101 Students

INTRODUCTION:

Chesterfield Community High School has just completed its 12th year as an alternative school, specializing in dropout recovery and dropout prevention, in the Chesterfield County Public School System. Chesterfield Community High School has been *Fully Accredited* for the last three consecutive years and has made Adequate Yearly Progress (AYP) for the last two years. Most students who come to Chesterfield Community High School are behind their academic cohort by about two years. Because of the additional graduation requirement for full accreditation and the nature of the population that Chesterfield Community High School serves, the continued recognition of achievement by the staff and students at Chesterfield Community High School is at risk. As a result, the Chesterfield Community High School seeks an alternative accreditation plan, wherein the school shall be evaluated on standards appropriate to the programs offered in the school.

Chesterfield Community High School meets the state definition of a special purpose school and seeks approval for an alternative accreditation plan as provided in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, Part VIII, Section 8 VAC 20-131-280 D.

INTENT:

Chesterfield Community High School strives to provide a high school setting with innovative programs and supportive services for students.

VISION/MISSION:

Chesterfield Community High School strives to be a caring educational setting with high expectations for academic achievement, appropriate social behavior, and preparation for the work place and higher education.

TARGET POPULATION:

Chesterfield Community High School serves students in grades 9-12 who are overage, behind academically, and who prefer a smaller setting, with increased personal attention. Most of the students at Chesterfield Community High School are already behind their cohort for graduation when they enroll. Some transfer in after one to three years of high school with few or no course or verified credits. Despite the discrepancy, many Chesterfield Community High School students are able to recover credits through the school's unique instructional program.

INSTRUCTIONAL PROGRAM:

- The academic program for grades 9-12 will focus on the Virginia Standards of Learning and Virginia requirements for a standard diploma with elective courses offering vocational training, career counseling, job readiness and college preparation,
- Students take four courses each fall and spring term,
- Students are supported through Communities in Schools,
- Credit recovery programs will be provided to students in grades 9-12 using on-site technology and after-school programs,
- Students are given additional time to master specific course objectives, particularly in courses that have an end-of-course (EOC) *Standards of Learning* (SOL) test. This decision will be based on students' performance on four-week assessments, and/or social/environmental issues,
- Students have a variety of avenues to career and technical preparation. At the school, students may gain skills and experience in culinary arts, building trades, and information technology; as well as opportunities to take courses at the Chesterfield Career and Technical Center, and
- GED preparation is available on site.

STAFFING:

Chesterfield Community High School is staffed with a faculty of highly-qualified teachers certified to teach the core subject areas proposed. The average class size is 17. Paraprofessionals are assigned to the school as instructional assistants.

STUDENT ASSESSMENT AND EVALUATION:

Students will be administered assessments each four weeks in the core subject areas with the achievement data tracked and analyzed. All students take the Degrees of Reading Power test to measure their ability to comprehend the meaning of text and place students in the appropriate level of reading materials. Students will participate in the Virginia Standards of Learning Assessment Program.

WAIVER REQUESTED:

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

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

1. The percentage of students passing the Virginia assessment program tests in the four core academic areas administered in the school, with the accreditation rating calculated on a trailing three-year average that includes the current year scores and the scores from the two most recent years in each applicable academic area, or on the current year's scores, whichever is higher.
2. The percentage of students graduating from or completing high school based on a graduation and completion index prescribed by the Board of Education. The accreditation rating of any school with a twelfth grade shall be determined based on achievement of

required SOL pass rates and percentage points on the board's graduation and completion index. School accreditation shall be determined by the school's current year index points or a trailing three-year average of index points that includes the current year and the two most recent years, whichever is higher. The Board of Education's graduation and completion index shall include weighted points for diploma graduates (100 points), GED recipients (75 points), students not graduating but still in school (70 points), and students earning certificates of program completion (25 points). The Board of Education's graduation and completion index shall account for all students in the graduating class's ninth-grade cohort, plus students transferring in, minus students transferring out and deceased students. Those students who are not included in one of the preceding categories will also be included in the index.

ACCREDITATION:

Alternate SOL Core Subject Composite Index Point System

Students will participate in SOL end-of-course tests as required by *No Child Left Behind Act of 2001* and the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*. Student performance for accreditation will be determined based on students passing the SOL end-of-course tests, as shown in Table 1. The SOL scores of students, who receive an AYP Adjustment Code of A, B, or C, will be considered transfer students for the purpose of calculating the state accreditation rating.

Due to the small student population, a composite pass rate is necessary to create a larger number of student scores upon which to calculate state accreditation. An Alternate SOL Core Subject Composite Index score of at least 70 points and an Alternate Graduation and Completion Composite Index score of 85 points must be earned for Chesterfield Community High School will serve as the criteria for a rating of full accreditation.

- For purposes of calculating the Alternate SOL Core Subject Composite Index:
 - test results for all students in reading and mathematics will be included as follows:
 - A scaled score of 500-600 will be weighted at 100 points,
 - A scaled score of 400-499 will be weighted at 100 points,
 - A scaled score of 375-399 will be weighted at 75 points, and
 - A scaled score below 375 will carry no points in the calculation.

Table 1

SOL Core Subject Composite Index Points

Number of Tests Meeting Criteria	SOL Scaled Score	Tiers	Points Awarded for Each Tier	Points Awarded
	500-600	1	100	
	400-499	2	100	
	375-399	3	75	
	Below 374	4	0	
(A) Total Number of Points Awarded				
(B) Total Number of Student Scores				
SOL Core Subject Index Score = (A)/(B)				
Met Alternative Accreditation Requirements: YES/NO				
Yes = Index Score of 70 or above				

Alternate Graduation and Completion Composite Index Point System

An *Alternate Graduation and Completion Composite Index (GCI)* will be used to determine the score for the school's graduation and completion index. The index includes points assigned for the type of diplomas awarded during the school year. The Board of Education's graduation and completion index shall include weighted points for diploma graduates (100 points), GED recipients (75 points), students not graduating but still in school (70 points), and students earning certificates of program completion (25 points). The total points awarded, not to exceed 25, will be divided by the total number of students in the on-time graduation cohort (see Table 2).

Table 2

Alternate Graduation and Completion Index Points

Number of Graduates	Type of Diplomas	Points Awarded for Each Diploma	Points Awarded
	Advanced	100	
	Standard	100	
	Modified Standard	100	
	Special	100	
	GED	75	
	Still in School	70	
	Certificate of Program Completion	25	
(C)Number of Points Awarded			
(D)Number of Students in the Cohort			
Graduation and Completion Index Score (C)/(D)			

Additional GCI points may be earned by meeting the performance criteria in the other GCI indicator category (see Table 3).

Table 3

Additional Graduation and Completion Index Points

Other GCI Indicator	Points Awarded
Increase from the previous year in the percentage of students who complete high school with an Advanced, Standard diploma, or modified standard diploma	5
Increase from the previous year in the percentage of students who pass industry certification tests	5
Increase from the previous year in the percentage of students who successfully complete coursework for industry certification, but lack an overall B average (students will not be counted twice in the item below)	5
Increase in the percentage of students who complete high school with a GED and industry certification (students will not be counted twice in the item above)	5
Increase from the previous year in the percentage of students who enter post-secondary studies in a two- or four-year college, vocational school, enter the military, or obtain a full-time job	10
Increase from the previous year in the percentage of students who have 18 or more credits	5
Fifty percent of the student population placed by the Hearings Office are still enrolled or graduate	5
Increase the graduation rate by 10 points	10

In addition, the plan proposes that certain students be removed from the cohort as indicated:

- Students who discontinue school because of incarceration, and
- Students who are placed in a juvenile detention center.

The categories used to calculate the Alternate Graduation and Completion Index Score are summarized in Table 4.

Table 4

Alternate Graduation and Completion Index Score Calculations

Categories	Points Awarded
Graduation and Completion Index Score = $(C)/(D)$	
Total Number of Additional Index Points (up to 25 points)	
Alternate Graduation and Completion Index Composite Index Score = $[(C)/(D)] +$ Total number of additional GCI indicator points up to 25 points	

Alternate Accreditation Composite Index Point System

An *Alternate Accreditation Composite Index Point System* will be used to determine the accreditation rating (see Table 5).

Table 5

Accreditation Status

Accreditation Category	Score	Score Required	Status (Met or Not Met)
Alternate SOL Core Subject Composite Index Score = $[(A)/(B)]$		Must Meet or Exceed 70 points	
Alternate Graduation and Completion Composite Index Score = $[(C)/(D)] +$ Total no. of additional GCI points		Must Meet or Exceed 85 points	
Accreditation Rating			

PROGRAM EVALUATION:

The effectiveness of the program will be evaluated using several criteria. Student achievement will be monitored using report card grades; six-week benchmark assessments; and summer, fall and spring SOL test results. Student attendance and behavior will be monitored weekly by using the Star Base student management system to track attendance and violations of the *Student Standards of Conduct*. Surveys will be distributed to students, faculty/staff and students to gather data for school improvement.

TRANSITION PLAN:

Upon enrollment in Chesterfield Community High School, students and their parents will participate in a two-day orientation in which they are interviewed by the principal and guidance counselor of Chesterfield Community High School. The purposes of the interview are to explain the academic and behavioral expectations of students and to describe the different support services available to students and parents. Also, during the two-day orientation, students take reading, mathematics, and career assessments.

**Virginia Department of Education
Evaluation Criteria
Chesterfield Community High School, Chesterfield County Public Schools
Alternative Accreditation Plans for Special Purpose Schools**

Criteria	Yes	No	N/A
School characteristics and instructional program:			
1. The mission, purpose, and target population of the school justify its categorization as a "special purpose" school and, therefore, eligible to request an alternative accreditation plan.	X		
2. The characteristics and special needs of the student population are clearly defined, and the criteria for student placement require parental consultation and agreement.	X		
3. The program of instruction provides all students with opportunities to study a comprehensive curriculum that is customized to support the mission of the school. <i>The plan requests a waiver of 8 VAC 20-131-90 A-C and 8 VAC 20-131-100 A-B</i>	X		
4. The school provides transition planning to help students be successful when they return to a regular school setting.			X
5. Strategies used to evaluate student progress are aligned to the mission/purpose of the school and include academic achievement measures.	X		
6. Convincing evidence has been provided that students enrolled in the school have not been successful in other schools subject to all the accrediting standards.	X		
7. Students will be taught with highly qualified teachers who meet the Board of Education's licensure requirements for instructional personnel.	X		

Alternative Accreditation Accountability Criteria:			
School characteristics and instructional program:	Yes	No	N/A
8. Rationale and documentation provide convincing evidence that the "special purpose" nature of the school precludes its being able to reach and maintain full accreditation status as defined in the <i>Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA)</i> .	X		
9. Alternative accreditation criteria described in the plan include academic achievement measures that are objective, measurable, and directly related to the mission and purpose of the school.	X		
10. The plan includes use of statewide assessment student achievement results of English and mathematics.	X		
11. The plan meets the testing requirements of the SOA.	X		
12. The plan meets the testing requirements of NCLB and describes how the school plans to meet "adequate yearly progress" requirements of the federal law.	X		
13. The plan provides convincing evidence that all pre-accreditation eligibility criteria are met for standards in which waivers have not been requested.	X		
14. Waivers have been requested for accrediting standards that are not being met, and the rationale for the waivers are clear and appropriate for the mission/purpose of the school.	X		

Board of Education Agenda Item

Item: J.

Date: September 22, 2011

Topic: First Review of Requests for Ratings of Conditionally Accredited from Norfolk City School Board and Northampton County School Board

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: October 27, 2011

Previous Review/Action:

No previous board review/action
 Previous review/action

Background Information:

8 VAC 20-131-300.C states that a school shall be rated *Accreditation Denied* based on its academic performance and/or achievement of the minimum threshold for the graduation and completion index if it fails to meet the requirements to be rated *Fully Accredited* or *Provisionally Accredited-Graduation Rate*, for the preceding three consecutive years or for three consecutive years anytime thereafter.

As outlined in 8 VAC 20-131-315, as an alternative to the memorandum of understanding required for schools rated *Accreditation Denied*, a local school board may choose to reconstitute the school and apply to the Board of Education for a rating of *Conditionally Accredited*. The application shall outline specific responses that address all areas of deficiency that resulted in the *Accreditation Denied* status.

As defined by the Standards of Accreditation, “reconstitution” means a process that may be used to initiate a range of accountability actions to improve pupil performance, curriculum, and instruction to address deficiencies that caused a school to be rated *Accreditation Denied*. Actions may include, but not be limited to, restructuring a school’s governance, instructional program, staff, or student population.

Summary of Major Elements

Two schools from two divisions are requesting a rating of *Conditionally Accredited* for the first year. The schools are indicated below:

Division	School Name	Subjects Warned in 2008-2009	Subjects Warned in 2009-2010	Subjects Warned in 2010-2011	Preliminary Data Indicates Subjects Warned in 2011-2012
Norfolk City	Lindenwood Elementary School	English, Mathematics, Science	English	English, History, Science	English
Northampton County	Kiptopeke Elementary	Mathematics, History, Science	Mathematics, History, Science	English, Science	History

Adequate Yearly Progress (AYP)

School	Based on Assessments in 2008-2009	Based on Assessments in 2009-2010	Based on Assessments in 2010-2011	Current Sanction for English	Current Sanction for Mathematics
Lindenwood Elementary Norfolk City	Did not make AYP	Did not make AYP	Did not make AYP	Not in Improvement	Year 3 – Corrective Action
Kiptopeke Elementary Northampton County	Did not make AYP	Did not make AYP	Did not make AYP	Year 3 – Corrective Action	Year 4 – Planning for Alternative Governance

Unadjusted* AYP Scores for Standards of Learning Assessments

Lindenwood Elementary

	Based on Assessments in 2008-2009	Based on Assessments in 2009-2010	Based on Assessments in 2010-2011
English	68.83%	65.29%	72.38%
Mathematics	70.58%	71.09%	66.66%
Science	75.82%	67.79%	68.60%
History	79.78%	68.64%	80.72%

*An unadjusted pass rate is the percent of students demonstrating proficiency on the Standards of Learning Assessments and alternative assessments without adjustments as allowed by the Standards of Accreditation or by No Child Left Behind.

Kiptopeke Elementary

	Based on Assessments in 2008-2009	Based on Assessments in 2009-2010	Based on Assessments in 2010-2011
English	79.69%	69.25%	72.78%
Mathematics	65.60%	68.81%	69.20%
Science	64.02%	65.54%	72.51%
History	66.56%	72.40%	59.67%

*An unadjusted pass rate is the percent of students demonstrating proficiency on the Standards of Learning assessment without adjustments as allowed by the Standards of Accreditation or by No Child Left Behind.

Governance

Kiptopeke Elementary and Lindenwood Elementary are currently identified as persistently low-achieving Tier 1 schools as defined by USED for the 2010 1003(g) School Improvement Grant (SIG) federal funding. For the purposes of federal funding available under 1003(g) of the *No Child Left Behind Act of 2001*, a persistently lowest-achieving Tier 1 school is defined as a Title I school in improvement, corrective action, or restructuring that is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring based on the academic achievement of the “all students” group in reading/language arts and mathematics combined and the school has not reduced its failure rate in reading/language arts and/or mathematics by 10 to 15 percent each year for the past two years.

Northampton County Public Schools selected Edison Learning as its Lead Turnaround Partner for Kiptopeke Elementary and as such has met the requirements of reconstitution as a change in governance. The school has selected to implement the Transformation Model, one of four approved USED models. The Northampton County Public Schools was awarded 2010 1003(g) SIG funds in the amount of \$949,302 for the first year (pending subsequent funding for a three year total of \$2,368,132). The contract for Edison Learning is included as Attachment A.

Norfolk City Public Schools selected Pearson Education as its Lead Turnaround Partner for Lindenwood Elementary and as such has met the requirements of reconstitution as a change in governance. The school has selected to implement the Transformation Model, one of four approved USED models. The Norfolk City Public Schools was awarded 2010 1003(g) SIG funds in the amount of \$646,839 for the first year (pending subsequent funding for a three year total of \$1,758,099). The contract for Pearson Education is included as Attachment B.

Both schools will implement alternative governance through a contract with the Lead Turnaround Partners (LTP) who have been contracted to guide the improvement process. The local educational agency (LEA) will designate an Internal Lead Partner (ILP) to oversee and manage implementation of the SIG as well as serve in the capacity of liaison between school leadership and the LTP. Together, the ILP, representative(s) from the external LTP, and school leadership from the school transformation team make decisions and drive the implementation of the following:

1. Provide formative and ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline.
2. Employ research-based strategies that provide an immediate and dramatic turnaround in student achievement.
3. Work with the school division to recruit and recommend teachers and a leader(s) who have a proven record of success of increasing student achievement.

4. Recommend necessary restructuring of teacher and leader contracts.
5. Develop and engage teachers and the leader in professional development aligned to programmatic goals.
6. Promote student motivation for learning.
7. Secure parental commitment and involvement through school choice.
8. Promote parental capacity to support student engagement, motivation, and learning within school, at home and in the community.
9. Work with the school division to expand community support to garner human resources needed for reform.
10. Evaluate teacher and leader performance and outcomes and make staffing recommendations accordingly.
11. Develop constructive relationships with existing school personnel.
12. Recommend changes to the school calendar according to student and program needs, for example, year-round schools or extending the length of the school day.
13. Require commitment from parents to allow for additional time for instruction (such as after school support).
14. Work with the school division to obtain a commitment from teachers to allow for additional time for instruction and professional development.
15. Provide comprehensive, coherent, manageable and integrated instructional and support programs.
16. Recommend which existing programs are to be continued and which programs are to be eliminated.
17. Consistent with the state Standards of Learning recommend alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students.
18. Organize programming to engage students' sense of adventure, camaraderie, and competition.
19. Develop and implement evidence-based discipline programs that minimize time out of school and/or class.
20. Identify and recommend supporting partners to address social, emotional and behavioral issues (e.g., over-age students).
21. Identify and obtain adequate materials from school system resources (such as the Algebra Readiness Diagnostic Assessment (ARDT) or benchmark assessments).
22. Identify and recommend outside resources needed in the reform effort.
23. Develop and recommend a budget to the School Board based on available per pupil amounts of local, basic Standards of Quality (SOQ), school improvement, appropriate Title monies, and special education funding in addition to other sources identified and aligned specifically for the turnaround zone.
24. Work with school division to seek outside funding from the greater community (business, private foundations, federal and state sources) to support the reform effort.
25. Integrate all academic and support services.

Technical Assistance

Schools granted a rating of *Conditional Accreditation* in 2011-2012 will be required to participate in technical assistance from the department. Since both Kiptopeke Elementary and Lindenwood Elementary will implement the USED Transformation Model, the principals, internal lead partners, and a VDOE contracted lead turnaround partner facilitator will participate in technical assistance activities to assist them with successful implementation of the model. Through a partnership with the Appalachia Regional Comprehensive Center (ARCC), the Center for Innovation and Improvement (CII), Corbett Education Consulting, and the Virginia Department of Education, participants will be provided a series of technical assistance activities provided via webinars and monthly meetings.

Using research-based indicators that lead to increased student achievement is imperative for improvement. As part of the transformation model requirements, the schools will provide quarterly reports to the Office of School Improvement on the following minimum school-level data points:

- Student attendance
- Teacher attendance
- Formative assessment data
- Reading, mathematics, science and history grades
- Student discipline reports
- Phonological Awareness Literacy Screening (PALS) data (fall and spring)
- World-Class Instructional Design and Assessment (WIDA) data for ELL students
- Student transfer data
- Student intervention participation by intervention type

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education accept for first review the request for ratings of *Conditionally Accredited* for Lindenwood Elementary School from the Norfolk City School Board and Kiptopeke Elementary School from the Northampton County School Board.

Impact on Resources: The Office of School Improvement will be required to use the academic review budget to fund the auditors assigned to these schools.

Timetable for Further Review/Action: Final review at the October 27, 2011, meeting.

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Fax: 757-678-7267

Northampton County Schools
Northampton County School Board

The Honorable Eleanor B. Saslaw
Virginia State Board of Education
Richmond, VA 23219

Dear Chairman Saslaw;

Kiptopeke Elementary School has for three consecutive years received a rating of Accredited with Warning. The school will fail to make accreditation for the fourth year. As a result of its continued failure and in accordance with code 8 VAC 20-131-315, the Northampton County School Board is seeking a conditional rating based on reconstitution.

Through the use of School Improvement Grant (SIG) funds, the reconstitution process for Kiptopeke Elementary will involve a change in its instructional model. Because the instructional focus is on strategies and processes designed to improve the current curriculum, classroom instruction and alignment of all instructional programs and practices, deficiencies that attributed to the school's repeated failure, will be addressed.

This request is being made because we believe that the reconstitution will provide a change in governance, therefore placing increased emphasis on our instructional delivery that will ensure student performance and contribute to the school achieving full accreditation.

School Demographics

During the 2010-2011 school year, Kiptopeke Elementary served grades PK-7. Forty-three teachers provided daily instructional content to 583 students. Four hundred fifty eight (458; 78.5%) of these students received free or reduced lunch. The chart below represents the demographic breakdown with percentage of students enrolled at this school during the 2010-2011 school year:

Racial Breakdown	% Free & Reduced Lunch	Students
Asian	.08%	5
Black	49.5%	289
Hispanic	21.9%	128
White	27.6%	161
Students w/Disabilities	17.4%	102
Economically Disadvantaged	78.5%	458
Total Student		583

Summary of SOL Performance

As we reviewed the 2011 SOL data, in grade 3, the pass rate for all students on the **English** SOL assessment showed a slight decrease. The performance of the "*All Students*" category decreased

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from 67% to 65% which denotes a two percent decrease from 2010 to 2011. A closer look at the individual pass rates for all subgroups show varied performance. A 7% increase was recorded in the pass rate for black students, moving from 57% to 64%. The pass rates for white students decreased by 8%, moving from 83% to 75%. The economically disadvantaged students had a 1% decrease moving from 62% to 61%. The pass rate for Limited English Proficiency students fell from 58% to 42%, which reflects a 16% decline. The pass rate for Hispanic students showed a decline of 5%, moving from 58% to 53%. The pass rate for migrant students is at 55%. The pass rate for students with disabilities is at 18%.

In **Mathematics** for grade 3, the pass rate for "all students" declined from 82% to 70%, reflecting a 12% decrease. The pass rate for Limited English Proficient students remained at 75%. A 5% decline was noted in the pass rate for black students (*71% to 66%*). A decline of 2% was recorded in the pass rate for Hispanic students (*75% to 73%*). A decrease in the pass rate of 25% was recorded for white students (*100% to 75%*). The pass rate for economically disadvantaged students showed a decline of 12%, moving from 79% to 67%. The pass rate for migrant students is at 73%. The pass rate for students with disabilities is at 18%.

The pass rate for grade 3 students on the **Science** SOL showed a decrease for the "all students" category of 11%, moving from 78% to 67% from 2010 to 2011. Significant improvement was seen in the pass rate for the Hispanic subgroup, which increased from 67% to 92% (25% higher than last year). The pass rate for students with disabilities is at 20%. The pass rate for black students saw a decline of 15%, moving from 71% to 56%. The pass rate for white students showed a decline of 25%, from 94% to 69%. The economically disadvantaged students recorded a decline of 10%, moving from 74% to 64%.

The pass rate for the grade 3 students on the **History and Social Science** SOL showed a decrease in the "all students" category of 32%, moving from 80% to 48% from 2010 to 2011. The performance of all other subgroups declined accordingly: (*black students -27% reflecting a pass rate decline from 71% to 44%; Hispanic students -39%, reflecting a pass rate decline from 75% to 36%; white students - 31%, reflecting a pass rate decline from 94% to 63%; economically disadvantaged students-31%, reflecting a pass rate decline from 74% to 43%*). The pass rate for students with disabilities is placed at 20%.

4th Grade

In grade 4, the pass rate for **English** was mixed with gains and losses for the subgroups. The performance for the category of "All Students" remained at 72% (same as last year). The most significant growth was seen in the pass rate performance for students in the white subgroup which increased from 68% to 94%, reflecting a 26% increase. The economically disadvantaged students recorded a 1% decline in pass rate, moving from 68% to 67%. The pass rate for black students declined from 71% to 66% reflecting a 5% decrease. The Limited English Proficient students recorded a 25% decline in pass rate, moving from 75% to 50%. Finally, Hispanic students recorded

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pass rates that represented a 26% lower performance when compared to last year. The performance fell from 80% to 54%.

In grade 4, the pass rate for all students on the **Mathematics** SOL from school year 2010 to 2011 remained at 78%. Our black students recorded a pass rate gain of 1%, moving from 75% to 76%. Our white students recorded a pass rate gain of 8%, moving from 86% to 94%. The pass rate for Hispanic students saw a decrease of 11% moving from 73% to 62%. The economically disadvantaged students recorded a 1% decline in pass rate, moving from 76% to 75%. Finally, the Limited English Proficient students recorded a pass rate decline from 69% to 50%, reflecting a 19% decrease in performance.

The performance of the grade 4 students on the **Virginia Studies** SOL was as follows: All Students 81%, black students 79%, Hispanic students 69%, white students 94%, economically disadvantaged students 79% and Limited English Proficient 60%.

5th Grade

In grade 5, the pass rates for all students and all subgroups increased. A 23% increase on the **English** SOL assessment was recorded for "all students". The overall performance increased from 58% to 81%. Our black students recorded a 23% increase from 2010 to 2011, moving from 56% to 79%. The pass rate for the white students recorded increased performance by 15%, moving from 79% to 94%. The category of economically disadvantaged students recorded a pass performance rate increase of 33%, moving from 47% to 80%. The performance of the Limited English Proficient students is at 64%, Hispanic students 73% and the pass rate for students with disabilities is at 36%.

On the **English Writing** SOL assessment, pass rates for "all students" increased from 55% to 66% producing an 11% increase overall. All but one subgroup recorded SOL pass rate improvements in writing. The pass rate for black students increased from 51% to 64%, reflecting a 13% increase. The pass rate for Hispanic students is at 69%. The pass rate for students with disabilities is at 25%. The pass rate for economically disadvantaged students increased from 48% to 67%, reflecting an increase of 19%. Finally, the pass rate for white students declined moving from 71% to 68%, reflecting a 3% decline.

In **Mathematics**, grade 5 students recorded increased pass rates for all subgroups and all students. Pass rates for all students increased by 14%, increasing from 59% to 73%. The pass rates for black students increased by 8%, moving from 56% to 64%. Economically disadvantaged students recorded a 19% increase in pass rate performance, moving from 51% to 70%. Pass rates for students with disabilities increased by 13%, moving from 8% to 21%. Pass rates for white students moved from 71% to 88%, reflecting a 17% increase. The pass rate for LEP students is at 73%.

In **Science**, all students and subgroups of students demonstrated increased pass performance rates. The pass rate of all students increased from 53% to 77% reflecting a 24% increase. Pass rates for

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black students moved from 50% to 72%, reflecting a 22% increase. Pass rates for economically disadvantaged students increased by 30%, moving from 44% to 74%. Pass rates for Limited English Proficient and Hispanic students are placed at 73%. The pass rate for white students increased from 64% to 94%, reflecting a 30% increase. The pass rate for students with disabilities recorded increases of 42%, moving from 8% to 50%.

6th Grade

In grade 6, an overall decrease of 6% was noted in the performance of “all students” on the **English** SOL assessment. A decrease from 75% to 69% was recorded in pass rates. While decreased performance was noted overall, two subgroups recorded improved pass rates. White students recorded a 15% pass rate increase, moving from 78% to 93%. Black students recorded a 2% pass rate increase, moving from 63% to 65%. Pass rates for economically disadvantaged students posted a 17% decrease, moving from 75% to 58%. The pass rate for students with disabilities is 33%. The pass rate for Hispanic students is at 50%.

In **Mathematics**, grade 6 students showed a decrease in performance for the “all students” subgroup. Pass rates decreased by 1%, moving from 57% to 56%. The pass rates for black increased from 37% to 49%, reflecting a 12% increase. White students recorded a pass rate decreased by 3%, moving from 74% to 71%. The pass rate for economically disadvantaged students decreased from 55% to 47%, reflecting an 8% decrease. The Hispanic subgroup recorded a pass rate of 60%. Students with disabilities recorded a pass rate of 25%.

On the **United States History to 1877** SOL assessment, the pass rate for all students and all subgroups declined. The “all students” category showed a decrease of 17%, moving from 55% to 38%. The pass rate for black students recorded a 9% decrease, moving from 35% to 26%. The pass rates for economically disadvantaged students recorded a 25% decrease, moving from 47% to 22%. The pass rates for white students recorded a 2% decrease, moving from 73% to 71%. Hispanic students recorded a pass rate of 30%. The pass rate for students with disabilities is placed at 10%.

Grade 7

Finally, the grade 7 students recorded slight increases on the **English** SOL assessment. The pass rate for “all students” increased from 75% to 77%. The white students recorded a decline in pass rate from 86% to 74%, reflecting a 12% decline. The pass rate for economically disadvantaged students recorded increases from 68% to 77%, reflecting a 9% increase. The pass rate for black students remained at 71%. The participation numbers for the following subgroups were too small to report pass rates: Hispanic students, students with disabilities, Limited English Proficient and migrant students.

Grade 7 students recorded a 3% increase on the **Mathematics** SOL assessment. The “all student” pass rate increased from 65% to 68%. The pass rate for black students increased from 57% to

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68%, reflecting an 11% increase. The pass rates for economically disadvantaged students increased from 59% to 66%, reflecting a 7% increase. The pass rate for white students recorded a decline from 71% to 65%, reflecting a 6% decrease. The participation numbers for Hispanic, students with disabilities and LEP students were too small to report a pass rate.

A comparative analysis of student pass rate performance on the **United States History from 1877 to Present** shows a decline in the pass rate of "all students" from 82% to 72%, resulting in a 10% decline. The pass rate for black students declined by 19%, moving from 77% to 58%. The pass rate for white students decreased by 22%, moving from 100% to 78%. The economically disadvantaged students recorded a pass rate decrease from 78% to 71%, resulting in a 7% decline.

As Kiptopeke Elementary continues to make adjustments in their efforts to meet the needs of all students at prescribed benchmarks, there are many changes that will occur during this upcoming school year. As we begin the 2011-2012 school year, the grade span served at KES will change. The seventh grade will move to Northampton High School making Kiptopeke a PK-6 school. The teachers who taught 7th grade students will transition to the high school respectively. Eight (8) teachers resigned their positions at KES and will be replaced.

In our effort to improve outcomes for students at Kiptopeke Elementary School, a lead turnaround partner has been hired through the provision of funds via a SIG grant. As a result, Kiptopeke Elementary will be implementing the transformation model for school improvement. Under the transformation model, KES will retain its current principal, as he was hired after the school initially fell into school improvement.

A district transformation team made up of the superintendent, the assistant superintendent, the special education director and the Mentor Teacher/Title Program Specialist will meet monthly to review school level data and progress toward achieving the goals and objectives outlined in their school improvement plan. A state DOE liaison, knowledgeable about the transformation process, has been appointed to work with the district. The assistant superintendent will act as the internal lead for school improvement for Kiptopeke Elementary.

In addition, a school transformation team has been formed. This team consists of the building principal, assistant principal, the data coach, reading specialist, a teacher representative from each grade level (*total of 6-8 teachers*), the P.E. teacher and the assistant superintendent (the internal lead). It is expected that this team will work to identify, guide, organize and ensure the successful implementation of the change strategies recommended. Each grade level representative is expected to positively and effectively communicate to their grade level peers research based school improvement strategies communicated at meetings. Bi-monthly meetings are scheduled. These meetings will span 60 minutes in length and will focus on the review of data (student data and teacher data), instructional strategies, progress monitoring, and performance indicators housed in Indistar. The division transformation team will monitor the progress being made at Kiptopeke

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Elementary through the review of bi-monthly minutes housed in Indistar, walk through observations conducted at the building, individual and group meetings, discussions with staff and administration and through attendance and participation in the bi-monthly meetings held at the building.

As the transformation team works to improve academic outcomes for all students, the governance structure established to ensure success for this process is one of collaboration. The governance structure established for KES requires the administrative staff at the building to work collaboratively with the lead turnaround partner and the internal lead partner to implement suggestions and recommendations that is embedded in sound research practices. Building administration will communicate directly to the internal lead. Additional guidance as needed will be initiated by the internal lead and communicated back to the building administration. The Vice President for Educational Services (VPES) of the lead turnaround partner will communicate directly to the internal lead and district administration as appropriate. The internal lead will communicate directly to the superintendent. Through the Dashboard, monthly updates regarding the monitoring and progress towards goals and objectives can be assessed by District and school board members. In addition, monthly updates by the lead turnaround partner will be made to our local school board.

The lead turnaround partner selected to work with Kiptopeke is EdisonLearning. This partnership will span the next three years with the primary goal being to provide support focused on assisting the school in making state accreditation by improving academic outcomes for all students. The implementation of this transformation model will begin at the beginning of the school year with an onsite achievement team being positioned at KES. A lead Vice President of Educational Services (VPES) will oversee all operational issues at the site, and act as a liaison to District personnel on any issues or programs.

A diagnostic assessment will be conducted by a team directed by Edison's Lead Diagnostician. This team will identify strengths, weaknesses, resources, issues, opportunities and organizational needs of KES. An assessment of site-based instructional leadership, the rigor of classroom instruction, alignment of curriculum and instruction to state standards, curriculum coherence and vertical alignment and the research basis for curriculum choices will be assessed. In addition, a variety of existing data will be analyzed. This data will include SOL data, PALS data, ARDT results and others. At the conclusion of this diagnostic assessment a report will be produced and a comprehensive plan of intervention will be created. Gaps in the district/school curriculum and suggestions for new curriculum if existing materials are found to be lacking will be made.

Any existing school improvement plan will be aligned to the recommendations from the diagnostic report. Recommendations rising out of this diagnostic assessment process will be fully implemented. Objectives will be monitored to ensure adequate progress is made. The Indistar system (CII website) will be used to monitor and track progress being made on school improvement plans.

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Edison will use its Companion Guides to evaluate how effectively and efficiently the district's curriculum aligns with the English and math Virginia standards and skills. These guides will be used to suggest teaching strategies for teaching the Virginia standards and grade level skills, in addition to strategies for differentiating the instruction to meet the various skill levels of students. Because these guides are so clearly written and designed, teachers will use them as an instrument for the active discussion, promotion, and articulation of curriculum across schools and grade levels at instructional faculty meetings, grade level team meetings and data meetings.

To build the instructional delivery capacity of the teaching staff, Edison will provide individualized staff development opportunities. All professional development opportunities will be aligned to the programmatic goals and objectives of the school improvement plan and the comprehensive plan of intervention. All professional development opportunities will coincide with the requirements of the turnaround model and will include leadership, instruction, programs and curriculum elements.

As needed, Edison will provide support to KES to implement an effective discipline program. The requirements of the Effective School-wide Discipline program currently being used at KES will be aligned (as needed) with the discipline model supported by Edison.

The Turnaround Achievement Team (*which consists of, the Vice President of Educational Services, a lead diagnostician and a curriculum specialist*) along with KES's staff and administrative team will work to develop a plan for the collection, maintenance, and analysis of relevant data to facilitate the planning and tracking process. The Team will work with the administrative staff in the progress monitoring of their improvement plan in their weekly and monthly meetings.

KES will conduct monthly benchmark assessments for English and Mathematics using Edison's eValue benchmarking system. These benchmark assessments will be administered electronically. Results will be instantly analyzed to determine appropriate interventions. The Achievement Team will work with KES's staff and administrative team to train the process of effectively using their data to drive instruction and to make decisions with their grade levels.

Edison will support the new Teacher Evaluation model and assist teachers in goal setting. Teacher goals will be set by the end of the first month of school (*not later than October*). Teachers will track their progress against these goals. Each teacher will create a portfolio evidencing his/her success in working toward his/her goal achievement. The principal will conduct classroom observations, instructional walk through observations and informal observations as outlined in the Teacher Observation Handbook for Northampton.

Edison will implement a principal evaluation system using Edison's Performance Management System for principals. Ongoing monitoring and feedback to support the principal will be provided. Every month, the principal will meet with the VPES, internal lead and the Superintendent to review progress being made towards goal achievement. A bi-monthly Leadership Review form will be completed and

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discussed. An assessment as to how effectively the principal has accomplished the goals that were outlined will be discussed. If the Superintendent determines that the school is not adequately progressing a recommendation for non-renewal of the principal will be made by no later than mid February and referred to the District school board for further action. The same process will be followed for any teacher at risk for nonrenewal.

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Finally, Edison will support KES as they continue to create a culture and climate where parents actively participate in sponsored activities. KES will continue to use their quarterly newsletter to communicate progress being made with school improvement. In addition, parent-teacher conferences, PTA meetings, open house, and the school's webpage will be utilized to share information regarding the curriculum and other general school topics.

In closing, we understand that rapid and significant changes must happen at Kiptopeke Elementary. We also understand that our approach must be organized, focused, and systematic. The transformation model selected for implementation for school improvement guided by EdisonLearning, we believe, is the appropriate model needed to move Kiptopeke to accreditation and provide focus on the areas warned and identified under the SOA and NCLB.

Respectfully Submitted,



Richard L. Drury, D.A.
School Board Chairman



Norfolk Public Schools
NATIONALLY RECOGNIZED. GLOBALLY COMPETITIVE.

August 31, 2011

Ms. Eleanor B. Saslaw
Board of Education, President
Virginia Department of Education
5304 Woodland Estates Way
Springfield, VA 22151

Dear Ms. Eleanor B. Saslaw,

Norfolk Public Schools is respectfully requesting a rating of Conditional Accreditation for Lindenwood Elementary School for the 2011-2012 school year. Lindenwood achieved the benchmark in the areas of mathematics, history, and science using the alternate benchmark. A longitudinal analysis of Lindenwood's SOL scores indicates an increase in the percentage of students earning a passing score.

Leadership

Mrs. Danjile Henderson was assigned as the new principal of Lindenwood Elementary for the 2010-2011 school year. At the time of her appointment, she had three years of elementary principal experience in Petersburg, Virginia. She brought to Lindenwood a strong instructional background and communication skills. Joining Ms. Henderson for the 2011-2012 school year as the assistant principal is Mrs. Kindel Holloman. She was transferred from a high performing school because of her strong background in Literacy. Prior to her role as assistant principal, Ms. Holloman served in the English Department in central office for four years. We feel confident that her strength in the areas of curriculum and teacher development will assist the principal with instructional implementation, assessment, supervision and modeling best practices.

Lindenwood Elementary was reconstituted in 2009-2010 and the staff continues to receive additional training to increase their effectiveness with content knowledge, instructional delivery, and student learning. Incentives were offered to attract master teachers to the school and they were required to make a three year commitment to Lindenwood. Part of the work with Lindenwood included additional professional growth opportunities to the staff and the leaders of the school. For 2011-2012, this support will continue from one voice but two areas: continued support from Norfolk Public School's Curriculum and Professional Development Department and new support from NCS Pearson Incorporated, Lead Turnaround Partner under the School Improvement Grant (SIG). Norfolk Public Schools is requesting Conditional Accreditation status based on these staff changes, the implementation of a recently awarded School Improvement Grant, the support of the External Lead Turnaround Partner, the project director for the SIG, and the Virginia Department of Education (VDOE) Division Liaison.

Overview of Lindenwood Elementary School

Fall Membership

Lindenwood supports students in grades Prekindergarten through fifth grade. On September 30, 2010 the school had a reported enrollment of 333 students, which included 30 prekindergarten students and 26 self-contained special education students.

Fall Membership

Grade	2008-2009	2009-2010	2010-2011
Pre-Kindergarten	29	34	30
Kindergarten	54	56	71
Grade 1	74	54	42
Grade 2	62	55	42
Grade 3	62	60	44
Grade 4	77	56	56
Grade 5	54	62	48

Over the last three years enrollment declined from 412 students in 2008-2009 to 333 students in 2010-2011, which is a 19 % decrease.

Students by Ethnicity 2010-2011

% African American	90%
% Asian	<1%
% Hispanic	2%
% Multi Ethnic	3%
% Pacific Islander	1.5%
% White	3%

Students by Free & Reduced Lunch 2010-2011

% Eligible for Free Lunch	87%
% Eligible for Reduced Lunch	4%

There was no significant difference in the number of male (166) and female (167) students attending Lindenwood Elementary in 2010-2011. The majority of students (300) are African American. Other notable demographic information includes 26 (7.8%) students were enrolled in a special education program, 12 (3.6 %) students were reported as limited English proficient and 16 (5%) of the students were identified as gifted.

Overview of Testing Data

Summary of Standards of Learning Test Pass Rates for Lindenwood

Subject	2008-2009	2009-2010	2010-2011	2011-2012 Preliminary Results
Grade 3 – 5 English	61	68	67	73
Mathematics	63	70	73	70
Grade 3 History	66	78	71	81
History	74	78	65	79
Grade 3 Science	65	72	74	81
Science	46	76	62	64

Annual Yearly Progress

Summary Information	2009-2010	2010-2011	2011-2012
Student Population	377	333	*
Accreditation Status	Accredited with Warning	Accredited with Warning	*
AYP Status	Did Not Make AYP	Did Not Make AYP	Did Not Make AYP
Open Status	Open	Open	Open
School Improvement	Year 1	Year 2	Year 3
English Improvement	Not in Improvement	Not in Improvement	Not in Improvement
Mathematics Improvement	Year 1	Year 2	Year 3
LEP Reading Exempt	<	-	-
<i>Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available</i>			

Staffing

As previously stated, Ms. Danjile Henderson, was newly assigned as principal to Lindenwood for the 2010-2011 school year. In her role as principal, Mrs. Henderson, has worked collaboratively with the VDOE and NPS central office to help teachers to focus their attention on student learning and increasing their instructional and leadership capacity. Additional support staff was placed at Lindenwood to provide assistance to classroom teachers and to intervene with small groups of students. Job-embedded professional development and teacher-to-teacher walkthroughs gave opportunities for teachers to develop their skills. Last year's staff consisted of twenty-two classroom teachers, three special education teachers, two administrators and four additional support teachers. One hundred percent of Lindenwood's teachers were Highly Qualified.

Teacher Education Attainment (Percentages)

Degree type	2008-2009	2009-2010	2010-2011
Bachelor's Degree	47	51	49
Master's Degree	49	40	44
Doctoral Degree	2	5	2

As part of the 2009-2010 reconstitution, new administrators were assigned to the school and newly hired teachers agreed not to seek a lateral transfer and to remain at the school for at least three years unless to accept a promotion, health or family reasons. This decision has stabilized Lindenwood's teacher turn-over rate for the past two years, with the 2010-2011 turnover being only four teachers for the above mentioned reasons. An effort has been made to re-staff existing vacancies at Lindenwood with veteran, highly effective teachers.

Staffing Changes at Lindenwood Elementary School 2011-2012

Position	Reason	Replacement Teachers Years of Experience
Communication Skills Specialist	Teacher resigned due to family relocation to Florida	23 years
Interventionist	Teacher resigned	17 years
Instructional Administrator	Central office administrative transfer	14 years
Instructional Coach (math)	New position added Teacher transferred from interventionist position at school.	13 years

Staff Instructional Support

The district administers benchmark assessments in the core content areas based on state standards. Teachers have received significant assistance with using this data to drive instruction in their classrooms. The school's Data Team has received training in data analysis and data-driven decision making by certified trainers, and they have received ongoing support. In addition to benchmark assessments, teachers administered common formative assessments in the four core content areas to monitor progress and adjust professional development activities. Continuous support was provided by the School Governance Team (SGT) and their feedback was used to improve student learning.

During 2010-2011, a variety of strategies were implemented at Lindenwood to create a laser like focus on teaching and to increase student learning. These strategies included:

- Participation in a curriculum audit conducted by the VDOE and implementation of the recommendations
- Participation in VDOE Webinars
- Principal and staff closely monitored data to determine professional development needs
- Central office staff provided on-going professional development in the content areas
- Executive Director frequently visited the school and provided feedback to the principal
- Principal met with individual grade levels to discuss student data and teaching strategies
- Principal met with individual teachers to review data and discuss strategies
- Teachers revised instruction based on feedback
- Principal took a closer look at the performance of the leadership team (math specialist, reading teacher, coach, etc.) and provided feedback on the quality of their performance

- Better utilization of the technology specialist to support individual teachers
- Principal implemented staffing changes, referred staff for further assistance or provided appropriate disciplinary actions

Because of data reviews, teachers at Lindenwood have had the opportunity to spend time talking and learning from one another through sessions focused on the effective use of data to make instructional decisions, content area curriculum and best instructional practices. The school's schedule has been arranged to allow teachers to work and plan within their grade levels. Most importantly, Lindenwood's staff utilized the VDOE *Indistar* program to monitor initiatives and implementation.

The 2011-2012 SGT will include a cross section of internal and external members:

- VDOE Partner
- Executive Director of Elementary
- Principal
- Assistant Principal
- Internal Lead Partner
- NCS Pearson - External Lead Partner
- Curriculum and Professional Development Leaders
- General Education Teachers
- Special Education Teachers
- Family engagement Teacher

The SGT will meet monthly to participate in the following:

- Review the goals and data to determine the observation "look-fors" in the classroom
- Review quarterly benchmarks and common formative assessments
- Review and adjust the student instructional groups
- Assign and evaluate professional development
- Review the alignment of the written, taught, and tested curriculum
- Discuss next steps and support needed from central office
- Discuss successes and barriers to successes

Turnaround Grant and Next Steps

Upon receipt of the preliminary SOL scores this July an in-depth analysis of the results was conducted by both school based and central office personnel. It became apparent that further steps are necessary to ensure success for all students at Lindenwood for the 2011-2012 school year.

These steps include:

- Additional training for the principal on the NPS reading, writing, math and science curriculum and instructional best practices.
- Collaboration with the VDOE representative and NPS senior reading, math, and science coordinators to review curriculum and assist with professional development.
- The district requests that the VDOE science, reading and math coordinators visit classrooms and provide feedback.
- Collaboration with NCS Pearson, Inc. Lindenwood's external lead partner, NPS internal lead partner and SGT to review curriculum, monitor instruction, and implement professional development.

- Using SIG grant funding to provide incentives for teachers through offering consumable grants, professional development opportunities, additional materials and supplies.
- Using SIG grant funding and local funding to provide incentives for parents and students through field trips, programs, and training.
- A focus on the adult actions for accountability from all levels of the organization including:
 - Executive Director to monitor and provide feedback on monthly data team meeting minutes.
 - Associate Superintendent for Academics and Executive Director will continue for 2011-12 to review the quarterly content observations completed by Lindenwood administrators and instructional specialists.
 - The Superintendent's Senior Leadership Team will receive quarterly status updates and provide support through the various departments in Norfolk Public Schools.
 - Principal will communicate with human resources and her immediate supervisor concerning necessary support and professional development for the staff.
 - School Indistar Plan will focus on adult actions. The Executive Director will monitor the deep implementation of these actions.
 - The Curriculum and Professional Development Department will continue to make Lindenwood a priority for training and support.
 - Onsite technical assistance will be provided by NCS Pearson, Inc. the school's Lead Turnaround Partner.

Attached to this letter is a copy of the schedule of Lindenwood's Professional Development that will be provided for the staff during this school year. We believe that through these efforts, the students at Lindenwood will benefit from improved instruction and will demonstrate increased academic success. We look forward to meeting the Board to make this formal request for Conditional Accreditation for Lindenwood Elementary School.

Thank you for your consideration of our request.

Respectfully,



Dr. Kirk T. Houston, Sr.
Norfolk City Schools
Board Chair



Dr. Richard Bentley
Norfolk City Schools
Superintendent

cc: Kathleen Smith

Norfolk Public Schools: Lindenwood Elementary School
Professional Development Plan
2011-2012

A. Schedule of Professional Development for School Year 2011-2012

Phase 1: Pre-Implementation (start August 2011):

Professional Development	Pre-Implementation	Implementation Focus
Needs assessment, analyses, customization of reporting process, and reports	6 days	This work involves Pearson staff onsite, and collaboration with the staff at each school
Leadership Retreat	2 days	Development of the Action Plan that comes out of the needs assessment data and sets the stage for the work during the school year. An Orientation of the Comprehensive Improvement Model, roles and responsibilities and implementation expectations. Preparing to conduct the orientation for all staff at the kick-off session before start of school. Fine tuning of safety nets and final placement of students in specific programs. Initial planning for programs like the 25-Book campaign.
Leadership Academy I	3 days	Initial PD on Leading for Change and Standards-Based Instruction.
Standards-Based Instruction • All staff with teaching and learning involvement	1 day	Overview of standards-based instruction to set the stage for on-grade level work during the year.

Phase II: Stage One Implementation (September 2011 – June 2012):

Focus of Stage One Implementation

The overarching priorities for Stage One implementation are:

- Establishing the school leadership team as the primary collaborative team focused on changing instructional practice to ensure that all students meet high expectations
- Initiating the use of instructional routines, classroom rituals, continual formative assessment, and student-centered structures in all core programs with the goal of establishing school wide standards-based instruction
- Instituting a "planning for results" process that focuses on mining formative and summative data in order to identify student needs
- Implementing targeted Tier 2 and Tier 3 interventions for students who are working below grade level

Professional Development	Stage One	Implementation Focus
Orientation <ul style="list-style-type: none"> • Principal • Leadership Team* • All staff 	1 day	A one-day orientation will be conducted for all staff. Participants will be given an orientation to the Comprehensive Improvement Model and an overview of Stage One implementation.
Leadership Academies <ul style="list-style-type: none"> • Principal • Assistant Principal(s) 	3 days	The Leadership Academy will describe the Stage One leadership expectations needed to implement the Model and the roles and responsibilities of the principal and members of the school leadership team, including monitoring of elements of the Implementation Expectations, use of student data to place students in appropriate interventions and supports, and effective implementation of instructional strategies and programs across the school.
Leadership Networks <ul style="list-style-type: none"> • Principal • Assistant Principal(s) or Leadership Team Member 	6 sessions	Leadership Networks provide professional development and training in the core components of the Comprehensive Improvement Model. The Networks will focus on implementation issues, problem solving and key leadership content, including: <ul style="list-style-type: none"> • Standards-based instruction and developing rigor in core courses: comprehensive standards-aligned reading and writing, including skills, vocabulary, and language development, and teaching for conceptual understanding • Tier 2 and Tier 3 Intervention: Misconceptions and gaps in student learning • Assessment System: The ARO system as a guide to using data to guide instruction • Managing Change: Leadership and reform • Planning for Results: Working with the district and state data as well as formative assessment data to drive results
Literacy Institutes – Core Pre-K–3 <ul style="list-style-type: none"> • Coach plus one teacher from each of grades K–3 	6 days	This professional development is designed to assist teachers in developing and strengthening the oral language, and reading and writing skills of elementary school students. The literacy training incorporates a strong focus on the development of oral language in the primary years as the fundamental building block for literacy. The focus on speaking and listening provides the foundation for a comprehensive standards-based approach to reading and writing that builds consistently from the primary years through to the bridge to middle school, using a readers and writers workshop
Literacy Institutes – Core 4 and 5 <ul style="list-style-type: none"> • Coach plus one teacher from each of grades 4 and 5 	6 days	

Professional Development	Stage One	Implementation Focus
		<p>model. The approach to reading focuses on establishing all students as independent readers by no later than 3rd grade. The training adopts a comprehensive approach that includes skill development as well as students' development of the habits and behaviors of effective independent readers.</p> <p>Support for the writing program includes genre studies designed for grades K through 5 that are aligned with the genre studies used in middle school. Standards-driven curriculum units guide teachers in providing students with a scaffolded sequence of learning experiences in which they study the literary techniques and writing styles of leading authors and learn to write proficiently in selected genres. The studies also provide instructional models from which teachers may develop their own curriculum units. Training will also focus on strengthening Readers and Writers Workshop structures. The coach and teachers will be expected to create demonstration classrooms for onsite training at their school site. The coach will utilize these demonstration classrooms to train teachers across each grade.</p>
<p>Math Institutes – Pre-K-2</p> <ul style="list-style-type: none"> • Coach plus one Lead Teacher from each of grades K-2 	<p>4 days</p>	<p>The K-2 professional development is designed to introduce the mathematics workshop model to primary teachers and support their initial implementation. Teachers who attend this professional development will be able to:</p> <ul style="list-style-type: none"> • Implement Rituals and Routines, math "notebooks" and "journals" (adapted for primary students) in the context of lessons • Use formative assessment to differentiate student needs • Improve mathematical discourse by using talk strategies • Deliver lessons developed around the idea of counting, number recognition or MN lessons • Plan other lessons using their adopted program and lesson planning templates
<p>Math Institutes – Grades 3-5</p> <ul style="list-style-type: none"> • Coach plus one Lead Teacher from each of grades 3-5 	<p>5 days</p>	<p>The Math Institute in Stage One provides an emphasis on an approach to teaching mathematics that combines skills, problem-solving, and conceptual understanding. The focus will be on teaching critical concepts that prepare students for success in higher mathematics, using the adopted materials. It will also include implementation of mathematics workshop structures to promote differentiated instruction. The Math Coach will be expected to create demonstration classrooms onsite at each grade.</p>

As indicated in 8 VAC 20-131-315 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA), the *Conditionally Accredited* rating may be granted for a period not to exceed three years if the school is making progress toward a rating of *Fully Accredited* in accordance with the terms of the Board of Education’s approval of the reconstitution application. Based on assessments in 2009-2010, Lafayette-Winona Middle school failed to make progress to achieve a status of *Fully Accredited* by failing to meet the benchmarks in history for the second year. For this reason, the school was rated *Accreditation Denied*.

On October 28, 2010, the Virginia Board of Education and the Norfolk City Public Schools entered into a Memorandum of Understanding (MOU) as required by 8 VAC 202-131-315. This MOU included a corrective action plan. Both are included as Attachment A.

Based on assessments administered in 2010-2011, Norfolk City Public Schools is requesting a rating of *Conditionally Accredited* rather than *Accreditation Denied* for Lafayette-Winona Middle School (Attachment B). The request is based on the school’s improvement in history even with new more rigorous assessments as well as a change in the school’s staff and governance. The school’s accreditation history is as follows:

Accreditation History

Division	School Name	Subjects Warned in 2008	Subjects Warned in 2009	Subjects Warned in 2010	Preliminary Data Indicates Subjects Warned in 2011
Norfolk City Public Schools	Lafayette-Winona Middle School	Mathematics	History	History	History

History/Social Science Accreditation Pass Rates with Content Specific History Assessments

School	2009-2010 Rating Based on assessments in 2008-2009	2010-2011 Rating Based on assessments in 2009-2010	2011-12 Rating Preliminary Based on assessments in 2010-2011
Lafayette-Winona Middle Schools	59%	59%	60%

Lafayette Winona Middle School

	Based on Assessments in 2008-2009 for the 2009-2010 Rating	Based on Assessments in 2009-2010 for the 2010 -2011 Rating	Based on Assessments in 2010-2011for the Preliminary 2011-2012 Rating
English	78	73	74
Mathematics	73	76	72
Science	78	79	79
History	59- Warned	59 - Warned	60 - Warned

Summary of Major Elements

The Office of School Improvement has worked closely with this school to design and implement an oversight committee as a formal mechanism to focus on and improve instruction in the area(s) of warning. The Office of School Improvement will continue to assign an auditor to provide technical assistance to the oversight committee. This oversight committee shares the governance of instruction in the area(s) of warning. The purpose of the oversight or shared governance committee is to:

1. Serve as a formal mechanism to guide instructional decisions based on data including, but not limited to, formative assessment data, classroom observations and review of lesson plans.
2. Monitor and adjust the school's improvement plan frequently.
3. Provide outside expertise and knowledge in the content area of warning and/or in research-based instructional practices that foster improved student achievement.
4. Align district resources with the needs of the school, including additional help and support from the central office.
5. Share the governance in the instructional area(s) of warning through a formal decision-making process. In these committees, the principal is not the sole instructional decision-maker.

Using research-based indicators that lead to increased student achievement is imperative for improvement. As part of the requirements for a rating of *Conditionally Accredited*, the school will provide quarterly reports to the Office of School Improvement on the following minimum school-level data points:

- Student attendance
- Teacher attendance
- Formative assessment data
- Reading, mathematics, science and history grades
- Student discipline reports
- Phonological Awareness Literacy Screening (PALS) data (Fall and Spring)
- World-Class Instructional Design and Assessment (WIDA) data for ELL students
- Student transfer data
- Student intervention participation by intervention type

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education [accept for first](#) review the request for a rating of *Conditionally Accredited* for Lafayette-Winona Middle School from the Norfolk City School Board. A decision regarding the award of a rating of *Conditionally Accredited* will be made at the October 27, 2011, meeting following a review of the data by Norfolk City Public Schools submitted to support the request.

Impact on Resources: The Office of School Improvement will be required to use the academic review budget to fund auditors assigned to schools.

Timetable for Further Review/Action: Final review at the October 27, 2011, meeting.

VIRGINIA BOARD OF EDUCATION
SCHOOL BOARD

MEMORANDUM OF UNDERSTANDING
Goals and Expected Outcomes
Beginning School Year 2010-2011

Background

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.

The Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA), adopted by the Board in September 2006, Section 8 VAC 20-131.315 requires school divisions with schools rated Accreditation Denied to enter into an MOU with the Board of Education (BOE) and implement a corrective action plan to improve student achievement in the identified schools.

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

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

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

School Division Goals and Performance Objectives

The Norfolk City School Board and central office staff will implement key priorities for improving student achievement at Lafayette-Winona Middle School, ensuring alignment of resources with these priorities for improving student achievement, and holding the Board and staff accountable for results. These priorities must align with the expectations in this MOU and the following areas of focus:

- Shared Leadership Between the Central Office and School to Raise Student Achievement
- Instructional Quality

The following performance objectives are established. Specific performance measures aligned with these goals are detailed in Attachment A.

Shared Leadership Between the Central Office and School and Student Achievement

1. The central office staff and principal under the direction of the superintendent will provide monthly written reports on the implementation of instructional initiatives at Lafayette-Winona Middle School to include activities planned, activities completed, timelines, participation targets, and student outcomes to the Norfolk City School Board and the Virginia Department of Education.
2. The central office staff and principal under the direction of the superintendent will meet monthly with the assigned auditor to discuss the implementation of the instructional program at Lafayette-Winona Middle School. Governance meetings will take place as scheduled by the superintendent and will be limited to after school whenever possible.
3. The central office staff and principal under the direction of the superintendent will implement a data monitoring process using the quarterly report from the Virginia Department of Education (VDOE) with accountability for results and link school and division professional development to improving student achievement as supported by assessment results and other data.

Instructional Quality

1. Units of instruction will include specific learning activities aligned to objectives.
2. Instructional teams will review the results of unit pre- and /post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).
3. All teachers will review lessons daily using questioning techniques.

4. Students will be engaged and on-task.
5. All teachers will systematically report to parents the student's mastery of specific standards-based objectives.

Status Reports to the Virginia Board of Education

The corrective action plan for Lafayette-Winona Middle School was approved by the Norfolk City School Board on October 19, 2010 and has met the requirements of 8 VAC 20-131-315 to provide parents of enrolled students and other interested parties with the following:

1. Written notice of the school's accreditation rating within 30 calendar days of the notification of the rating from the Department of Education;
2. A copy of the school division's proposed corrective action plan, including a timeline for implementation, to improve the school's accreditation rating; and
3. An opportunity to comment on the division's proposed corrective action plan.

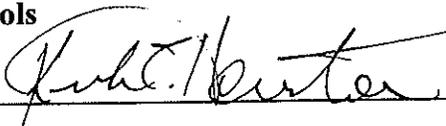
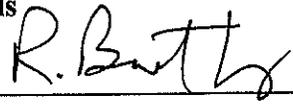
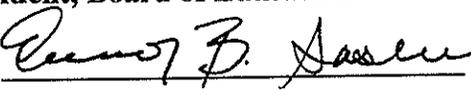
The Norfolk City School Board will provide a summative report on progress made in meeting or exceeding MOU agreements and expectations to the Virginia Board of Education and the Department of Education, as requested.

Authorizations

I (We) agree to work collaboratively to implement the requirements of the Memorandum of Understanding (MOU) for the purpose of improving student achievement in Norfolk City Public Schools.

Authorizations

I (We) agree to work collaboratively to implement the requirements of the Memorandum of Understanding (MOU) for the purpose of improving student achievement in Norfolk City Public Schools.

<p>Printed Name <u>REV DR KIRT T. HOUSTON</u></p> <p>Title: Chair, Norfolk City Public Schools</p> <p>Signature <u></u></p> <p>Date <u>10/19/10</u></p>	<p>Printed Name <u>DR RICHARD BENTLEY</u></p> <p>Title: Superintendent, Norfolk City Public Schools</p> <p>Signature <u></u></p> <p>Date <u>10/19/10</u></p>
<p>Printed Name <u>ELEANOR B. SASLAW</u></p> <p>Title: President, Board of Education</p> <p>Signature <u></u></p> <p>Date <u>11/9/10</u></p>	<p>Printed Name <u>Dr. Patricia F. Wright</u></p> <p>Title: Superintendent of Public Instruction</p> <p>Signature <u></u></p> <p>Date <u>11/1/10</u></p>



Norfolk Public Schools
NATIONALLY RECOGNIZED. GLOBALLY COMPETITIVE.

September 9, 2011

Ms. Eleanor B. Saslaw
School Board President
Virginia Department of Education
5304 Woodland Estates Way
Springfield, VA 22151

Dear Ms. Saslaw:

Norfolk Public Schools is requesting a rating of Conditional Accreditation for Lafayette-Winona Middle School (LWMS) for the 2011-2012 school year. This middle school missed the mark for accreditation in the area of History. During the school year 2008-2009, Norfolk Public Schools administered the US History 1 and 2 tests in grades 6-7 for the first time. Since this time, we have continued to strive for success in this area and have seen improvement.

A new principal was assigned to the school during the 2010-11 school year. Mrs. Tracey Flemings is a veteran principal with Norfolk Public Schools and has had several years of middle-school principalship experience. Under her leadership, new department chairs have been hired and received additional leadership training opportunities. A new assistant principal has been assigned to the school to provide support to the principal in the areas of instruction and closing the achievement gaps. In addition, a school based Social Studies coach was provided as additional support to the department. Norfolk Public Schools is requesting conditional accreditation based on these staff improvements in addition to the implementation of shared governance in the area of history.

Overview of Lafayette-Winona Middle School

Fall Membership

Grade Level	2008-09	2009-10	2010-11
Grade 6	230	212	218
Grade 7	296	194	225
Grade 8	258	276	218

Fall Membership - Students by Ethnicity 2010-11

American Indian	0.6%
Asian	0.3%
Hispanic	3.2%
Black	83.1%
White	8.2%
Unknown	4.5%

Students by Free & Reduced Lunch 2010-11

% Eligible for Free Lunch	67%
% Eligible for Reduced Lunch	8%

Overview of Testing Data

Lafayette-Winona Middle School has met state accreditation in three of the four core content areas: English, Mathematics, and Science.

Accreditation Adjusted Pass Rates.

Core Content	2009-2010 Rating Based on assessments in 2008-2009	2010-2011 Rating Based on assessments in 2009-2010	2011-12 Rating Preliminary Based on assessments in 2010-2011
English	78	73	74
Mathematics	73	76	72
Science	78	79	79
History	59	59	60

In 2008-2009, Lafayette-Winona first implemented the content specific history assessments. This year, Lafayette-Winona fell short of the state accreditation in the area of History. The newly revised Standards of Learning for History/Social Science were fully implemented and assessed at the end of the 2010-11 school year. The teachers and students of Lafayette-Winona Middle school experienced an increase in the academic rigor and a change in content and technical vocabulary assessed by the new standards. Although there was only a minor increase in the performance results overall, there were significant increases with the performance results for the USI assessment from 34% to 52% passing in the 2010/11 school year. This was a significant increase in performance. There has been a tremendous increase in teacher capacity in the areas of content knowledge, use and implementation of appropriate instructional strategies, and the use of differentiated assessment models that should translate into stronger student performance outcomes for USII and Civics and Economics.

Staffing

As previously stated, LWMS has a new principal. Mrs. Flemings has assessed the strengths and weaknesses of her staff. As a result, new department chairs have been hired to provide leadership in the school. The LWMS Social Studies Coach will be used similar to those hired in the School Improvement Grant model we currently have at two different middle schools in Norfolk. The district saw the growth in the other middle schools with the assistance of the coach and implemented the model in LWMS. The school based Social Studies coach will provided as additional support to the department and work collaboratively with the central office department of History/Social Sciences.

Teacher Education Attainment (Percentages)

Degree type	2008-2009	2009-2010	2010-2011
Bachelor's Degree	55	56	54
Master's Degree	41	39	43
Doctoral Degree	0	0	0

Staff Instructional Support

The district administers quarterly assessments in the core content based on state standards. For the 2010-11 school year, teachers received much assistance using this data to drive instruction in their classrooms. The schools' Data Team has received training in data analysis and data driven decision making by certified trainers and they have received ongoing support in data analysis. Support was provided by the School Governance Team and their feedback was used to improve student learning.

LWMS teachers in the history department participate in numerous full day "power planning" sessions sponsored by the district. These work sessions allowed teachers from all schools to work and plan with their grade level colleagues. Best instructional practices and data-driven decision making are the focus of these sessions. In addition to quarterly assessments the district History department worked with the teachers to create three-week common assessments to monitor progress and adjust professional development schedules.

In 2009-2010 district conducted comprehensive review of the instructional program using an in-house team consisting of: Executive Director of Elementary Schools, history teacher specialists, reading specialist and senior coordinators of Special Education. It provided much insight into the operations of the schools history and math departments. The results of the review were monitored for the 2010-11 school year under the new leadership. In addition, the principal implemented change in staffing, referred staff for further instructional assistance or recommended for further disciplinary action.

The school utilized the *Indistar* program to monitor initiatives and implementation. The team included a cross section on internal and external members:

- General Education Core Teachers
- Special Education Teachers
- Principal
- Assistant Principal
- Central office curriculum/professional development
- Executive Director over LWMS
- Human Resources
- Central office research and testing
- University partners
- VDOE partner

The school team met monthly for three hours and participated in the following:

- Reviewed the focus are and prepared for observation "look-fors" in the classrooms.
- Conducted observations and debriefed the observations
- Reviewed three week data from common assessments
- Discussed successes
- Discussed barriers to successes
- Discussed next steps and support needed from central office

Next Steps

Upon receipt of the preliminary scores this July an in-depth analysis of the results was conducted by both school based and central office personnel. It became apparent to us that further steps would be necessary if we are to ensure success for all students at Lafayette-Winona Middle School. Next steps for the 2011-2012 academic year:

- Additional staff has been added for the 2011-2012 to reduce class size in the history department.
- A new assistant principal strong in instruction has been reassigned to the school.
- A new department chair for social students has been selected by the principal.
- Changes made to the master schedule to allow for additional remediation and acceleration time.
- Review shared governance committee's process which included representation from the school, district, and state and university levels and determine the best model to proceed for 2011-12 as a team.
- Continued collaboration with the VA DOE history and social sciences coordinator and NPS history senior coordinator to review curriculum and professional development.
- A focus on the adult actions for accountability from all levels of the organization including:
 - The Superintendent's senior leadership team will receive status updates and provide support through the various departments (Academics, Operations, Human Resources, Technology, Testing, Finance)
 - Associate Superintendent for Academics and Executive Director will continue for 2011-12 to review the quarterly content observations completed by Lafayette-Winona Middle School administrators and department chairs
 - Executive Director to monitor and provide feedback of monthly data team meeting minutes
 - Principal will communicate with human resources and her immediate supervisor necessary support and professional development for the staff
 - The department of Curriculum and Staff Development will continue to make LWMS a priority for training and support.
 - Accountability Plans will focus on adult actions. The Executive Director will monitor the deep implementation of these actions.

Attached to this letter is the LWMS Indistar plan developed collaboratively by the school and central office team. We believe that through these efforts, the students at LWMS will benefit from improved instruction and will be able to demonstrate increased academic success. We look forward to meeting the Board to make this formal request for Conditional Accreditation for Lafayette-Winona Middle Schools.

Thank you for your consideration of our request.

Respectfully,



Kirk Houston, Sr., D.Min.
Board Chairman



Richard Bentley, Ph.D.
Superintendent of Schools

cc: Kathleen Smith

Lafayette - Winona

Comprehensive Plan Report

Key Indicators are shown in **RED**.

Virginia SIP - RI

Filter: Show only the indicators included in the plan

Curriculum, Assessment, and Instructional Planning			
Engaging teachers in differentiating and aligning learning activities			
Indicator	IIC01 - Units of instruction include specific learning activities aligned to objectives. (96)		
	Level of Development:	Limited Development	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Align lessons, delivery of instruction and common formative assessments with the curriculum for each instructional unit. Alignment will be monitored on a weekly basis by the department chair, principal, and senior coordinator. The department chair will participate in all collaborate planning sessions. All common assessments will be reviewed and approved by the department chair, principal, and senior coordinator to monitor for alignment and assessment of the learning standard at the appropriate level.	
Plan	Assigned to:	Tracey Flemings	
	How it will look when fully met:	Teachers consistently utilize curriculum guides, frameworks, and blueprints as foundation for planning. Teams are producing instructional units and lesson plans that are fully aligned to learning objectives.	
	Target Date:	06/01/2011	
	Tasks:		
	1. A form will be created that will serve as verification that lesson plans reviewed by department chairs were examined to determine if activities were aligned to objectives. This form will be submitted to the instructional specialist who will report to the school improvement team.		
	Assigned to:	Department Chairs	
	Target Completion Date:	11/30/2009	
	Comments:	To accurately report lesson plan activity alignment, the department chairs will record all lesson plans reviewed and indicate whether they did or did not contain aligned activities. Providing feedback in order to correct those plans that do not contain aligned activities will still need to be reported as not having them. In addition, all members who conduct classroom observations will have to report the same.	

			<p>A check list has been created for the teachers to use when developing lesson to ensure alignment with the curriculum. Department chairs also have a checklist to use while reviewing plans and conducting classrooms observations. On this form, they indicate whether or not plans are properly aligned.</p>
		Task Completed:	11/30/2009
		<p>2. The department chair will consistently review lesson plans using the curriculum and check for alignment between the curriculum, objectives for the lesson, and the strategies used to teach the lesson.</p>	
		Assigned to:	Department Chairs
		Target Completion Date:	06/01/2010
		Comments:	<p>All history teams will provided daily lesson plans (and ancillary materials) to department chair for review in shared folders on the staff email system. These shared folders will be available to the principal and central office support personnel (senior coordinator).</p> <p>The department chair will provide timely feedback so that teachers can make the nessary changes. Team materials due in share folders 9 AM every Monday. The department chair will return feedback by 9AM Wednesday.</p> <p>Department chair will review the plans and provide specific feedback on alignment to the curriculum objectives.</p>
		Task Completed:	05/01/2010
		<p>3. Classroom observations will be conducted by administrators, department chairs, deans of students, and other instructional personnel. Feedback will be provided on the alignment of delivery of instruction and the alignment of the objectives and strategies used to teach the lesson.</p>	
		Assigned to:	Administration and Department Chairs
		Target Completion Date:	06/01/2010
		Comments:	<p>Formal and informal observations will occur on a weekly basis. Feedback will be provided on the alignment of the objective to the delivery of instruction and student outcomes. Feedback will be provided to the teachers within four days of the observation.</p> <p>Below are the number of observations that the department chairs conducted during the first quarter.</p> <p>English - 10 Math - 5 Social Studies - 8 Science -3 Reading - 6</p> <p>January 3, 2010 – The social studies and English department chairs consistently observe classes formally and informally.</p>

			<p>They provide feedback on a consistent basis.</p> <p>The math department chair routinely conducts informal observations and will conduct formal observations with the principal.</p> <p>The principal and assistant principal conduct frequent observations in all subject areas and are working with the reading and science department chairs to conduct frequent observations on a regular basis.</p>
		Task Completed:	05/01/2010
		4. Grade level instructional teams will meet everyday for 90 minutes to plan units of instruction which are aligned to the curriculum. The department chair will be a consistent presence in all team planning sessions.	
		Assigned to:	Laura Hulings
		Target Completion Date:	09/20/2010
		Comments:	Each team will submit a weekly planning agenda and minutes to the principal. Advance agendas (for the upcoming week of planning) will be set by each team and submitted with each submitted (completed) set of planning minutes.
		Task Completed:	04/12/2010
		5. Use the NPS curriculum, blueprint, pacing calendar and enhanced scope and sequence document to develop units of study.	
		Assigned to:	Christonya Brown
		Target Completion Date:	01/31/2010
		Comments:	Department chairs and administrators will ensure that each instructional team member has a copy of the NPS curriculum, blueprint, pacing calendar and enhanced scope and sequence document.
		Task Completed:	04/15/2010
		6. All history teams will provide daily lesson plans (and ancillary materials) to department chair for review in shared folders on the staff email system.	
		Assigned to:	Laura Hulings
		Target Completion Date:	06/01/2011
		Comments:	Lesson plans are submitted by each grade team to the department chair each Monday. The plans submitted each Monday are for the following week of instruction. The department chair reviews the lesson plans and provides written/verbal feedback. This is done during daily planning sessions and using shared folders on the school's e-mail system.
		Task Completed:	04/04/2011
		7. Feedback will be provided by department chair and social studies coordinator, including information alignment and instructional strategies (and activities) planned to meet the needs of	

	students (target, enhanced, and prerequisite).	
	Assigned to:	Laura Hulings
	Target Completion Date:	06/01/2011
	Comments:	Feedback is provided to teachers in the History department daily during planning sessions and weekly when lesson plans are submitted to department chair. The department chair, district History coordinator, and the principal provide ongoing feedback regarding instructional strategies.
	Task Completed:	04/04/2011
	8. Principal, Asst. Principal, deans, department chair, LCD Social Studies Coordinator, and VDOE staff will check for implementation of plans when conducting informal and formal observations.	
	Assigned to:	Tracey Flemings
	Target Completion Date:	06/01/2011
	Comments:	All formal and information observations observations include a check on the implementation of the teacher's lesson plan, especially the teacher's daily objective(s) and whether or not the lesson activities are aligned appropriately. This ongoing throughtout the year.
	Task Completed:	04/04/2011
	9. Grade level instructional teams will meet everyday for 80 minutes to plan units of instruction which are aligned to the curriculum and address the learning needs of target, enhanced, and prerequisite students.	
	Assigned to:	Michael Sheets
	Target Completion Date:	06/01/2011
	Comments:	The assistant principal, with the input and assistance of the principal, completed the 2010-2011 Master schedule prior to the start of the school year. The schedule does get modified throughout the year to meet the needs of the learners. However, during these changes, the History department maintains an 80 minute per day planning block to design their instruction.
	Task Completed:	09/01/2010
	10. Teachers will participate in power planning sessions	
	Assigned to:	Amelia Zukoski
	Target Completion Date:	01/30/2011
	Comments:	January 2011: 5 reading teachers participated in district-wide power planning session with senior coordinator.
	Task Completed:	01/30/2011
	11. Teachers in the History department will receive professional development on team teaching.	
	Assigned to:	Laura Hulings
	Target Completion Date:	01/31/2011
	Comments:	Teachers in the department received professional development on team teaching.
	Task Completed:	01/25/2011

	12. The History teachers will participate, along with the principal, district coordinator, and the department chair, in a two-day power planning/professional development session during district quarterly testing.	
	Assigned to:	Tracey Flemings
	Target Completion Date:	03/25/2011
	Comments:	This planning/professional development took place March 24th and 25th.
	Task Completed:	03/25/2011
	13. All History teacher's lesson plans and common formative assessments will include primary and secondary source analysis and well as the analysis and interpretation of maps.	
	Assigned to:	Laura Hulings
	Target Completion Date:	06/01/2011
	Comments:	
	14. All department chairs will be trained by the principal and the state advisor on writing lesson objectives that are aligned to the standards/curricula, student centered, and measurable.	
	Assigned to:	Tracey Flemings
	Target Completion Date:	01/31/2011
	Comments:	The school's advisor from the VDOE, along with the principal, provided training for members of the instructional leadership team, as well as select classroom teachers, on writing lesson objectives that are aligned to curriculae and measurable.
	Task Completed:	01/14/2011
	15. All teachers in the English department will participate in power-planning sessions to improve instruction and ensure curriculum alignment.	
	Assigned to:	Tracey Flemings
	Target Completion Date:	01/31/2011
	Comments:	All teachers participated in a power planning session in January.
	Task Completed:	01/31/2011
Implement	Percent Task Complete:	93%
	Objective Met:	5/6/2010 5/6/2010
	Experience:	5/6/2010 In striving to meet this objective, the instructional leaders in the building who conduct formal and informal observations have developed a sharp focus on identifying/verifying that all components of daily plans are directly related to the lesson objectives. The feedback provided to instructional staff on this objective has given them a sharper focus.
	Sustain:	5/6/2010 Continued staff development is needed to provide growth for instructional staff on planning lessons that are tightly aligned to the curriculae and planning instructional activities that are directly related to the lesson objectives.
	Evidence:	5/6/2010 The lesson plan template and observation feedback are

evidence of implementation.

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator IID11 - Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)

Level of Development:	Limited Development	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:	Data will be used frequently to determine students in need of intervention. One priority of data teams will be to identify and group these students into small groups to participate in 30-minute remediation/pull-out groups during the Block 3 Academic Success Block (ASB) period. The data teams will also work collaboratively with the gifted resource teacher to identify students who require enhanced learning opportunities because of their mastery of objectives.
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Plan	Assigned to:	Laura Hulings
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	How it will look when fully met:	Students are working in individual need-based pull-out groups during academic success blocks for 30 min/meeting (over a two-week time period on the A/B schedule). Students in these groups will have in common the same areas requiring support and are instructed by teachers whose students have demonstrated mastery of the areas of need.
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	Target Date:	11/15/2010
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	Tasks:	
		1. Grade level instructional teams will meet for 45 minutes twice month to review pre and post test data and to plan differentiated activities ie activity centers, cooperative learning groups, independent work centers and teacher directed centers to meet the individual needs of students.

	Assigned to:	Department Chairs
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	Target Completion Date:	04/30/2010
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	Comments:	The teams will use the learning plan grid and develop instructional strategies to meet the needs of each student. Grade level teams have designated Data Team meeting dates and times. During the meeting, teachers review students' data and place students in appropriate learning groups (pre-
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			requisite, target, enhanced). In social studies, grades 6-8, teachers review closure quiz (post-test) data in order to address students' misconceptions and plan differentiated activities. In English, grades 6-8, teachers provide a weekly assessment to address students' misconceptions and plan differentiated activities.
		Task Completed:	05/01/2010
		2. When developing learner objectives, the teams will identify the verb(s) written in the standard that clearly defines what the student will be able to do and align the verb within the standard to the learner objective.	
		Assigned to:	Deptment Chairs
		Target Completion Date:	06/18/2010
		Comments:	Teachers will attend power planning sessions within the school and offered by the district where they will learn how to unpack curriculum standards. The lesson plan template used by all grade-level content teams has lists of verbs grouped by levels of Bloom's to identify the level at which students should be working to meet the state standards.
		Task Completed:	04/12/2010
		3. All learner objectives will be expressed in observable and measurable terms and will begin with "The student will be able to..."	
		Assigned to:	Department Chairs
		Target Completion Date:	01/31/2010
		Comments:	Administrators and department chairs will coach teachers on writing and anchoring the students in the learner objective when teaching instructional units. Administrators and department chairs will conduct sweeps to ensure that learner objectives are visible ad written on the board. Administrators and department chairs will conduct informal and formal observations and note if teachers are frequently stating the objective when teaching.
		Task Completed:	04/12/2010
		4. Data teams will identify the instructional strategies in team minutes that will be tailored to three tiers of students – target, enhanced and prerequisite.	
		Assigned to:	Data Teams
		Target Completion Date:	10/29/2010
		Comments:	The department chairs will coach the data teams on

			<p>identifying the three tiers of students based on pre and post assessment data.</p> <p>Each grade-level content team groups the students based on various assessments into the three groups (target, enhanced, and prerequisite). The teams then develop individual need-based small groups and identify strategies and teachers that will be used, and a time-line to improve student performance. Each team will modify student groups and actions plans after each assessment.</p>
		Task Completed:	04/12/2010
		<p>5. Assessment data from post test will be used to identify students in need of prerequisite skills in order to master the instructional units and develop instructional strategies and activities for students in the prerequisite, target and enhanced level. Enhanced level students will received in-class modified assignments. Additionally, some of these students will work in pull-out sessions with the gifted resource teacher during academic success blocks.</p>	
		Assigned to:	Department Chairs
		Target Completion Date:	10/29/2010
		Comments:	
		Task Completed:	04/12/2010
		<p>6. All history teachers, department chair, and principal will receive training on designing pre-assessments and utilizing data (to design units). This will include the team looking at upcoming units and aligning strategies and activities to support targert, enhanced, and prerequisite students' mastery of learning objectives.</p>	
		Assigned to:	Christonya Brown
		Target Completion Date:	10/13/2010
		Comments:	The principal participated in training with the department chair and teachers on designing assessments and utilizing data. The team will design pre-assessments on upcoming units to inform instructional decisions.
		Task Completed:	10/13/2010
		<p>7. Data team members will be trained on the effective use of D2SC* data reports and the monthly data team template. *(D2SC is the district's data disaggregation program utilized to scan common formative and district quarterly test documents and to generate various data reports.)</p>	
		Assigned to:	Christonya Brown
		Target Completion Date:	10/15/2010
		Comments:	All members of the department have received training on the use of the district database (D2SC). They have learned how to generate variouos data reports to assist in planning instruction.
		Task Completed:	10/15/2010
		<p>8. Data teams wull identify the instructional strategies in team minutes that will be tailored to three tiers of students - target, enhanced, and prerequisite.</p>	
		Assigned to:	Tracey Flemings
		Target Completion Date:	10/29/2010

	Comments:	The members of the department meet daily to plan lessons, including aligned activities that incorporate instruction strategies designed to meet the needs of all learners.1
	Task Completed:	10/29/2010
	9. Shared Governance Team members will analyze available student performance data and provide feedback and action steps on a monthly basis.	
	Assigned to:	Sharon Byrdsong
	Target Completion Date:	06/01/2011
	Comments:	
	10. Senior Leadership Team and Executive Director will review school data on a quarterly basis.	
	Assigned to:	Sharon Byrdsong
	Target Completion Date:	06/01/2010
	Comments:	<p>The executive director facilitates monthly shared governance team meetings at which data is shared from all CFA's and DQA's. This information is then shared with the chief academic officer for the school division.</p> <p>The monthly meetings are scheduled on the following dates for the year: 10/25/10 11/29/10 1/31/11 2/28/11 3/21/11 4/29/11 5/16/11</p>
	Task Completed:	11/15/2010
Implement	Percent Task Complete:	90%
	Objective Met:	5/6/2010 5/6/2010
	Experience:	5/6/2010 The school is continuing to grow in this area. We have been using data all year to determine areas of strength and weakness. However, not until recently have we sharpened our focus on the data. Now, grade-level content teams are using the data to identify student groups, develop action plans to meet student needs, identify instructional strategies to be used in providing instruction. This has provided the school with the greatest growth in meeting the needs of all learners and moving all students toward proficiency and beyond.
	Sustain:	5/6/2010 Continued development is needed in providing true differentiation. This will continue to be a strong focus for the school and will be provided through staff development and peer observations.
	Evidence:	5/6/2010 Implementation is evident in each grade-level team's student grouping reports, action plans, and remediation schedules.

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes

Indicator	IIIA11 - All teachers use modeling, demonstration, and graphics. (120)		
	Level of Development:	Limited Development	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Teachers are inconsistent in their modeling practices with students. There is a varying degree of effectiveness on the team as evidenced by current classroom observations conducted.	
Plan	Assigned to:	Dimetri Richardson	
	How it will look when fully met:	Teachers will model lessons using verbal explanations, physical demonstrations, and a variety of graphics to model activities during instruction 90% of the time.	
	Target Date:	05/01/2010	
	Tasks:		
	1. Lesson plan checks completed by department chairs and information gathered by informal and formal observations will be recorded to track the degree to which all lesson plans contain the desired direct instruction.		
	Assigned to:	Department Chairs	
	Target Completion Date:	06/01/2010	
	Comments:	<p>A reporting device will need to be developed to record and report the lesson plan checks and the classroom observations.</p> <p>Checklist has been developed to record and report lesson plan checks.</p> <p>Lesson plans are submitted a week in advance, and department chairs are required to provide meaningful feedback by Wednesday.</p> <p>All observation feedback contains information about the level of direct instruction/teacher modeling observed during instruction and/or evidenced by lesson plans. This will continue to be a major focus for the school's instructional leadership team.</p>	
	Task Completed:	05/06/2010	
	2. Training will be provided to all instructional staff on strategies to deliver direct instruction.		
	Assigned to:	Michael Sheets	

		Target Completion Date:	11/30/2009
		Comments:	<p>Training on direct instruction will be provided that addresses: modeling, chunking information, demonstrating, using visuals, and frequent checking for understanding.</p> <p>January 4, 2010 The social studies department chair provides feedback on lesson plans on a weekly basis. Included in this feedback are chunking information, using visuals, and frequent checking of understanding.</p> <p>February 18, 2010 The assistant principal, along with the instructional specialist and three lead teachers, conducted staff-development session on direct instruction/modeling. Staff were introduced to an in-house checklist that will be used during formal and informal classroom observations. Staff were given the opportunity to provide feedback on the checklist. Staff watched a video of a teacher providing instruction and used the checklist. After this, the staff were engaged in a discussion about what they had seen and what they did not see. Further discussion was held on the staff's opinion of the checklist.</p>
		Task Completed:	02/18/2010
		3. Teachers will engage in a self-reflection practice by recording segments of their lessons, conducting peer observations, and reviewing student surveys.	
		Assigned to:	Department Chairs
		Target Completion Date:	05/01/2010
		Comments:	<p>Teachers will be afforded the opportunity to record themselves teaching lessons, conducting peer observations, and participating in study groups. Teachers will review recordings and use a feedback instrument to evaluate themselves. Teachers and administrators will discuss feedback and teachers will participate in developing self-improvement plans.</p> <p>January 4, 2010 - the social studies teachers will conduct peer observations during the week of January 4, 2010.</p> <p>February 2010 - During the month of February, the grade 6 English team will conduct peer observations.</p> <p>April 26, 2010 - The grade 6 social studies team will conduct peer observations.</p> <p>May 1, 2010 - Social Studies and Math teachers continue to conduct peer observations as well as peer modeling by more experienced teachers for those less experienced.</p>
		Task Completed:	05/01/2010
Implement	Percent Task Complete:		100%
	Objective Met:		5/6/2010 5/6/2010
	Experience:		5/6/2010 Staff development has been provided to instructional staff on providing direct instruction/modeling for students. Teachers

		<p>were trained through inservice sessions, as well as through peer observations.</p> <p>The school's instructional leadership team developed a rubric/checklist for student engagement/modeling. Staff was trained on this tool and all formal and informal observations are completed using it. Teachers are provided with ongoing feedback about this objective.</p>
	Sustain:	<p>5/6/2010</p> <p>The school intends to continue this focus through the remainder of the school year and into the next year. More staff development will be provided and instructional staff will continue with peer observations.</p>
	Evidence:	<p>5/6/2010</p> <p>Implementation is evidenced in the rubric/checklist and observation feedback.</p>

Indicator	IIIA19 - All teachers review with questioning. (128)		
	Level of Development:	Limited Development	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>The school has an observation rubric for questioning techniques. The rubric will be used during designated observation sweeps focusing solely on the teacher's implementation of effective questioning techniques. Teachers will be provided with immediate feedback. Instructional plans will contain 2-3 higher-level questions that will be posed to students during each lesson activity. These pre-planned questions will serve as a support for teachers as they develop mastery of posing higher order questions during classroom discourse. Teachers will conduct peer-to-peer observations of colleagues who are noted to consistently demonstrate mastery of effective questioning during instructional delivery.</p>	
Plan	Assigned to:	Laura Hulings	
	How it will look when fully met:	All lesson plans contain high-level questions that will foster critical thinking. Teachers will use effective questioning techniques when delivering instruction.	
	Target Date:	05/01/2011	
	Tasks:		
		<p>1. All lesson plan reviewers, department chairs, and classroom observers, will report whether or not plans contained high-level questions related to the lesson objective(s). All information gathered on questioning will be tracked via questioning rubric and implementation reports.</p>	

	Assigned to:	all team members
	Target Completion Date:	11/30/2010
	Comments:	An implementation report will need to be created to record progress on lessons containing high-level questions and the instructors mastery of questioning.
	Task Completed:	01/30/2010
	2. Teachers will participate in a weekly on-line book discussion and participate in monthly training sessions on the use of questioning techniques and creating high level-questions.	
	Assigned to:	Laura Hulings
	Target Completion Date:	12/15/2009
	Comments:	Media Specialist will create an account in the Ready to Learn program. This program will allow teachers to participate in an on-line book discussion on Quality Questioning by Jackie Acree Walsh and Beth Dankert Sattes. The Administrative Dean and English Department Chair will post one question per week from each chapter beginning October 5 and ending December 7. Each teacher will post one response to the question on a weekly basis. The book discussion was completed on December 14, 2009. Certificates with staff develop hours will be awarded to all participants by January 8, 2010.
	Task Completed:	12/18/2009
	3. A team of teachers will meet on a monthly basis to review and, if necessary, modify the school's questioning technique rubric.	
	Assigned to:	Data team leaders
	Target Completion Date:	02/01/2010
	Comments:	Classroom teachers who are data team leaders will meet on a monthly basis to review and, if necessary, modify teacher made questioning rubric. 11-30-09 Team Leader - Eighth Grade Lead Reading Teacher January 30, 2010 - The team met and reviewed the questioning rubric. February 16, 2010 - The team reviewed the questioning rubric. March 30, 2010 - The instructional leadership team, after receiving feedback from staff members, finalized the school's new rubric for questioning techniques.
	Task Completed:	03/30/2010
	4. Observers will use the school questioning rubric (which is aligned to the professional development focus book, Quality Questioning) to collect data on questioning techniques and	

	high-level questions. Team members will conduct monthly team sweeps focusing on teachers' use of effective questioning techniques and high-level questions.
	Assigned to: Michael Sheets
	Target Completion Date: 06/01/2011
	Comments: When classroom observations (formal or informal) are conducted by any member of the instructional leadership team, teachers are provided feedback on their use of questioning as an instructional strategy, if indeed questioning is observed. Teachers are required to include high level questions that will be asked during the lesson in their daily plans.
	Task Completed: 04/04/2011
Implement	Percent Task Complete: 100%
	Objective Met: 5/6/2010 5/6/2010
	Experience: 5/6/2010 The school developed a focus on questioning techniques during the 2008-2009 school year. This year, we sharpened the focus, redesigning the rubric created the previous year and providing on-going staff development on higher-level questioning that includes a focus on Bloom's Taxonomy. Teachers are required to include higher-level questions in daily plans that are directly related to the lesson objectives.
	Sustain: 5/6/2010 Continued staff development and informative feedback will continue our efforts on this objective.
	Evidence: 5/6/2010 Implementation evident in staff development records, observation feedback, and all lesson plans.

Indicator	IIIA35 - Students are engaged and on task. (144)		
	Level of Development:	Limited Development	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Focused classroom observations will center around student time-on-task utilizing a time-at-task analysis chart. Observers will provide feedback to teachers that: 1) draw attention to the times during which a high level of off-task behavior occurs (and provide suggestions to assist with the maximization of student engagement), and 2) draws attention to any existing relationship to actual delivery of the planned activities and the level of student engagement in the learning environment.	
Plan	Assigned to:	Dimetri Richardson	

How it will look when fully met:	Students will demonstrate a range of on-task behaviors within a set of variables as it relates to learning, developing understanding, and demonstrating proficiency of content material.
Target Date:	05/01/2010
Tasks:	
1. All lesson plans will be reviewed for the use of teaching strategies that engage students in higher orders of Bloom's Taxonomy. .	
Assigned to:	Department Chairs
Target Completion Date:	12/18/2009
Comments:	<p>A report will be designed to record whether or not daily lesson plans contain student-centered activities and strategies that engage students in higher orders of Bloom's Taxonomy.</p> <p>11/30/09 - The social studies department chair and English department chair have developed a check list which is used to review lesson plans for student-centered activities.</p> <p>December 18, 2009 - The English and social studies department chairs consistently review lesson plans with a checklist that was developed in November.</p> <p>The math, reading and science department chairs will receive coaching on checking lesson plans on a regular basis.</p> <p>February 8, 2010 - The English, social studies and math department chairs check lesson plans on a regular basis. The department chairs for reading and science will continue to receive coaching.</p> <p>April 12, 2010 - All teachers are re-directed to submit lesson plans to department chairs at least one-week in advance. Department chairs review lesson plans, make suggestions and provide feedback, and teacher's make adjustments to plans prior to implementation. This is monitored by the principal and the assistant principal.</p>
Task Completed:	05/01/2010
2. Teachers will use the Frayer Model to develop a definition of student engagement.	
Assigned to:	Department Chairs
Target Completion Date:	10/19/2009
Comments:	<p>The faculty will participate in an activity in their department meetings where the Frayer Model is used to develop a definition of student engagement. The contents of the models will be condensed to one model and one working definition.</p> <p>10-15-09 Teachers were divided into 5 groups and used the Frayer Model and developed a definition of student engagement. Models have been displayed in the teacher training lab.</p>
Task Completed:	10/15/2009

	3. Administrators and department chairs will receive training on the use of a data collection sheet developed by School University Research Network (SURN) to determine the percent of on-task behaviors during a given time frame.
	Assigned to: Department Chairs
	Target Completion Date: 11/30/2009
	Comments: Four Math teachers will participate in several trainings through SURN on the use of two data collection sheets used to determine the percent of on-task behaviors during a given time frame. The Math teachers will train other teachers on the purpose and use of the data collection sheets. Administrators and department chairs have been trained and use two data collection sheets used to determine the percent of on-task behaviors during a given time frame. Data collection sheets were mailed to Wm & Mary in December 2009.
	Task Completed: 12/18/2009
	4. Teachers will receive training on the use of a data collection sheet developed by School University Research Network (SURN) to determine percent of on task behaviors during a time frame.
	Assigned to: Department Chairs
	Target Completion Date: 11/30/2009
	Comments: Four math teachers will participate in a training through SURN on the use of two data collections sheets used to determine the percent of on task behaviors doing a time frame. The math teachers will train other teachers on the purpose and use of the data collection sheets. The data collections sheets developed through SURN was used to develop a school-made student engagement checklist to be used during formal and information observations and classroom sweeps. All staff members have been trained on how to increase student engagement for their own lessons, as well as what to look for when visiting other classrooms.
	Task Completed: 03/30/2010
	5. Teachers will be trained to use student engagement data collection sheets and use them to conduct peer observations. Teachers will be trained to conduct post-observation conferences with peers which focus on the student engagement collection data.
	Assigned to: Michael Sheets
	Target Completion Date: 12/18/2009
	Comments: The assistant principal and selected Math teachers will conduct training on the use of the data collection sheet and post-observation conferences. Jan. 14, 2010 - All of the department chairs at LWMS have been trained on the use of the student engagement data collection sheet. February 8, 2010 - All of the social studies teachers have been

			trained on the use of the student engagement data collection sheets. The teachers have scheduled peer observations and they should be completed by February 26, 2010.
		Task Completed:	03/30/2010
		6. Teachers will receive training on the use of response cards, white boards, equity sticks, signaling, posted notes, and Carnegie note-taking.	
		Assigned to:	Laura Hulings
		Target Completion Date:	12/15/2009
		Comments:	<p>Teachers will receive training on strategies that will increase the level of engagement in the class room.</p> <p>Signaling was modeled for the teachers during the December faculty meeting. The Social Studies teachers received training on the use Carnegie note taking in November and December 2009.</p> <p>February 5, 2010 - All teachers in the social studies and math departments have received white boards.</p>
		Task Completed:	02/05/2010
		7. Teachers will develop a common definition of student engagement.	
		Assigned to:	Cassandra Goodwyn
		Target Completion Date:	01/10/2010
		Comments:	<p>The Frayer Model will be used to develop a common definition of student engagement.</p> <p>Staff definition of student engagement was created by staff in the October faculty meeting. Staff members were organized in teams.</p> <p>December 2009 Faculty Meeting – Staff members developed on common definition of student engagement. A committee of teachers was formed to develop a observation rubric for student engagement. Staff will revisit the definition in January's faculty meeting.</p> <p>February 2010 - The principal, assistant principal, along with the instructional specialist and three lead teachers, conducted staff development session on student engagement. Staff were given the school's new checklist for student engagement. The staff provided feedback. Staff were shown a video of classroom instruction and used the checklist to record what was observed and what was not observed in relation to student engagement. Staff participated in a discussion of their observations after watching the video.</p>
		Task Completed:	02/18/2010
		8. All lesson plans will be reviewed (prior to implementation) for the use of teaching strategies that engage students in higher-levels of Bloom's Taxonomy on a weekly basis.	

	Assigned to:	Laura Hulings
	Target Completion Date:	06/01/2011
	Comments:	
	9. Instructional sweeps to gauge rates off-task behaviors will be conducted by observers. Timely feedback will be provided to teachers via "Time Off-Task" analysis sheet. Informal/formal feedback conferences will be held to discuss collected data with teachers.	
	Assigned to:	Laura Hulings
	Target Completion Date:	06/01/2011
	Comments:	
Implement	Percent Task Complete:	78%
	Objective Met:	5/6/2010 5/6/2010
	Experience:	5/6/2010 The instructional leadership team gained a sharper focus on this objective through involvement with SURN (School and University Research Network) sponsored by The College of William and Mary. Throughout the school year, training sessions were attended at the university that focused on identifying student engagement. Through this involvement, the team developed a rubric/checklist to be used during formal and informal observations to better identify on-task student behaviors.
	Sustain:	5/6/2010 Continued staff development will be necessary to sustain our efforts and continue to meet the objective. In addition to staff training sessions, provided in-house and through district coordinators' trainings, the instructional staff will continue to participate in peer observation of more experienced teachers.
	Evidence:	5/6/2010 Implementation is evident in staff development records and in feedback provided to instructional staff from formal and informal observations.

Classroom Instruction

Expecting and monitoring sound homework practices and communication with parents

Indicator IIIB06 - All teachers systematically report to parents the student's mastery of specific standards-based objectives. (155)

	Level of Development:	Limited Development	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	All teachers will be required to send students' standards-based assessment data home to the parents.
Plan	Assigned to:	Tracey Flemings
	How it will look when fully met:	Teachers and parents working collaboratively to support the academic achievement of students on specific objectives.
	Target Date:	06/01/2011
	Tasks:	
	1. Parents will be invited to attend and participate in workshops to provide them with tools to support the efforts of teachers and school staff. Workshops will include topics such as: *How to read student data reports & track my child's progress *How to help my child at home *Becoming an active school volunteer *Quarterly data "review nights" (whole school review)	
	Assigned to:	Tracey Flemings
	Target Completion Date:	06/01/2011
	Comments:	The principal invited parents to attend scheduled SOL Parents Night events throughout the year. The three scheduled dates are: 11/30/10, 4/26/11, and 5/12/11. A Parent Workshop facilitated by the school's gifted resource teacher was held in March.
	Task Completed:	04/04/2011
Implement	Percent Task Complete:	100%
	Objective Met:	4/4/2011 1/1/0001
	Experience:	4/4/2011 The principal has scheduled several parent's nights to share information regarding; helping the middle school child at home, becoming an active volunteer, and reviewing student data. During these meetings, the parents are given the student's quarterly assessment data from the district's database and shown how to read the information. They are then given information specific to how to help their children improve in the areas needed. The district coordinator for History also attends these events.
	Sustain:	4/4/2011 This will need to continue and become more frequent. We will continue to work on this objective by creating a method of systematic reporting to parents across content areas. We will certainly continue to improve parental involvement in all aspects of school life.
	Evidence:	4/4/2011 Dates of meetings are evidence that student data is being shared with parents.

September 09, 2011

Board of Education Agenda Item

Item: _____ L. _____

Date: September 22, 2011

Topic: Report on Potential U.S. Department of Education Waivers from Certain Requirements of the *No Child Left Behind Act of 2001*

Presenter: Mrs. Veronica Tate, Director, Office of Program Administration and Accountability

Telephone Number: (804) 225-2870

E-Mail Address: veronica.tate@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 *Elementary and Secondary Education Act of 1965* (ESEA), as amended by the *No Child Left Behind Act of 2001* (NCLB), was scheduled for reauthorization by Congress in 2007 after five years of the law's enactment. Since 2007, Congress has failed to reach agreement on a reauthorization of ESEA. In early 2011, President Barack Obama urged Congress to reauthorize ESEA in time for the 2011-2012 school year to provide states with relief from the law's rigid and punitive accountability requirements. In response to deteriorating Congressional reauthorization discussions, U.S. Secretary of Education Arne Duncan announced in June 2011 that flexibility would be offered to states in the form of waivers from certain NCLB requirements.

On August 8, 2011, Secretary Duncan announced that President Obama's administration "...will provide a process for states to seek relief from key provisions of the law, provided that they are willing to embrace education reform." The August press release stated "The administration's proposal for fixing NCLB calls for college- and career-ready standards, more great teachers and principals, robust use of data, and a more flexible and targeted accountability system based on measuring annual student growth."

While final conditions for requesting regulatory relief were not available at the time this boilerplate was created, early indications are that in order to receive the waivers, states would need to agree to advance specific education reform efforts as described below:

1. To waive the Section 1111 deadline for all students to be proficient in reading and mathematics by 2013-2014, states would have to adopt college- and career-ready standards and assessments.
2. To waive the Section 1116 system of sanctions for Title I schools failing to meet adequate yearly progress (AYP) targets, states would have to propose their own differentiated accountability systems that would: 1) incorporate growth; 2) establish new performance targets; and 3) more accurately meet the needs of schools with different challenges.
3. To waive the Section 1119 highly qualified teacher requirements, states would have to adopt evaluation systems for teachers and principals that are based on growth, and hold local educational agencies (LEAs) accountable for implementing the systems with fidelity.

It is anticipated that interested states would be required to apply to the U.S. Department of Education (USED) for approval of a comprehensive accountability plan (i.e., states would not have the option of choosing only certain waivers), and waiver applications will be reviewed through a peer review process.

In September, the U.S. Department of Education is expected to release the final conditions, application process, and timeline for states to request NCLB regulatory relief. The Department of Education will share this information with the Board of Education during the September 22 Board meeting.

Summary of Major Elements:

Only 38 percent, or 697 of Virginia's 1,839 schools made AYP based on results from the 2010-2011 assessments, compared to 61 percent of schools that made AYP in the previous year. Only four of Virginia's 132 divisions made AYP based on 2010-2011 assessments, compared with 12 divisions that made AYP in the previous year. The AYP targets were five points higher (86 percent) in reading and six points higher in mathematics (85 percent) than the targets for assessments taken by students during 2009-2010. As a consequence, 342 schools that made AYP in the previous year, and would have made AYP had the targets not increased, were identified as not meeting AYP.

With AYP targets scheduled to increase an additional five points in both reading and mathematics for the 2012 assessment cycle, it is anticipated that an even greater disproportionate percentage of schools and divisions will be misidentified as underperforming during the 2012-2013 year.

In Governor Robert McDonnell's letter of August 24, 2011, to Secretary Duncan (Attachment A), he points out the flaws of NCLB and noted that "A model that increasingly misidentifies schools as low performing and confuses the public about the quality of their schools does not advance the cause of reform or accountability."

The Department of Education proposes to work with the Board of Education and stakeholders in the Commonwealth to draft an alternate federal accountability model that is based on Virginia's successful Standards of Learning accountability program, including, but not limited to:

- College- and career-ready Standards of Learning and corresponding assessments being implemented in Virginia's mature and validated Standards of Accreditation (SOA) accountability program;
- Annual determinations for schools and divisions that make valid and meaningful performance distinctions and recognize overall student and subgroup growth;
- Accountability provisions that accurately identify schools and divisions most in need of support or interventions and recognize and reward exemplary performance;
- Support and interventions, identified through diagnostic reviews, designed to remedy the specific conditions that may cause schools and divisions to underperform;
- Capacity-building to allow divisions to support their underperforming schools in sustainable ways; and
- Aggressive reform for the lowest-performing schools and divisions.

The Superintendent of Public Instruction will engage the Board of Education members in discussing process options and parameters for developing a request for federal regulatory relief while maintaining or strengthening Virginia's educational accountability program.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept the report and authorize the Department of Education to proceed in gathering input from stakeholder representatives on a new federal accountability plan.

Impact on Resources:

This responsibility can be absorbed by the agency's existing resources at this time.

Timetable for Further Review/Action:

The Department of Education will assist the Board of Education in inviting input from stakeholders on the major elements of a NCLB waiver proposal. The waiver proposal would apply to the 2011-2012 assessment results and ratings to be announced in fall 2012. The Board of Education could use monthly meetings of its School and Division Accountability Committee to review draft proposals and receive public input. The Department would then prepare a final proposal for a revised accountability system for approval by the Board of Education and submission to the USED. The timetable will depend on the U.S. Department of Education's submission deadlines.



COMMONWEALTH of VIRGINIA
Office of the Governor

Robert F. McDonnell
Governor

August 24, 2011

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Mr. Secretary:

The just-announced federal Adequate Yearly Progress (AYP) ratings for Virginia schools and school districts illustrate the expanding disconnect between No Child Left Behind (NCLB) and the reality of what is really happening in the states. When an accountability model — regardless of its former utility and the good intentions of its designers — identifies better than six out of every ten Virginia schools as failing, it is time to go review the metrics.

A model that increasingly misidentifies schools as low performing and confuses the public about the quality of their schools does not advance the cause of reform and accountability. NCLB should be dramatically reformed with a new law that restores the proper balance between state and federal authority in public education — while still requiring very high standards and accountability for closing achievement gaps as conditions for receiving federal funds. The goals are good, but the measurements, bureaucracy, and reporting need overhaul.

A reauthorized Elementary and Secondary Education Act (ESEA) should focus on results — including continuous improvement in the performance of student subgroups — rather than prescribing the minutiae of a state testing and school ratings system. States — especially states like Virginia with mature and validated accountability programs — should have the flexibility to implement models that make sense given where their students are on the road to college and career readiness.

Given the progress Virginia's schools have made under the commonwealth's Standards of Learning (SOL) program (which predates NCLB), an accountability model based on individual student growth — with a high floor for minimum acceptable schoolwide and subgroup proficiency — makes more sense than the current system of rapidly escalating benchmarks.

Benchmarks that jump 5-6 points every year based on a rigid formula are not capable of capturing the progress of students in schools with already-high pass rates. In these schools, the ground left to be won is occupied by the most challenging students. An accountability model that focuses on student growth would recognize subtle, but significant, gains in these schools and not leave communities wondering how a school in which achievement actually increased could be judged as failing.

Virginia's robust longitudinal student data system is capable of supporting such a growth model and accurately identifying low-performing schools and schools in which subgroups are not making acceptable progress toward grade-level proficiency. A growth-focused accountability system also could include excellence measures to prevent complacency and promote continuous improvement in high-performing schools.

I was encouraged to hear from Superintendent of Public Instruction Patricia I. Wright of your pledge not to insist on word-for-word adoption of the Common Core State Standards as a condition for receiving a waiver under the short-term flexibility you announced on August 8, 2011.

I fully supported the decision of the Commonwealth's Board of Education to maintain the SOL program as the foundation of instruction and accountability in our classrooms. Board members redoubled their commitment to putting the interests of students and teachers first and resisting any pressure to abandon Virginia's proven standards and adopt the federally created Common Core.

Make no mistake that Virginia has and will continue to look for ways to improve upon our SOL program to meet or exceed the Common Core, as we have personally discussed. Virginia's newly revised reading and mathematics standards are now fully aligned with the Common Core and are of equal, and in some areas, greater rigor. With instruction and assessments in 2011-2012 based on the new mathematics SOL, Virginia will actually be implementing and testing Common Core content, while so-called adoption states continue to await the development of resources and tests.

Because of the State Board's thoughtful exercise of its authority under our constitution to establish and revise learning objectives for our public schools, Virginia students will experience the benefits of rigorous college and career ready standards — without the disruption to instruction and accountability that might have followed word-for-word adoption of the Common Core.

In addition, the Virginia Department of Education, the State Council of Higher Education for Virginia and the Virginia Community College System have approved a joint agreement on performance expectations in English and mathematics that high school graduates must meet to be successful in freshman-level college courses or career training. These college-and-career-ready expectations — which were developed at the direction of the Board of Education and in collaboration with high school educators, college and university faculty and the business community — build upon the solid foundation of the Standards of Learning.

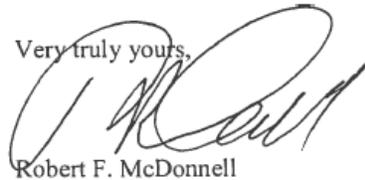
Page 3

Virginia has a bipartisan tradition of education reform. Our SOL program has been sustained and strengthened by Governors and legislative majorities of both parties. In the coming months, I will work with Superintendent Wright, the Board of Education, and the legislature to institute additional reforms to ensure Virginia students receive the world-class education they need and deserve to be internationally competitive.

It is in this spirit that I offer you my pledge to support common-sense reform of federal education law that will strengthen accountability while freeing states to innovate and focus resources where they are most needed.

With warm, personal regards I remain

Very truly yours,

A handwritten signature in black ink, appearing to read 'R. McDonnell', written over a light blue horizontal line.

Robert F. McDonnell

RFM/piw/kcc

cc: The Honorable Laura W. Fornash
The Honorable William J. Howell
The Honorable Martin L. Kent
The Honorable Ward L. Armstrong
The Honorable Thomas K. Norment, Jr
The Honorable Richard L. Saslaw
Dr. Patricia I. Wright, Superintendent of Public Instruction
State Board of Education
Virginia Congressional Delegation

Professional Development	Stage One	Implementation Focus
		<p>The Math Institute will provide practice in specific elements of the Model approach to teaching mathematics for participants to take back and work on in their classrooms during the intervening periods. The institute sessions incorporate in-classroom modeling and coaching strategies to provide hands-on experience for participants to build upon in their school.</p>
Coaching Institute	2	<p>The Institute will focus on strengthening the skills of coaches and instructional support personnel and is organized around three themes: (1) developing skills for change, (2) coaching for content, and (3) fostering a coaching culture.</p>

Comments on Proposed VAAP Schedule for 2011-2012

Superintendent
Dr. Matthew J. Eberhardt

Director of Instruction
Mrs. Renee Honaker

60 School Board Court
Madison, VA 22727



Assistant Superintendent
Mr. Allan P. McLearn

Director of Student Services
Mrs. Susan Aylor

Main #: 540-948-3780
Fax #: 540-948-5143

MADISON COUNTY SCHOOL BOARD

September 8, 2011

Dr. Sharon Siler
Team Lead, Alternative Assessment
Test Administration, Scoring and Reporting
Student Assessment and School Improvement
Virginia Department of Education
James Monroe Building
101 N. 14th Street
Richmond, VA 23219

Dear Dr. Siler:

Leadership and teachers in Madison County are very concerned by the new proposed timeline, which requires our ID teachers to complete their VAAP collections 8 weeks earlier this year than last.

In the past VAAP collections were to be scored and entered by two deadlines, May 25th for the first half of the collections and the middle of June for the second half of the divisions' collections. Last year the state asked school divisions to ship all VAAP Collections by May 5 because Pearson was going to score them. The rationale for this request was that the new writing and history ASOL's had to be equated. This earlier deadline reduced instructional time for our students and teachers. School divisions had to collect the VAAP's and make sure that the technical requirements were all met since divisions would not have the opportunity to correct technical issues during local scoring events.

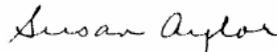
On August 11, 2011 school divisions received notification that the State Board of Education wants to ensure that they have two review times before they adopt cut scores for the VAAP. This request would require school divisions to ship the VAAP collections for scoring by March 7, 2012. This deadline is two months earlier than the 2010-2011 deadline.

The rest of a school divisions' non-writing assessments are driven by a window that the division chooses. Many divisions choose May 14-June 8 as their testing window. Madison County chooses this window to allow students an additional 9 weeks to learn and master material before they are tested. This new VAAP deadline denies students with disabilities an additional 8 weeks in order to learn and master their ASOL's. Furthermore, for high school students on block scheduling this reduces instructional time to approximately 5 weeks.

We hope that the State Board of Education will reconsider this new deadline and afford our students with disabilities the same amount of time for learning as their peers.

Sincerely,

Matthew Eberhardt
Superintendent


Susan Aylor
Director of Student Services

Madison Primary School
158 Primary School Drive
Madison, VA 22727
540-948-3781

Waverly Yowell Elementary School
1809 North Main Street
Madison, VA 22727
540-948-4511

William Wetsel Middle School
186 Mountaineer Lane
Madison, VA 22727
540-948-3783

Madison County High School
68 Mountaineer Lane
Madison, VA 22727
540-948-3785

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www.madisonschools.k12.va.us

Comments on Proposed VAAP Schedule for 2011-2012

Superintendent
Dr. Matthew J. Eberhardt

Director of Instruction
Mrs. Renee Honaker

60 School Board Court
Madison, VA 22727



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540-948-3783

Madison County High School
68 Mountaineer Lane
Madison, VA 22727
540-948-3785

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Board of Education Agenda Item

Item _____ M. _____

Date: September 22, 2011

Topic: Report on the Proposed Standard Setting Timeline for the New Mathematics Tests Scheduled for Implementation in 2011-2012

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

Telephone Number: (804) 225-2102

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

Origin:

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

Board review required by

_____ State or federal law or regulation

_____ Board of Education regulation

_____ Other: _____

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

Previous Review/Action:

_____ No previous board review/action

_____ Previous review/action

date _____

action _____

Background Information:

In 2011-2012 a number of new assessments based on the mathematics Standards of Learning (SOL) adopted by the Virginia Board of Education in 2009 will be administered to Virginia students. A summary of the new assessments follows:

- **Standards of Learning (SOL) tests in grades 3-8 mathematics, Algebra I, Geometry, and Algebra II**
- **Virginia Modified Achievement Standards Tests (VMAST) for grades 3-8 mathematics and Algebra I:** VMAST is an alternate assessment designed for students with disabilities identified under the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), who are instructed in grade level content but are not likely to achieve proficiency in the same time frame as their nondisabled peers.
- **Virginia Alternate Assessment Program (VAAP) in mathematics for grades 3-8 and high school:** The VAAP is a work sample-based assessment designed for students with significant cognitive disabilities who are unable to participate in the Standards of Learning (SOL) assessment program even with accommodations. In 2011-2012, VAAP Collections of Evidence for mathematics will be prepared using new Aligned Standards of Learning based on the 2009 mathematics SOL but reduced in depth and complexity.

Because of the changes in the content measured by the SOL tests and VAAP, new passing scores must be adopted by the Virginia Board of Education. Further, because VMAST will be administered for the first time in spring 2012, the Board must also adopt passing scores for these new tests.

In addition, the *Regulations Establishing Standards for Accrediting Public Schools* (SOA), require that students with disabilities who are pursuing the Modified Standard Diploma “shall pass literacy and numeracy competency assessments prescribed by the board.” In the *Guidelines for Implementing Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia*, the Board identified the grade 8 Standards of Learning (SOL) assessments in reading and mathematics as the literacy and numeracy assessments for the Modified Standard Diploma. Because the content of the grade 8 SOL mathematics test has changed, new cut scores that represent the minimum performance necessary to meet the numeracy requirements for the modified standard diploma will also need to be adopted.

Consistent with the process used since the inception of the SOL testing program in 1998, committees of educators will be convened to recommend to the Board of Education (BOE) minimum "cut" scores on the new mathematics assessments described above. The recommendations of these committees will be presented to the Board for review and final adoption of cut scores for the various achievement levels.

Summary of Major Elements:

The table below summarizes the preliminary timeline for standard setting activities related to the new mathematics assessments being implemented in 2011-2012.

Assessment Program	Standard Setting Committee Meeting	First Review of Recommended Cut Scores by the BOE	Adoption of Cut Scores by the BOE
End-of-Course SOL Mathematics Tests (Algebra I, Geometry, and Algebra II)	November 1-3, 2011	November 17, 2011	January 12, 2012
Grades 3-8 Mathematics Tests	January 31-February 2, 2012	February 23, 2012	March 22, 2012
VMAST Grades 3-8 Mathematics Tests and Algebra I	March 2012	April 26, 2012	May 24, 2012
Grade 8 SOL Mathematics Test When Used to Verify the Numeracy requirements of the Modified Standard Diploma	March 2012	April 26, 2012	May 24, 2012
VAAP mathematics for grades 3-8 and High School*	April 2012	May 24, 2012	June 28, 2012

*At the June 2011 meeting, certain Board members expressed concern that they were asked to waive first review and adopt the cut scores for VAAP in the area of writing and history. Department staff were asked to investigate changes in the existing procedures that would support the presentation of future cut scores for VAAP to the Board on both first and final review. In response to this request, a schedule for the review of the mathematics VAAP that allowed for the cut scores to be reviewed twice by the Board before they were adopted was developed. This proposed timeline was shared with Board members in July 2011. A copy of the schedule which has been updated to include the proposed Board meeting dates for 2012 is presented in Attachment A. In addition a summary of the feedback school

divisions provided in response to the proposed VAAP schedule is provided in Attachment B.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board receive the report and provide the Department with guidance as to how to proceed with finalizing the standard setting timeline for VAAP in the area of mathematics.

Impact on Resources:

N/A

Timetable for Further Review/Action:

N/A

Proposed 2011 – 2012 Virginia Alternate Assessment Program (VAAP) Schedule

Task	2012 Schedule (Proposed)
School Divisions Ship VAAP Collections to Pearson	March 7
Pearson Scores Collections for Mathematics	April 4 - 13
Pearson Scores Collections for Reading, Writing, Science, and History	April 14 - June 22
Standard Setting Committee Meeting	April 24 - 26
Board Receives Recommended Cut Scores for Mathematics on First Review	May 24*
Board Adopts Cut Scores	June 28 *
Preliminary Reports Available – Reading, Writing, Science and History	July 9
Preliminary Reports Available for Mathematics	July 26

*These dates are based on the proposed meeting dates for 2012.

Comments on Proposed VAAP Schedule for 2011-2012

School Division & Contact Information	Name and Title	Comment
Prince George County Public Schools	Jim Brown Director of Special Education	I am writing to express my concern over these changes in VAAP scoring procedures. IEP teams are already being pressed to complete instruction to accommodate assessment schedules now. This proposal removes a quarter of the instructional year for most children involved in the VAAP process. I would prefer to see the calendar pushed back into the summer if necessary for scoring and reporting of results.
Augusta County Public Schools	Gordon H. Mowen Supervisor for Assessment and School Counseling	<p>The concern expressed by the Board about waiving the first review of cut scores is understandable. They want to carefully consider their action. However, I would ask that the impact of the proposed schedule on teachers and students be considered. As we have worked with teachers to choose standards to assess for VAAP collections, we have stressed that the standards chosen should reflect reasonable or adequate progress from the beginning of the year, after a year of instruction. We ask them to assess student achievement at the beginning of the year and choose standards that require reasonable progress over a year of instruction. We emphasize not choosing standards that the student has already achieved or are easily reached with minimal instruction.</p> <p>A shipping date of March 7 would require that collections be complete after only about 23 weeks of school, not much more than 1/2 of the school year. Our direction to teachers would then need to be to choose standards or learning targets that reflect progress over about 1/2 of a school year. If our goal is to measure student growth and evaluate teachers based on that growth, it seems that progress ought to reflect a year of instruction rather than just a major fraction of a year.</p>
Rappahannock County Public Schools	Carol Johnson Director of Special Services	The March deadline will be extremely hard to meet! The students we have doing VAAPs are seriously delayed and often unmotivated to complete the portfolio. Further, January and February often result in missed school days and chaotic schedules for students who can only perform with routine and consistency. Please reconsider the May deadline for submission!!
Wise County Public Schools	Matt Hurt Director of Curriculum and Instruction	<p>The proposed timeline would cause great several problems for our school division.</p> <ol style="list-style-type: none"> 1. Our teachers spend all year collecting evidence for the VAAP. Earlier due dates would require our teachers to complete a year's worth of assessment work within two less months. 2. Some of our students require the full school year to show mastery on certain skills. Two less months of instruction could result in fewer skills mastered, thus lower pass rates on the VAAP

Comments on Proposed VAAP Schedule for 2011-2012

School Division & Contact Information	Name and Title	Comment
Amherst County Public Schools	Jim Gallagher Supervisor of Student Services	I have significant concerns with moving the submission date for VAAP Collections of Evidence from May to early March. As it currently stands, divisions must request that case managers submit collections of evidence well in advance of the SOL testing window resulting in a reduction in authentic instructional time for students with Significant Cognitive Impairments. Though they are being instructed toward aligned standards, their instructional time assessed by the VAAP should be considered with comparable value to that of any other student. By requiring divisions to submit collections in early March, you further devalue the instructional opportunities and quality instructional time provided to these students and make the process more about getting beyond a test. If the purpose of this considered change is to assist in the process of reporting, then it makes sense. If the decision has anything to do with the provision of effective instruction and quality educational programming, it makes no sense at all. Thank you for considering my input as you make this decision that stands to have dramatic impact on instruction and assessment of students with significant cognitive impairments.
Alexandria City Public Schools	Jane M. Quenneville, Ed.D. Director of Special Education	Dear Student Assessment. I am strongly opposed to an early submission for the VAAP collection of evidence. This population is our most needy and requires as much time as possible available in order to demonstrate their understanding of the ASOLs. This decision would never be considered for the SOLs or any other testing format for the Commonwealth of Virginia. Please reconsider the early submission date for the VAAP.
Hopewell City Public Schools	Antonia Greene	This timeline is ridiculous and an outrage!! Need I remind you all at DOE that VAAP portfolios are for students with significant cognitive delays. Where is the fairness and equity in this assessment timeline for them? Is the education of students with significant impairments a joke to you? Are VAAP's a joke? I take both very seriously (and the students do as well) and am wondering what level of achievement and proficiency you expect students to demonstrate on any test/assessment after what amounts to half of a school year. As a self-contained teacher, following this timeline, I would be expected to complete portfolios for 8 to 10 students with each portfolio containing evidence in five subject areas and seventeen ASOL's in less than 6 months. Remember, we are talking Alternate Assessment - not multiple choice tests. In fairness to students and teachers, you need to rethink this timeline. The general education students don't take SOL's until May.

Comments on Proposed VAAP Schedule for 2011-2012

School Division & Contact Information	Name and Title	Comment
Mathews County Public Schools	Nancy B. Welch, M.S., Ed.S. Assistant Superintendent	<p>With this schedule our division will need to set a local due date, <u>at the latest</u>, of February 24th. This represents approximately twenty two weeks of instruction. Twenty two weeks is not representative of even a majority of the 2011-2012 school year. VAAP content should contain evidence based on a full year of instruction-NOT twenty two weeks worth.</p> <p>Mathews County has made every attempt to align the VAAP and VGLA schedules with the regular administration dates as to provide a fair and equal balance between our special needs populations and regular education. The proposed schedule completely undermines this.</p> <p>Obviously we will support the VDOE's decision regarding the schedule; however, this places localities in a very awkward position. All of our students who participate in the VAAP will need to have addendums to their IEPs as notice to the parents of the change in the program schedule. Although this may not be mandatory in the eyes of the state, it will be for our locality as the collection of evidence will not be representative of the 2011-2012 instruction programs.</p>
Bedford County Public Schools	Janenne Daniels-Bosher, M.Ed. Lead Teacher for Special Education Data and Assessment	<p>Very concerned about the proposed change to the VAAP schedule. This proposed change would move up the due of these collections by 2 months over any other students in buildings, including regular students taking MC SOLs or other alternate testing completed. VAAP students will lose two months of instruction in order to complete the tasks required for these collections by this March due date. Many of these students need a longer time span to complete activities and yet we will now be giving them less. Also weather may or may not be a factor. If we have a harsh winter and miss a lot of school in January and February – it will be difficult to complete all activities necessary for some collections. For example, two years ago we missed a large amount of days mostly in January and February or did not come to school on time many days. This proposed change does not take that into account and allow for any makeup time should this occur.</p> <p>This proposed change is unfair to a population of students that needs as much time as we can give them to show the material that they have learned. <u>March 7th is too soon for VAAP collections to be due.</u></p>
Orange County Public Schools	R.P. "Bob" Grimesey, Jr., Ed.D. Superintendent	<p>Dr. Wright: Thank you for bringing this matter to our attention. Thanks also for inviting our feedback. I have evaluated the proposed timeline with our staff. We have concluded that it would NOT be appropriate to cut off VAAP collections of evidence earlier than May 1. Moreover, an early March state cut off would necessitate a local cut off in late February. Late February is only a few weeks into the second half of the school year. It is difficult to believe that a child's total academic progress can be measured reliably after only 55%-60% of the school</p>

Comments on Proposed VAAP Schedule for 2011-2012

School Division & Contact Information	Name and Title	Comment
		year. We understand the need for a reasonable cut-off, but early March is not reasonable. Let me know if any further rationale is necessary. Kind regards. –
Alleghany County Public Schools	Sarah T. Campbell, Ph.D. Superintendent	It is a shame that students with significant cognitive disabilities will likely have to complete the VAAP collection in six weeks less time than they currently have been allotted. This does not make sense for students who typically need more time for teaching and learning.
Loudoun County Public Schools	John V. Panettieri DDOT Office of Testing Services	A Due Date of March 7 th to ship VAAP COEs to Pearson is a loss of two months compared to the ship date for 2010-2011, and is just not reasonable. Teachers would have to complete the COEs by mid-February to allow time for prescoring, review of the COEs by their School Test Coordinator, and then processing these COEs through the office of the Division Director of Testing. Because of Thanksgiving and Winter Break we lose two weeks, and then there is possible additional time lost due to snow days. To expect teachers to begin the process in October, which is when most teachers seriously start work on the VAAP Collections of Evidence, and then be finished by mid-February, while losing a significant number of days in the middle, is not a realistic proposal. I would anticipate that if this schedule is adopted, then many of the VAAP Collections of Evidence submitted will be of poorer quality than if teachers were allowed adequate time to complete them.
Prince William County Schools	Paul F. Parker, PhD Supervisor of Testing	Our assessment team has discussed the proposed time line and we believe it would be challenging to accommodate at the division level. The biggest reason for our recommendation has to do with our teachers' ability to provide appropriate instruction in the shortened time frame. We speculate this could create an inequitable 'assessment' environment, as well as preclude a student from demonstrating proficiency levels he or she otherwise would under different circumstances. The other issue might be the impact 'available' student proficiency level data might have on establishing and then applying passing standards, depending upon the process being used. Consequently, our recommendation would be to replicate the time line adopted during the 2010-11 school year, if at all possible. We sincerely thank you for the opportunity to provide feedback and look forward to a decision soon. Have a great day.

Comments on Proposed VAAP Schedule for 2011-2012

School Division & Contact Information	Name and Title	Comment
Alexandria City Public Schools	Clinton Page Department of Accountability	<p>Hello everyone, I have significant concerns regarding the proposed 2011-12 VAAP timeline. In all education policy decisions the quintessential question must be "What is best for the students?". I understand the board's desire to not waive first review; however, if the only way to accomplish this task is to move the VAAP shipment deadline two calendar months earlier I strongly urge the board to relent in their request or explore other avenues that do not directly impact our students.</p> <p>This shift would decrease the instructional time of VAAP students to demonstrate ASOL proficiency by 34 school days. This would be a reduction of 22% of the instructional days available to our VAAP students compared to the 2010-2011 VAAP schedule. I fear this reduction would force teachers into selecting lower level ASOLs, and the VAAP collections would no longer represent the student's achievement over a school year but closer to half a school year.</p> <p>These are my quick thoughts to the proposed schedule. As we always strive for equity across all students, I ask if the same scenario were to play out for SOL testing would the solution be to move SOL testing forward two months? I understand the flexibility in selecting ASOLs, but our stance in ACPS has always been to select the most rigorous ASOLs possible for individual students and build towards that goal throughout the school year.</p> <p>Thank you for your time and consideration,</p>
Lunenburg County Public Schools	Dora G. Wynn Division Superintendent	<p>We are extremely concerned with the early shipment date to Pearson of the 2011-2012 VAAP Collections. It appears that Math is most crucial in that cut scores must be set.</p> <p>Perhaps, Math should be an earlier submission (February 1, 2012) than the other VAAP content areas.</p> <p>Our school year will end on May 24, 2012. It is imperative that we are allowed enough time to instruct and document the ASOL's that are being taught.</p> <p>Thank you for giving this concern serious consideration.</p>

Comments on Proposed VAAP Schedule for 2011-2012

School Division & Contact Information	Name and Title	Comment
Hanover County Public Schools	Carole Urbansok O'Brien, Ph.D. Director of Counseling, Testing & Research	<p>Thank you for soliciting input from the schools on this critical question. We've gathered the following comments to support the position that this timeline is not in the best interest of students and their ability to demonstrate their learning, which is first and foremost the imperative of good assessment.</p> <p>Some general timeline implications to consider</p> <ul style="list-style-type: none"> • March 7 is Wednesday (prompt day) of the SOL Writing test week: STC and teacher time during SOL Writing test • Events immediately preceding the SOL Writing test week including: <ul style="list-style-type: none"> ○ Mandatory online Writing Field Test (on or around February 22-23) <p>Is it realistic to expect VAAP students, teachers, and building administrators to be able to produce valid, comprehensive, quality collections in this shortened instructional year (essentially Sept 6 to March 1)? --this is some <u>2 months less of instructional time</u> than previously available.</p> <p>Can STCs and others realistically manage to finalize and submit collections for shipment by March 7 given other test-related tasks (and other responsibilities) requiring their attention at that time?</p> <p>There appears to be considerable time between the ship date, March 7 and the April 4-13 Pearson scoring date. Can this lag time for Pearson be shortened to provide school divisions an additional week or even 2 to complete and ship collections?</p> <p>Regarding instruction and student needs: This timeline does not allow time for appropriate instruction and adequate assessment for our most severely challenged population. If anything we need more time in order to bring them up to standards.</p> <ul style="list-style-type: none"> • Are we allowing the <u>convenience and a timeline of adults</u> to dictate instruction for children? • When parents learn of this, there will be an outcry and parents may feel that this practice is discriminatory. May this decision make the public think that the BOE is <u>not concerned</u> at all about this population of students? • V-tests have been promoted to <u>allow as much instructional time to complete collections as students taking regular SOLs</u> have for instruction. Doesn't this timeline undermine this intent? <p>The bottom line is that this timeline is severely cutting instructional time for our students.</p>

Comments on Proposed VAAP Schedule for 2011-2012

School Division & Contact Information	Name and Title	Comment
Carroll County Public Schools	Laura C. Goad, Ed. D. Director of Special Education	I am extremely discouraged by the tentative VAAP Schedule that would have the VAAP Collections shipped to Pearson no later than March 7, 2012. I would like to share the impact of this for our students with significant cognitive disabilities here in Carroll County. In order to ship by March 7 (which as you know is two months earlier than previous years) we would need to do any final internal reviews and pre-scoring the final week of February 2012. The past two years, we have missed about a month of school in either January or February. Therefore, teachers wanting to make sure there is sufficient evidence will need to have the collection completed prior to the winter weather. The impact of this is that the students with the most significant learning challenges will have the least amount of time (about a semester) to demonstrate what they have learned. This does not seem fair for these students. We are lucky here in Carroll that our students returned on August 10, 2011 -so guess we have a head start!
Powhatan County Public Schools	Kristin McLaughlin Assistant Superintendent for Special Education and Pupil Personnel Services	Thank you for asking for LEA's feedback on this important decision. We feel that the proposed timeline would negatively impact the student's opportunity to successfully complete the various ASOLs to their fullest potential. This is already a population of students who we know require additional time to master concepts. Unfortunately the limited time frames may force teachers to submit the minimal work samples instead of having the extra time to more thoroughly work on the skills and collect the samples to submit. It seems that by reducing the time frame to collect work samples we are actually shortening the time we expect students with more significant cognitive disabilities to master skills. Thanks

Comments on Proposed VAAP Schedule for 2011-2012

School Division & Contact Information	Name and Title	Comment
Franklin County Public Schools	Elaine Hawkins Coordinator of Assessments & Grants	<p>Shipping the VAAP Collections of Evidence by March 7, 2012, will be daunting for our students. By definition, the students who qualify have significant cognitive disabilities and require intensive and repeated instruction. Their disabilities require more time to complete their assessments and not less. Unbelievably, the board is asking students to complete the year's assessment in just a little over half the year. We would not presume to ask gifted students to do this.</p> <p>Students in Franklin County will need to complete most of the evidence for the ASOLs before the winter break in December as the weather can be very erratic in January and February. These students need the day to day consistency of instruction, but during the winter months it is sometimes difficult to provide it due to snow and ice storms. As bad weather is impossible to accurately predict, teachers will push to finish most of the evidence for the collections before winter break.</p> <p>It is understandable the board would like an opportunity to review the cut scores for math twice. The following are some suggestions to help make this possible.</p> <ol style="list-style-type: none"> 1. Allow school divisions to score reading, writing, science and history, submitting only the math portion of the collection to the state for scoring. In this way, the math could be submitted even as early as the first week of March, but students would have the additional two months to complete the evidence for the ASOLs for the other subjects. 2. Collect the entire Collections of Evidence at the end of March. Pearson can hire additional people to score the collections during April, and the committee can meet early in May to make cut score recommendations before the board meets in late May. This would give our students an additional month of "stable" weather to complete the assessments. 3. Suggest to the board that their demand of two opportunities to review cut scores is harmful to the very students who need the most time to learn and demonstrate their knowledge. Perhaps they can arrange an extra meeting early in June for the specific purpose of reviewing the cut scores of VAAP math. It is hard to believe the board would deliberately victimize these students for their own convenience.

Comments on Proposed VAAP Schedule for 2011-2012

School Division & Contact Information	Name and Title	Comment
Virginia Beach City Public Schools	Tracy A. LaGatta Director of Testing Office of Student Assessment	<p>The VAAP collection schedule is already compressed compared to the Standards of Learning (SOL) testing schedule. The proposed calendar would not provide sufficient time for teachers and students; it is a disservice to our student population. The level of performance for these students indicate the need for extensive and frequent direct instruction. More time is needed, not less, to sufficiently cover the material necessary to meet the Aligned Standards of Learning. We are working with students with significant disabilities that are performing at least three standard deviations below the mean. The rate of learning is much slower for this population of students.</p> <p>The proposed schedule would cut students and teachers time to work on standards down to approximately 110 instructional days between September and February (more than one month less instructional time than in the 2010-11 school year). Taking into account potential inclement weather days, adjusted dismissal days, and student illness, this timetable would put undue stress on students, teachers, and administrators, which may result in a negative impact on overall student performance. Neither students nor schools can afford the loss of instructional time prior to submitting this assessment.</p> <p>It is unreasonable to ask teachers to instruct and collect evidence in the ASOLs in roughly half the amount of time allotted to non-special education students for completing the SOLs. Each day that students and teachers have to work on standards is crucial to ensuring the best display of this unique population's abilities. This proposed schedule will mean that some content areas may be left incomplete or possibly not attempted at all due to the time constraints of this proposal.</p> <p>We also predict a negative parental response to this shortened collection window.</p> <p>The updated VAAP implementation manual recommends a number of pre-scoring steps to be taken prior to shipping COEs to Pearson. These steps have been taken in Virginia Beach for several years. Enacting these procedures within the shortened schedule means taking further instructional time away from students and teachers in order to conduct the strongly encouraged and necessary technical administrative reviews before turn-in.</p> <p>With all that is involved in instructing this student population, it is surprising that this schedule is even being considered. Shortening the collection window is not in our students best interest. Sincerely, The Virginia Beach Special Education and Assessment Team</p>

Comments on Proposed VAAP Schedule for 2011-2012

School Division & Contact Information	Name and Title	Comment
Botetourt County Public Schools	Deborah S. Nemece Instructional Coordinator	<p>Teachers of students with significant cognitive impairments are having less than a full school year to collect info for the VAAP. Students will need to complete the majority of the evidence for the ASOLs prior to the winter break in December due to erratic weather patterns in January and February.</p> <p>Botetourt County concurs with Franklin County’s concerns and suggestions as listed below. Students who qualify have significant cognitive disabilities and require intensive and repeated instruction. Their disabilities require more time to complete their assessments and not less.</p> <p>These students need the day to day consistency of instruction, but during the winter months it is sometimes difficult to provide it due to inclement weather. As bad weather is impossible to accurately predict, teachers will push to finish most of the evidence for the collections before winter break.</p> <p>It is understandable the board would like an opportunity to review the cut scores for math twice.</p> <ol style="list-style-type: none"> 1. Collect the entire Collections of Evidence at the end of March. Pearson can hire additional people to score the collections during April, and the committee can meet early in May to make cut score recommendations before the board meets in late May. This would give our students an additional month to complete the assessments. 2. Perhaps the board can arrange an extra meeting early in June for the specific purpose of reviewing the cut scores of VAAP math. 3. Allow school divisions to score reading, writing, science and history, submitting only the math portion of the collection to the state for scoring. In this way, the math could be submitted even as early as the first week of March, but students would have the additional two months to complete the evidence for the ASOLs for the other subjects.

Comments on Proposed VAAP Schedule for 2011-2012

School Division & Contact Information	Name and Title	Comment
York County School Division	Lisa Pennycuff, Ed.D. Departmental Director Accountability & Instructional Services	<p>Dear Dr. Shelly Loving-Ryder, Thank you for the opportunity to provide feedback on the proposed timeline adjustment for the Virginia Alternate Assessment Program (VAAP). Upon careful review of the proposed submission timeline, the York County School Division would like to share our concerns regarding the modified timeline. The proposed schedule movement of shipping evidence on March 7, 2012, requires an adjusted Division collection date of February 2012. The most significant result of the proposed timeline adjustment is that participating students must complete ASOL instruction with evidence documentation finalized within five months of the academic school year.</p> <p>VAAP participants, according to state definition, are students identified as having a significant cognitive impairment who demonstrate the need for extensive, direct instruction and/or intervention in a curriculum based on the Aligned Standards of Learning (ASOLs). Depending on the extent of the disability, students may also require instruction in the areas of personal management, recreation, leisure, school and community, vocational, communication, social competence and/or motor skills. Requiring this unique population of students to demonstrate performance on standards, although reduced in depth and complexity, comparable to their non-disabled peers with significantly less instructional time is not conducive to providing these students with the optimal opportunity to learn and demonstrate their knowledge of the standards. The final reduction amounts to a loss of 40 instructional days. Since results from this assessment are applied to AYP calculations, we strongly believe that each student should be provided with every opportunity to demonstrate their success under the most positive of circumstances.</p> <p>York County recognizes the demands of meeting state and federal guidelines for establishing cut scores for new assessments. However, the proposed timeline compromises the instructional timeframe for the student population with the highest level of need. Therefore, York County would like to offer two recommendations for your consideration. First, please consider reinstating the timeline implemented for Spring 2011 with the board reviewing cut scores twice in June which would allow for sufficient time for results to be applied to AYP calculations. If this is not possible, please consider a timeline submission for the VAAP for the end of April with board reviews of cut scores once in May and again in June.</p>

Comments on Proposed VAAP Schedule for 2011-2012

School Division & Contact Information	Name and Title	Comment
		<p>On behalf of the York County School Division, thank you again for this opportunity to share our concerns with you on the proposed timeline for 2012 and for your consideration of this information.</p> <p>Sincerely,</p>
Arlington Public Schools	Karen Gerry Principal, Stratford Program.	<p>Good morning,</p> <p>My name is Dr Karen Gerry and I am a principal of the Stratford Program with Arlington Public Schools. My school is APS' only school where all students have special needs and all VAAP. We live and breath the VAAP at my school. As a school, we are against the proposed change in VAAP schedule, this change is not in the best interest of children. With the proposed VAAP schedule each teacher would have one month to VAAP on each subject area:</p> <p>September - Science October - Math November Social Studies December - Writing January - Reading February - send portfolios to Center office</p> <p>My middle school teachers have 7 and 8 students per classroom. This proposed schedule is too rigorous for some of most disabled students within Arlington Public Schools. As you are aware, repetition is key for students with intellectual disabilities to learn a concept. This proposed schedule does not provide ample time for these students to learn the ASOLs. In the best interest of students, please leave the VAAP schedule the way it currently is. Please remember that education is about children, we need to do what is best for children and not what fits the schedule of the State Board of Education. If you would like to speak to me my number is 703-228-6443. Thank you.</p>

Comments on Proposed VAAP Schedule for 2011-2012

School Division & Contact Information	Name and Title	Comment
Henrico County	Yvonne B. Fawcett	<p>Virginia Department of Education Student Assessment</p> <p>Henrico County’s Exceptional Education Department and Research and Planning Department have carefully reviewed the proposed VAAP submission timeline and are strongly opposed to the suggested submission timeline modification. The proposed movement of the VAAP Collection of Evidence to March 7, 2012, will require local educational agencies to adjust the collection date from schools to February 2012. The defacto result of this movement is the expected completion of an entire academic year’s worth of ASOL instruction to be delivered and documented within a single semester.</p> <p>By VDOE definition, the population served by this alternate assessment is one composed of students with cognitive disabilities who require significant additional material and staffing support and more frequent, prolonged exposure and repetition to material to achieve mastery of content. The requirement for this student population to demonstrate mastery of a comparable volume of content, recognizing differences of depth, to their typically developing peers in a drastically reduced time frame is inappropriate and not in the best interest of students. The end result is a reduction of more than 40 days of instruction that will not be captured through our state student assessment system and a vastly reduced opportunity for our students and their families to receive accurate information regarding their child’s performance in relation to the ASOL standards.</p> <p>HCPS is cognizant of the challenges faced by the board in reconciling their oversight responsibility in establishing cut scores and the timeframe for data collection. However, the compromise proposed imposes sacrifices only upon the student population with the highest level of established need. In recognition of the conflict, HCPS proposes that the board consider scheduling two meetings in June to resolve the issue. This compromise places more of the burden of resolving the conflict with the adults rather than on the students.</p> <p>In conclusion, HCPS unequivocally regards any compromise that results in reduced opportunities for students with disabilities to gain and demonstrate command of content as inappropriate and shortsighted. We appreciate the opportunity to provide input and look forward to a demonstration of the board’s leadership in putting students first. Should you have any questions regarding HCPS’ position in this matter, please contact Dr. Blumenthal, Director of</p>

Comments on Proposed VAAP Schedule for 2011-2012

School Division & Contact Information	Name and Title	Comment
		Research and Planning or Dr. Gibson, Executive Director of Exceptional Education.
Williamsburg-James City County	Karen L. Davis Supervisor of Special Education School Board and Central Office at James Blair	Good Morning, We are concerned with the new timeline because of the short period of time during the course of the school year for teachers to provide appropriate instruction and collect the evidence to prove mastery. Here in WJCC schools, we collect the portfolios several weeks before the scoring event to review them and provide feedback to our teachers. We return the portfolios with suggestions for improvement. We then collect them again for the scoring event. It generally takes us from 3 to 5 days to score. With this being the case, we will need to collect the portfolios in early February for review and staff will not have as long a time period to correct them. We will also only be reflecting a half of a school year's worth of instruction. This is equivalent to having students take SOLs in January for a year's worth of instruction. Thank you for the opportunity to provide feedback.
Falls Church City Public Schools	Juanita Briscoe	I have included responses from Special Education personnel in our schools. These comments are typical. Please regard as representative of sentiments from Special Education staff in Falls Church City. Thank you. – Please see the 3 responses below.
Falls Church City Public Schools	Liz Germer Director of Special Education and Student Services	Juanita – I am strongly opposed to this as are my colleagues in region 4. The region 4 special education directors are planning to attend the meeting on Sept 22 nd in Richmond to voice our concerns. I am also alerting our SPEAC committee. To me this is discriminatory against a group of students. They are expected to learn and be assessed on a full years worth of standards in basically half a year. What would happen if they said give SWD the SOLs in Feb or March and all gen ed kids in May! I believe we need to send a strong message to the board of ed.
Falls Church City Public Schools	Allison Moriarty	I completely agree with Liz. The speed at which these students acquire knowledge that is actually RETAINED is so much slower that cutting the time they have to learn makes NO sense.
Falls Church City Public Schools	Stephanie Ciskowski	I agree with Liz and Allison. The timeline to turn in the portfolios is way too early and does not give the students enough time to learn and retain the skills they are being assessed on. Also, as Allison stated below, their rate of learning is slower, so asking the students to complete assessments early in the spring is not in their best interest.

Comments on Proposed VAAP Schedule for 2011-2012

School Division & Contact Information	Name and Title	Comment
Norfolk Public Schools	Anh-Thy T. Nguyen, Ed. S. Sr. Coordinator/DDOT2	<p>Norfolk Public Schools would like to provide the following thoughts for consideration:</p> <ol style="list-style-type: none"> 1. 2011-2012 students in grades 9-11 will participate in VAAP. Our school division will need time for transition into this new procedure. 2. Students who have significant cognitive disabilities need the most time and intensive level of instruction to show mastery of an objective are being given LEAST AMOUNT of time to acquire the knowledge needed (VAAP). Students with significant cognitive disabilities are being required to demonstrate mastery of content material 2 months earlier than their non-disabled peers. 3. The new ASOLS in the area of mathematics are more rigorous than in previous years. There are more components of the ASOL to teach and demonstrate mastery than previously. 4. The March 7th date is the same week as the Writing SOL assessment. This could possibly cause a lot of confusion within our district. This puts schools and school districts in a very stressful situation and may be problematic, especially those with limited personnel and/or shared personnel in central administration and schools. This stretches already limited resources and divides attention among two very important state-mandated assessments. 5. Teachers at the upper elementary and middle school level typically have a large amount (8-10) students in their class who may be participating in VAAP. Teachers have to get more information in less amount of time to all included students. The quality of instruction could be compromised considering the students programs generally include self help, work preparation, community and other functional skills not included in the ASOLS. <p>Please let us know if you have any questions. Thank you.</p>
Shenandoah County Public Schools	Jaycee Bova Supervisor of Special Education Instruction & Services	<p>Leadership and educators in Shenandoah County are very concerned by the new proposed timeline requiring our teachers of students with intellectual disabilities to complete their VAAP collections 8 weeks earlier this year.</p> <p>Last year's ship date to Pearson of May 5th was well before the previous year's date of May 25th. This change took away from instructional time. Shipping the VAAP collections by March 7th this year will take an additional eight weeks away from instruction for this population of students.</p> <p>Two months of instruction will be lost with this new timeline. These students will be unable to show their academic growth made in an eight week period because their assessment will already be completed.</p>

Comments on Proposed VAAP Schedule for 2011-2012

School Division & Contact Information	Name and Title	Comment
		<p>We hope the State Board of Education will reconsider and give back time to teach our students with intellectual disabilities who are receiving the Aligned Standards of Learning (ASOL) curriculum and demonstrating academic progress with their VAAP collection of evidence.</p> <p>Thank you for your time,</p>
Shenandoah County Public Schools	Jeremy J. Raley, Ed.D. Assistant Superintendent for Administration and Finance	<p>I am very concerned by the new proposed timeline requiring our teachers of students with intellectual disabilities to complete their VAAP collections 8 weeks earlier this year.</p> <p>Last year's ship date to Pearson of May 5th was well before the previous year's date of May 25th. This change took away from instructional time. Shipping the VAAP collections by March 7th this year will take an additional eight weeks away from instruction for this population of students.</p> <p>Two months of instruction will be lost with this new timeline. These students will be unable to show their academic growth made in an eight week period because their assessment will already be completed.</p> <p>We hope the State Board of Education will reconsider and give back time to teach our students with intellectual disabilities who are receiving the Aligned Standards of Learning (ASOL) curriculum and demonstrating academic progress with their VAAP collection of evidence.</p>
Shenandoah County Schools	B. Keith Rowland Division Superintendent	<p>As Superintendent of Shenandoah County Schools, I am very concerned by the new proposed timeline requiring teachers of students with intellectual disabilities to complete their VAAP collections eight weeks earlier than last year. As a school division that adheres to Virginia Code 22.1-79.1.B and does not begin school until after Labor Day this will most assuredly create a greater hardship on our teachers and our students.</p> <p>Last year's ship date to Pearson of May 5th was well before the previous year's date of May 25th which certainly made for a significant loss of instructional time. With the new timeline shipping the VAAP collections by March 7th this year will take an additional eight weeks away from instruction for this population of students and result in two months of lost instructional time. Consequently, these students will be unable to show their academic growth made in an eight week period because their assessment will already be</p>

Comments on Proposed VAAP Schedule for 2011-2012

School Division & Contact Information	Name and Title	Comment
		<p>completed.</p> <p>I hope that the State Board of Education will reconsider this timeline and restore whatever time that is necessary to teach students with intellectual disabilities. These students will be receiving the Aligned Standards of Learning (ASOL) curriculum and demonstrating academic progress with their VAAP collection of evidence.</p> <p>Respectfully</p>
Virginia Beach City Public Schools	Karen M. O'Meara Assistant Principal Pembroke Elementary School	<p>My name is Karen O'Meara, and I am the assistant principal and special education coordinator at Pembroke Elementary School in Virginia Beach City Public Schools. Pembroke Elementary School is unique in that we service the largest population of children with disabilities (approximately 170 students) at the elementary school level in Virginia Beach. I have directed and supported our seven teachers of intellectually disabled children through the VAAP assessment process for their students in grades 3-5. On average, Pembroke Elementary School completes 25 VAAPs each year. I strongly oppose the change in the timeline for submitting VAAP binders two months in advance for the following reasons:</p> <ul style="list-style-type: none"> • By collecting VAAP evidence so far in advance of administering the SOL tests taken by regular education students, this proposal constitutes discrimination against special education students and, therefore, may warrant an investigation by the Office of Civil Rights. • Attendance is an issue especially with our medically fragile students. This limits the amount of time a teacher has to instruct the students and collect evidence of learning. • Students with significant cognitive, physical, and behavioral challenges need a greater amount of time to process and grasp concepts prior to testing. • We would be sacrificing the integrity of the learning environment to satisfy the personal convenience of the state school board members. • The strict format of the VAAP requires a great deal of time to gather and record evidence (planning and preparing the activity, taking pictures, typing narratives, and compiling all the pages for each objective). • The quality of work would most definitely suffer, and thereby, lower

Comments on Proposed VAAP Schedule for 2011-2012

School Division & Contact Information	Name and Title	Comment
		<p>the VAAP scores.</p> <ul style="list-style-type: none"> • Seven teachers share two color printers and a limited number of black and white printers. It is time consuming to travel from room to room to see if the pictures captured the mastery of a skill correctly. If not, the process must be repeated. • The already high frustration level of students, teachers, and parents would increase with the implementation of a stricter timeline. <p>I would like to invite members of the Virginia Department of Education and members of the Virginia Board of Education to visit the ID classrooms at Pembroke Elementary School to observe the complexity of this process given the amount of time and resources required to develop evidence on the alternate standards while meeting the goals of each student's IEPs. Based on the negative impact this change would have on our intellectually disabled students, I strongly urge you to reconsider the proposed timeline.</p> <p>Sincerely,</p>
Shenandoah County Public Schools	Stacey Leitzel Director of Elementary Education	<p>Leadership and educators in Shenandoah County are very concerned by the new proposed timeline requiring our teachers of students with intellectual disabilities to complete their VAAP collections 8 weeks earlier this year.</p> <p>Last year's ship date to Pearson of May 5th was well before the previous year's date of May 25th. This change took away from instructional time. Shipping the VAAP collections by March 7th this year will take an additional eight weeks away from instruction for this population of students.</p> <p>Two months of instruction will be lost with this new timeline. These students will be unable to show their academic growth made in an eight week period because their assessment will already be completed.</p> <p>We hope the State Board of Education will reconsider and give back time to teach our students with intellectual disabilities who are receiving the Aligned Standards of Learning (ASOL) curriculum and demonstrating academic progress with their VAAP collection of evidence.</p>

Comments on Proposed VAAP Schedule for 2011-2012

School Division & Contact Information	Name and Title	Comment
Virginia Beach City Public Schools	Elizabeth A Jones Special Education Teacher Pembroke Elementary School	<p>Dear Virginia Department of Education Members: My name is Elizabeth Jones and I am a teacher of students with intellectual disabilities at Pembroke Elementary School in Virginia Beach City Public Schools. I generally complete 5 alternative assessments each year. I strongly oppose the change in the timeline for submitting VAAP binders two months in advance for the following reasons:</p> <ul style="list-style-type: none"> • By collecting VAAP evidence so far in advance of administering the SOL tests taken by regular education students, this proposal constitutes discrimination against special education students and, therefore, may warrant an investigation by the Office of Civil Rights. • Attendance is an issue especially with our medically fragile students. This limits the amount of time a teacher has to instruct the students and collect evidence of learning. • Students with significant cognitive, physical, and behavioral challenges need a greater amount of time to process and grasp concepts prior to testing. • We would be sacrificing the integrity of the learning environment to satisfy the personal convenience of the state school board members. • The strict format of the VAAP requires a great deal of time to gather and record evidence (planning and preparing the activity, taking pictures, typing narratives, and compiling all the pages for each objective). • The quality of work would most definitely suffer, and thereby, lower the VAAP scores. • Seven teachers share two color printers and a limited number of black and white printers. It is time consuming to travel from room to room to see if the pictures captured the mastery of a skill correctly. If not, the process must be repeated. • The already high frustration level of students, teachers, and parents would increase with the implementation of a stricter timeline. <p>I would like to invite members of the Virginia Department of Education and members of the Virginia Board of Education to visit my classroom at Pembroke Elementary School to observe the complexity of this process given the amount</p>

Comments on Proposed VAAP Schedule for 2011-2012

School Division & Contact Information	Name and Title	Comment
		of time and resources required to develop evidence on the alternate standards while meeting the goals of each student's IEPs. Based on the negative impact this change would have on our intellectually disabled students, I strongly urge you to reconsider the proposed timeline.
Arlington Public Schools	Patrick K. Murphy, Superintendent Alvin Crawley, Assistant Superintendent for Student Services Betty Schwoebel-Mills, Assistant Director for Assessment	<p>The proposal to move the deadline for vaap submissions up to early march is indeed problematic, both for our teachers and our students. It appears the decision to change the submission schedule is based on accommodating the state board rather than take into account the detrimental affect this would have on the vaap submissions by our students who are students with severe cognitive disabilities. These students struggle daily to achieve skills that will enable them to learn and grow. The proposed schedule would shorten the instruction time from 8 months to 6 months.</p> <p>As we all know, it takes much longer for students with a severe cognitive disability to learn even basic skills. This 25% reduction in instruction would be a disservice to our students. While school is not in session yet, we are confident that our teachers would not support this change. In recent years much stricter guidelines and rules for collecting student work for vaap portfolios have been put in place in order to comply with requirements of united states department of education. These requirements have increased the time it takes for teachers to assemble the necessary evidence for each student. It is important to note that the number of students in aps who qualify and participate in the vaap has been growing steadily. This has meant that many of our teachers are responsible for compiling more portfolios than in the past increasing their work load. In many instances, these extra hours are well outside their normal classroom time.</p> <p>We respectfully request that the state board take a second look at what they are asking of this special group of students and their teachers. In considering a change to the vaap schedule, we urge them to consider changing their schedule rather than adversely affecting students and teachers by reducing instruction, preparation and submission time.</p>
Grayson County Public Schools	Stephen C. Cornett Director of Instruction and Assessment	We here in Grayson County Public Schools are very concerned about the early March deadline for sending in the VAAP COEs. Grayson County historically has a high number of days missed due to inclement weather often beginning in early December and lasting until the middle of March. Last year, most of December and January were missed. This puts both our students and teachers in a precarious situation. These VAAP children should not be discriminated against because of the extreme weather conditions that are usually prevalent in

Comments on Proposed VAAP Schedule for 2011-2012

School Division & Contact Information	Name and Title	Comment
		<p>Grayson County. There should be some provision for an extension of this due date because of extreme circumstances such as severe weather postponements. We would appreciate any consideration by the Virginia Board of Education concerning this matter.</p>
<p>Virginia Beach City Public Schools</p>	<p>Janice Dintaman Pagano Special Education Teacher</p>	<p>Dear Virginia Department of Education Members: My name is Janice Pagano, and I have been teaching students with intellectual disabilities at Pembroke Elementary School in Virginia Beach City Public Schools for over twenty years. Each year I collect VAAP evidence for three to four students in grades 3-5 while continuing to work on individual IEP goals and objectives. My students have a wide range of significant disabilities that greatly impact their ability to grasp the concepts as outlined in the aligned standards of learning. At the same time I must also address the diverse physical needs of my students. I strongly oppose the change in the timeline for submitting VAAP binders two months in advance for the following reasons:</p> <ul style="list-style-type: none"> • By collecting VAAP evidence so far in advance of administering the SOL tests taken by regular education students, this proposal constitutes discrimination against special education students and, therefore, may warrant an investigation by the Office of Civil Rights. • Attendance is an issue especially with our medically fragile students. This limits the amount of time a teacher has to instruct the students and collect evidence of learning. • Students with significant cognitive, physical, and behavioral challenges need a greater amount of time to process and grasp concepts prior to testing. • We would be sacrificing the integrity of the learning environment to satisfy the personal convenience of the state school board members. • The strict format of the VAAP requires a great deal of time to gather and record evidence (planning and preparing the activity, taking pictures, typing narratives, and compiling all the pages for each objective). • The quality of work would most definitely suffer, and thereby, lower the VAAP scores. • Seven teachers share two color printers and a limited number of black and white printers. It is time consuming to travel from room to room

Comments on Proposed VAAP Schedule for 2011-2012

School Division & Contact Information	Name and Title	Comment
		<p>to see if the pictures captured the mastery of a skill correctly. If not, the process must be repeated.</p> <ul style="list-style-type: none"> • The already high frustration level of students, teachers, and parents would increase with the implementation of a stricter timeline. <p>I would like to invite members of the Virginia Department of Education and members of the Virginia Board of Education to visit the ID classrooms at Pembroke Elementary School to observe the complexity of this process given the amount of time and resources required to develop evidence on the alternate standards while meeting the goals of each student's IEPs. Based on the negative impact this change would have on our intellectually disabled students, I strongly urge you to reconsider the proposed timeline.</p> <p>Sincerely,</p>
Virginia Beach City Public Schools	Jinhee Wiskow ID Teacher	<p>My name is Jinhee Wiskow, and I am a new ID teacher at Pembroke Elementary School in Virginia Beach City Public Schools. Pembroke Elementary School is unique in that we service the largest population of children with disabilities (approximately 170 students) at the elementary school level in Virginia Beach. I have students with severe intellectual and physical disabilities who will take the VAAP assessment process in grades 3-5. I strongly oppose the change in the timeline for submitting VAAP binders two months in advance for the following reasons:</p> <ul style="list-style-type: none"> • By collecting VAAP evidence so far in advance of administering the SOL tests taken by regular education students, this proposal constitutes discrimination against special education students and, therefore, may warrant an investigation by the Office of Civil Rights. • Attendance is an issue especially with our medically fragile students. This limits the amount of time a teacher has to instruct the students and collect evidence of learning. • Students with significant cognitive, physical, and behavioral challenges need a greater amount of time to process and grasp concepts prior to testing. • We would be sacrificing the integrity of the learning environment to satisfy the personal convenience of the state school board members. • The strict format of the VAAP requires a great deal of time to gather

Comments on Proposed VAAP Schedule for 2011-2012

School Division & Contact Information	Name and Title	Comment
		<p>and record evidence (planning and preparing the activity, taking pictures, typing narratives, and compiling all the pages for each objective).</p> <ul style="list-style-type: none"> • The quality of work would most definitely suffer, and thereby, lower the VAAP scores. • Seven teachers share two color printers and a limited number of black and white printers. It is time consuming to travel from room to room to see if the pictures captured the mastery of a skill correctly. If not, the process must be repeated. • The already high frustration level of students, teachers, and parents would increase with the implementation of a stricter timeline. <p>I would like to invite members of the Virginia Department of Education and members of the Virginia Board of Education to visit the ID classrooms at Pembroke Elementary School to observe the complexity of this process given the amount of time and resources required to develop evidence on the alternate standards while meeting the goals of each student's IEPs. Based on the negative impact this change would have on our intellectually disabled students, I strongly urge you to reconsider the proposed timeline.</p>

Comments on Proposed VAAP Schedule for 2011-2012

HENRICO COUNTY PUBLIC SCHOOLS

DR. PATRICK RUSSO
SUPERINTENDENT OF SCHOOLS



POST OFFICE BOX 23120
HENRICO, VIRGINIA 23223-0420
(804) 652-3600

August 26, 2011

Dr. Shelley Loving-Ryder, Assistant Superintendent
Virginia Department of Education
Division of Student Assessment
P. O. Box 2120
Richmond, VA 23218

Dear Dr. Loving-Ryder:

Henrico County's Exceptional Education Department and Research and Planning Department have carefully reviewed the proposed VAAP submission timeline and are strongly opposed to the suggested submission timeline modification. The proposed movement of the VAAP Collection of Evidence to March 7, 2012, will require local educational agencies to adjust the collection date from schools to February 2012. The defacto result of this movement is the expected completion of an entire academic year's worth of ASOL instruction to be delivered and documented within a single semester.

By VDOE definition, the population served by this alternate assessment is one composed of students with cognitive disabilities who require significant additional material and staffing support and more frequent, prolonged exposure and repetition to material to achieve mastery of content. The requirement for this student population to demonstrate mastery of a comparable volume of content, recognizing differences of depth, to their typically developing peers in a drastically reduced time frame is inappropriate and not in the best interest of students. The end result is a reduction of more than 40 days of instruction that will not be captured through our state student assessment system and a vastly reduced opportunity for our students and their families to receive accurate information regarding their child's performance in relation to the ASOL standards.

HCPS is cognizant of the challenges faced by the board in reconciling their oversight responsibility in establishing cut scores and the timeframe for data collection. However, the compromise proposed imposes sacrifices only upon the student population with the highest level of established need. In recognition of the conflict, HCPS proposes that the board consider scheduling two meetings in June to resolve the issue. This compromise places more of the burden of resolving the conflict with the adults rather than on the students.

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Comments on Proposed VAAP Schedule for 2011-2012

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In conclusion, HCPS unequivocally regards any compromise that results in reduced opportunities for students with disabilities to gain and demonstrate command of content as inappropriate and shortsighted. We appreciate the opportunity to provide input and look forward to a demonstration of the board's leadership in putting students first. Should you have any questions regarding HCPS' position in this matter, please contact Dr. Blumenthal, Director of Research and Planning or Dr. Gibson, Executive Director of Exceptional Education.

Sincerely,

Handwritten signatures of Bondy Shay Gibson and Patrick J. Russo, Ed.D.

Bondy Shay Gibson
Executive Director
Exceptional Education

Patrick J. Russo, Ed.D.
Superintendent

cc: Dr. Pat Wright, VDOE Superintendent
Dr. Penny Blumenthal, Director of R&P

Comments on Proposed VAAP Schedule for 2011-2012

Superintendent
Dr. Matthew J. Eberhardt

Director of Instruction
Mrs. Renee Honaker

60 School Board Court
Madison, VA 22727



Assistant Superintendent
Mr. Allan P. McLearn

Director of Student Services
Mrs. Susan Aylor

Main #: 540-948-3780
Fax #: 540-948-5143

MADISON COUNTY SCHOOL BOARD

September 8, 2011

Dr. Sharon Siler
Team Lead, Alternative Assessment
Test Administration, Scoring and Reporting
Student Assessment and School Improvement
Virginia Department of Education
James Monroe Building
101 N. 14th Street
Richmond, VA 23219

Dear Dr. Siler:

Leadership and teachers in Madison County are very concerned by the new proposed timeline, which requires our ID teachers to complete their VAAP collections 8 weeks earlier this year than last.

In the past VAAP collections were to be scored and entered by two deadlines, May 25th for the first half of the collections and the middle of June for the second half of the divisions' collections. Last year the state asked school divisions to ship all VAAP Collections by May 5 because Pearson was going to score them. The rationale for this request was that the new writing and history ASOL's had to be equated. This earlier deadline reduced instructional time for our students and teachers. School divisions had to collect the VAAP's and make sure that the technical requirements were all met since divisions would not have the opportunity to correct technical issues during local scoring events.

On August 11, 2011 school divisions received notification that the State Board of Education wants to ensure that they have two review times before they adopt cut scores for the VAAP. This request would require school divisions to ship the VAAP collections for scoring by March 7, 2012. This deadline is two months earlier than the 2010-2011 deadline.

The rest of a school divisions' non-writing assessments are driven by a window that the division chooses. Many divisions choose May 14-June 8 as their testing window. Madison County chooses this window to allow students an additional 9 weeks to learn and master material before they are tested. This new VAAP deadline denies students with disabilities an additional 8 weeks in order to learn and master their ASOL's. Furthermore, for high school students on block scheduling this reduces instructional time to approximately 5 weeks.

We hope that the State Board of Education will reconsider this new deadline and afford our students with disabilities the same amount of time for learning as their peers.

Sincerely,

Matthew Eberhardt
Superintendent

Susan Aylor
Director of Student Services

Madison Primary School
158 Primary School Drive
Madison, VA 22727
540-948-3781

Waverly Yowell Elementary School
1809 North Main Street
Madison, VA 22727
540-948-4511

William Wetsel Middle School
186 Mountaineer Lane
Madison, VA 22727
540-948-3783

Madison County High School
68 Mountaineer Lane
Madison, VA 22727
540-948-3785

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Additional Comments on Proposed VAAP Schedule for 2011-2012

School Division & Contact Information	Name and Title	Comment
Montgomery County Public Schools	Cyndi Pitonyak PBS Coordinator	I am writing to request your consideration of extending the early March deadline for VAAP submission. This gives us basically only one semester to collect evidence for students who often take time to adjust to a new school year - new setting - new teachers and new demands. (We are a fully inclusive school district). An extended deadline would allow a much accurate picture of the performance of our students on adapted curriculum. Thank you for your consideration of this request.
Virginia Beach City Public Schools	Charles L. Spivey, Principal Pembroke Meadows Elementary School	<p>To the VDOE and Members of the Virginia Board of Education: I write to you to express my concern for possible changes to the VAAP submission deadline. Please consider the following reasons for NOT moving the VAAP submission deadline up by 2 months.</p> <ul style="list-style-type: none"> • Moving the deadline decreases the time frame to teach what they must know and be able to do. Our most vulnerable students already have a shorter period of time to demonstrate their progress since VAAPs are currently due in March. • By collecting VAAP evidence so far in advance of administering the SOL tests taken by regular education students, this proposal could constitute discrimination against special education students and lead to an Office of Civil Rights investigation. • Our medically fragile students tend to incur higher absenteeism already making it difficult for teachers to cover all of the objectives. Moving up the due date will increase existing limits on the amount of time a teacher has to instruct students and collect evidence. • Students with significant cognitive, physical, and behavioral challenges need a greater amount of time to process and grasp concepts prior to testing. • The strict format of the VAAP requires a great deal of time to gather and record evidence (planning and preparing the activity, taking pictures, typing narratives, and compiling all the pages for each objective). • The quality of work would most likely suffer, and thereby, lower the

Additional Comments on Proposed VAAP Schedule for 2011-2012

School Division & Contact Information	Name and Title	Comment
		<p>VAAP scores.</p> <ul style="list-style-type: none"> • The already high frustration level of students, teachers, and parents would increase with the implementation of a stricter timeline. <p>Please do not sacrifice the integrity of the learning environment by changing the VAAP submission date. To do so would be unfair to our students, teachers, and families.</p> <p>Thank you for your consideration,</p>
Virginia Beach City Public Schools	C. Drummond Ball, Principal Windsor Woods Elementary School	<p>Dear Members of the Virginia State Board of Education,</p> <p>I was greatly disturbed and concerned when I heard of your impending consideration for requiring a very “early in the school year” alteration of the VAAP portfolio due date. As you know, from your own childhood, more time and practice on task gives a better picture of understanding. I have thought carefully on this topic and put before you the following considerations:</p> <ol style="list-style-type: none"> 1. Collecting the VAAP folder, so far in advance of administering the SOL tests taken by regular education students, may constitute discrimination against special education students and, possibly leading to an investigation by the Office of Civil Rights. Something we don’t want. 2. With our medically fragile students, this limits the amount of time a teacher has to instruct the students and collect evidence of learning. 3. Students with significant cognitive, physical, and behavioral challenges need a greater amount of time to process and grasp concepts prior to testing. 4. Publicly, it appears we will be sacrificing the integrity of the learning environment to satisfy the personal convenience of the state school board members. 5. Format of the VAAP requires a great deal of time to gather and record evidence, including planning and preparing the activity, taking pictures, typing narratives, and completing the portfolio with pages for each objective. 6. Student work quality would undoubtedly suffer, and thereby, render

Additional Comments on Proposed VAAP Schedule for 2011-2012

School Division & Contact Information	Name and Title	Comment
		<p>unreliable VAAP scores.</p> <p>7. This earlier reporting timeline will create an even higher frustration level for students, teachers, and parents.</p> <p>As I contemplate this issue, I can only think how less useful will be the results, and how the newly proposed process will defeat the whole concept of the VAAP assessment for our young citizens, the special education students.</p> <p>Please make the final student product due date later in the year, rather than sooner.</p> <p>Sincerely,</p>
Virginia Beach City Public Schools	Christa N. Lassiter Special Education Teacher ED/LD Landstown Middle School	<p>I am writing in response to the potential timeline change for the submission to VAAP. I would like to express my concern with this proposal. I believe that the benefits to the board would not outweigh the negative impact on the students. These students and teachers are already having to provide instruction and demonstrate this knowledge in an abbreviated manner due to the current submission date. By moving the date to March, you will be asking them to move at an even faster pace, thereby placing another strain on the ability of the students to properly demonstrate their knowledge in the requested manner. The population of students assessed by the VAAP require the most time available to allow for the best possible performance and should actually be one of the last set of binders submitted. I humbly request that you do not move the binder submission forward for the benefit of the students.</p>
Virginia Beach City Public Schools	Julie Hamilton Intellectual Disabilities Teacher Landstown Middle School	<p>To : Members of the Virginia Department of Education</p> <p>As a veteran educator of students with moderate to severe cognitive delays, who participate annually in the Virginia Alternate Assessment Program (VAAP), I am compelled to address my concerns with the proposed timeline change for the submission of Collections of Evidence.</p> <p>Students participating in VAAP are those with the most severe cognitive delays. Because of this, they require the <i>most time</i> to learn new material, retain the information, and successfully attain mastery of educational goals. By significantly reducing the time allowed for these students to learn new information to mastery on the required ASOLs and complete the VAAP</p>

Additional Comments on Proposed VAAP Schedule for 2011-2012

School Division & Contact Information	Name and Title	Comment
		<p>Collection of Evidence, you have significantly reduced their opportunity for success.</p> <p>Before voting on this issue Sept. 20, I strongly urge you to seriously consider the educational needs of these special education students. Time is a critical factor, and these students need more of it, not less. Please maintain the timeline we have had in the past to ensure that we are doing all we can to help our students succeed.</p> <p style="text-align: center;">Respectfully,</p>
Virginia Beach City Public Schools	Maureen Mitchell Intellectual Disabilities Teacher Princess Anne High School	<p>To : Members of the Virginia Department of Education</p> <p>As a veteran educator of students with moderate to severe cognitive delays, who participate annually in the Virginia Alternate Assessment Program (VAAP), I am compelled to address my concerns with the proposed timeline change for the submission of Collections of Evidence.</p> <p>Students participating in VAAP are those with the most severe cognitive delays. Because of this, they require the <i>most time</i> to learn new material, retain the information, and successfully attain mastery of educational goals. By significantly reducing the time allowed for these students to learn new information to mastery on the required ASOLs and complete the VAAP Collection of Evidence, you have significantly reduced their opportunity for success.</p> <p>Before voting on this issue Sept. 20, I strongly urge you to seriously consider the educational needs of these special education students. Time is a critical factor, and these students need more of it, not less. Please maintain the timeline we have had in the past to ensure that we are doing all we can to help our students succeed.</p> <p style="text-align: center;">Respectfully,</p>
Virginia Beach City Public Schools	Mona Grainger Intellectual Disabilities Teacher Princess Anne High School	<p>To : Members of the Virginia Department of Education</p> <p>As a veteran educator of students with moderate to severe cognitive delays, who participate annually in the Virginia Alternate Assessment Program (VAAP), I am compelled to address my concerns with the proposed timeline change for the submission of Collections of Evidence.</p> <p>Students participating in VAAP are those with the most severe cognitive delays. Because of this, they require the <i>most time</i> to learn new material, retain the information, and successfully attain mastery of educational goals. By significantly reducing the time allowed for these students to learn</p>

Additional Comments on Proposed VAAP Schedule for 2011-2012

School Division & Contact Information	Name and Title	Comment
		<p>new information to mastery on the required ASOLs and complete the VAAP Collection of Evidence, you have significantly reduced their opportunity for success.</p> <p>Before voting on this issue Sept. 20, I strongly urge you to seriously consider the educational needs of these special education students. Time is a critical factor, and these students need more of it, not less. Please maintain the timeline we have had in the past to ensure that we are doing all we can to help our students succeed.</p> <p style="text-align: center;">Respectfully,</p>
Virginia Beach City Public Schools	Laura Folden Corporate Landing Middle School Special Education Teacher Special Ed. Dept. Chair	<p>To Whom It May Concern,</p> <p>My name is Laura Folden, and I am currently an ID teacher at Corporate Landing Middle School. I have been involved in VAAP since it was first started 10 years ago, and I have just been informed that our collection of evidence deadline has just been changed from the end of March to the end of January.</p> <p>I have several concerns with this. One being you are requesting a whole year's worth of education in a single semester. Also, this population of students already requires much remediation to gain the knowledge required for evidence, and now our time has been cut by two months. We were already required to turn in our VAAP binders much earlier than VGLA binders and the administration of the SOL tests, and now that date has been shortened again. The most important factor is that it is not fair to the students! If we are required to collect a whole year's worth of evidence in a semester, this would be short changing the students' rights to an appropriate education. The education may be rushed, and a proper representation of their ability may not be collected.</p> <p>I was very shocked to hear that the state is requiring this material so early due to the nature of these young peoples' disabilities, and I would hope that you would consider changing the timeline back to what has worked in the past! Thank you.</p>
Virginia Beach City Public Schools	Isaac Odibo Intellectual Disabilities Teacher Princess Anne High School	<p style="text-align: center;">Sept. 19, 2011</p> <p>To : Members of the Virginia Department of Education</p> <p>As a veteran educator of students with moderate to severe cognitive delays, who participate annually in the Virginia Alternate Assessment Program (VAAP), I am compelled to address my concerns with the proposed timeline</p>

Additional Comments on Proposed VAAP Schedule for 2011-2012

School Division & Contact Information	Name and Title	Comment
		<p>change for the submission of Collections of Evidence.</p> <p>Students participating in VAAP are those with the most severe cognitive delays. Because of this, they require the <i>most time</i> to learn new material, retain the information, and successfully attain mastery of educational goals. By significantly reducing the time allowed for these students to learn new information to mastery on the required ASOLs and complete the VAAP Collection of Evidence, you have significantly reduced their opportunity for success.</p> <p>Before voting on this issue Sept. 20, I strongly urge you to seriously consider the educational needs of these special education students. Time is a critical factor, and these students need more of it, not less. Please maintain the timeline we have had in the past to ensure that we are doing all we can to help our students succeed.</p> <p>Respectfully,</p>
Virginia Beach City Public Schools	Angela Dunkailo Intellectual Disabilities Teacher Princess Anne High School	<p>Sept. 19, 2011 To : Members of the Virginia Department of Education</p> <p>As a veteran educator of students with moderate to severe cognitive delays, who participate annually in the Virginia Alternate Assessment Program (VAAP), I am compelled to address my concerns with the proposed timeline change for the submission of Collections of Evidence.</p> <p>Students participating in VAAP are those with the most severe cognitive delays. Because of this, they require the <i>most time</i> to learn new material, retain the information, and successfully attain mastery of educational goals. By significantly reducing the time allowed for these students to learn new information to mastery on the required ASOLs and complete the VAAP Collection of Evidence, you have significantly reduced their opportunity for success.</p> <p>Before voting on this issue Sept. 20, I strongly urge you to seriously consider the educational needs of these special education students. Time is a critical factor, and these students need more of it, not less. Please maintain the timeline we have had in the past to ensure that we are doing all we can to help our students succeed.</p> <p>Respectfully,</p>

Additional Comments on Proposed VAAP Schedule for 2011-2012

School Division & Contact Information	Name and Title	Comment
Virginia Beach City Public Schools	Roslyn A. Cheek	<p>It has been brought to my attention that the deadline for VAAP submissions for the 2011-12 school years has been revised. It is my understanding that the collection of evidence will be due to Pearson's for scoring in early March instead of early May as it has been in the past. In order to comply with this deadline, my school division, Virginia Beach City Public Schools is requiring binders be turned in early February in order to prepare for the final submission. This means that students with significant cognitive disabilities are supposed to learn and demonstrate mastery of their ASOL objectives by the end of January, which is much sooner than students who are not faced with significant cognitive challenges. A shortened period does a serious disservice to the students who participate in VAAP.</p> <p>The students who participate in VAAP are students who due to the significance of their cognitive disability are unable to participate in the SOL's. Research has shown that students with severe disabilities, which are the group of students I teach, have a slow acquisition rate for learning new skills. They require more instruction trials in learning specific skills than their counterparts without significant disabilities. It is unfair to require students who require more time to learn information less time to demonstrate mastery. One of the requirements of participation in VAAP is that a student's present level of performance must indicate a need for extensive direct instruction and/or intervention in a curriculum based ASOL.</p> <p>It is my recommendation to not change the timeline for the students who participate in VAAP. They should be given the same amount of time as students who are working on grade level SOL material, if not longer, to learn and demonstrate mastery of their VAAP objectives.</p>

Comments on Proposed VAAP Schedule for 2011-2012



School

Corporate Landing Elementary

1590 Corporate Landing Parkway

Virginia Beach, Virginia 23454

David B. French,
Principal
Virginia O'Malley, Assistant Principal

September 12, 2011

To the Virginia Department of Education State Board Members

Hello, my name is David French; I have been a principal for Virginia Beach City Public Schools for the past 8 years. Corporate Landing is home to a large population of students with hearing impairments and multi-handicapped. Our teachers are exceptional and Corporate Landing has a great reputation, in large part because of the quality of instruction, care and compassion we have for our students. It is because of the quality of instruction that I write my concern about the proposal of changing the timeline for submitting VAAP binders two months in advance for the following reasons:

- By collecting VAAP evidence so far in advance of administering the SOL tests taken by regular education students, this proposal constitutes discrimination against special education students and, therefore, may warrant an investigation by the Office of Civil Rights.
- Attendance is an issue especially with our medically fragile students. This limits the amount of time a teacher has to instruct the students and collect evidence of learning.
- Students with significant cognitive, physical, and behavioral challenges need a greater amount of time to process and grasp concepts prior to testing.

Comments on Proposed VAAP Schedule for 2011-2012

- We would be sacrificing the integrity of the learning environment to satisfy the personal convenience of the state school board members.
- The strict format of the VAAP requires a great deal of time to gather and record evidence (planning and preparing the activity, taking pictures, typing narratives, and compiling all the pages for each objective).
- The quality of work would most definitely suffer, and thereby, lower the VAAP scores.
- The already high frustration level of students, teachers, and parents would increase with the implementation of a stricter timeline.
- The bottom line is this is not fair or equitable to students, teachers and parents.

Based on the negative impact this change would have on our intellectually disabled students, I strongly urge you to reconsider the proposed timeline.

Sincerely,

David French,

Principal, Corporate Landing Elementary School



David B. French

Principal

Corporate Landing Elementary School

A man is never taller than when he stoops to help a child.

Comments on Proposed VAAP Schedule for 2011-2012



Chesapeake Public Schools
 School Administration Building
 Post Office Box 16496
 Chesapeake, Virginia 23328-6496

September 19, 2011

Dr. Patricia I. Wright
 Superintendent of Public Instruction
 Virginia Department of Education
 P.O. Box 2120
 Richmond, VA 23218

Dear Dr. Wright:

After reviewing the Virginia Department of Education's Superintendent's E-mail dated August 11, 2011, Chesapeake Public Schools (CPS) would like to express strong concerns regarding the proposal to alter the timelines for the 2011-2012 submission of the Virginia Alternate Assessment Program (VAAP) collections of evidence. As we are sure the Virginia Department of Education (VDOE) and the Virginia Board of Education are aware, the VAAP is an assessment program designed to measure progress for our most significantly cognitive delayed students. It is a time intensive assessment that is highly individualized and requires major effort from both teachers and students. The proposed time of submission of early March as opposed to early May presents great difficulties with respect to addressing the requirements of this program. This date comes only a few weeks after the conclusion of the first semester and would require intensive acceleration of instruction with some of our most challenged students.

An earlier submission deadline would also severely limit our ability to effectively assess student progress and determination of mastery and maintenance of skills. In effect, a decision to move the submission date earlier would eliminate nearly half of the regular school days scheduled for 2011-2012 that are designed for highly intensive, individualized instruction. The very nature of the students that participate in this assessment requires ongoing and consistent instruction and assessment to develop an accurate measure of their progress. Such a drastic move absolutely creates a disadvantage for a very unique population of students and could be construed as discriminatory.

Chesapeake Public Schools strongly encourages the VDOE and the Virginia Board of Education to reconsider their intent to alter the submission timeline for VAAP collections of evidence.

Thank you for your time and your fervent consideration of this very important matter.

Sincerely,

Craig S. Pinello
 Director of Special Education

*The Chesapeake Public School System is an equal educational opportunity school system.
 The School Board of the City of Chesapeake also adheres to the principles of equal opportunity in employment and, therefore,
 prohibits discrimination in terms and conditions of employment on the basis of race, sex, national origin, color, religion, age, or disability.*

Comments on Proposed VAAP Schedule for 2011-2012



Fauquier County Public Schools

Jonathan Lewis, Ed.D., Superintendent of Schools
320 Hospital Drive, Suite 40
Warrenton, VA 20186-3037
(540) 422-7000-phone
(540) 422-7059-fax

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MEMORANDUM

To: Shelley Loving-Ryder,
Assistant Superintendent for Student Assessment and School Improvement
Virginia Department of Education, Assessment Division

From: Jonathan Lewis, Superintendent of Schools 
Sandra Mitchell, Associate Superintendent for Instruction 

Date: September 19, 2011

Re: *New VAAP Timeline and Online Writing Pilot*

We are writing to express our concern about the new timeline which requires our teachers to complete their Virginia Alternate Assessment Program (VAAP) collections eight weeks earlier than last year.

In the past VAAP collections were to be scored and shipped in May. We learned in August that the State Board of Education wants school divisions to ship the VAAP collections by March 7th to ensure that the state has two review opportunities before adopting the cut scores. While we understand the need for a thorough review at the state level, we believe that the loss of two months of instruction and time to document academic growth on the Aligned Standards is an unreasonable expectation.