

# Virginia Board of Education Agenda Item



**Agenda Item:** D

**Date:** September 10, 2015

<b>Title</b>	First Review of the Board of Education's 2015 <i>Annual Report on the Condition and Needs of Public Schools in Virginia</i>		
<b>Presenter</b>	Mrs. Melissa L. Luchau, Director for Board Relations		
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**Purpose of Presentation:**

Action required by state or federal law or regulation.

**Previous Review or Action:**

Previous review and action. Specify date and action taken below:

July 22, 2015: Work Session

**Action Requested:**

Action will be requested at a future meeting. Specify anticipated date below:

October 22, 2015

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

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

**Background Information and Statutory Authority:**

Goals 1-7: The *2015 Annual Report on the Condition and Needs of the Public Schools in Virginia* discusses the critical needs in public education, achievement of our students and schools, actions taken towards the Board's priorities, and policy recommendations for advancing the Board's goals. In keeping with the statutory requirements, the report also includes information on the current Standards of Quality (SOQ), compliance with the SOQ, a report on charter schools in Virginia, parent and student choice within school divisions, and the multidivision online provider report.

The following statutory requirements are provided for the Annual Report:

§ 22.1-18. Report on education and standards of quality for school divisions; when submitted and effective.

By December 1 of each year, the Board of Education shall submit to the Governor and the General Assembly a report on the condition and needs of public education in the Commonwealth and shall

identify any school divisions and the specific schools therein that have failed to establish and maintain schools meeting the existing prescribed standards of quality. Such standards of quality shall be subject to revision only by the General Assembly, pursuant to Article VIII, Section 2 of the Constitution of Virginia. Such report shall include a complete listing of the current standards of quality for the Commonwealth's public schools, together with a justification for each particular standard, how long each such standard has been in its current form, and whether the Board recommends any change or addition to the standards of quality. Such report shall also include information regarding parent and student choice within each school division and any plans of such school divisions to increase school choice.

§ 22.1-212.15. Report of public charter schools.

The Board shall report the number of public charter schools established in the Commonwealth, as well as the number of charters denied, in its annual report to the Governor and the General Assembly pursuant to § 22.1-18.

§ 22.1-212.25. Information regarding online courses and virtual programs; report.

... C. Beginning November 1, 2011, and annually thereafter, the Board of Education shall include in its annual report to the Governor and the General Assembly information regarding multidivision online learning during the previous school year. The information shall include but not be limited to student demographics, course enrollment data, parental satisfaction, aggregated student course completion and passing rates, and activities and outcomes of course and provider approval reviews. The November 1, 2011, report shall be an interim progress report and include information on the criteria and processes adopted by the Board and outcomes of provider applications...

### **Summary of Important Issues:**

Based on feedback from the Board of Education at its work session July 22, 2015, the report identifies three key priorities for public education:

- #1: Creating an accountability system that promotes continuous improvement, acknowledges progress, and measures quality across a broad spectrum of indicators.
- #2: Building capacity in schools and school divisions to support the unique needs of all students, teachers, and administrators.
- #3: Developing positive, safe, and healthy school climates conducive to learning, both academically and socially and emotionally.

The report summarizes key actions by the Board to advance these outcomes, and provides additional recommendations including more resources, both fiscal and human, and collaboration amongst governing bodies in education.

### **Impact on Fiscal and Human Resources:**

Any costs associated with the development and dissemination of the report will be provided by Department of Education funds according to state procurement policies and procedures.

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

Department staff will incorporate feedback from Board members prior to final review, which is anticipated for October 22, 2015. Upon Board approval, and any technical or editorial edits by Department staff, the report will be submitted to the Governor and Virginia General Assembly.

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education receive the report for first review.



**2015 Annual Report**

**Virginia Board of Education**

**VIRGINIA BOARD OF EDUCATION'S  
2015 ANNUAL REPORT ON  
THE CONDITION AND NEEDS OF  
PUBLIC SCHOOLS IN VIRGINIA**

**PRESENTED TO THE GOVERNOR  
AND GENERAL ASSEMBLY**

**NOVEMBER 2015**

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

Date

The Honorable Terry McAuliffe, Governor  
Members of the Virginia General Assembly  
Commonwealth of Virginia  
Richmond, Virginia 23219

Dear Governor McAuliffe and Members of the Virginia General Assembly:

On behalf of the Board of Education, I am pleased to transmit the *2015 Annual Report on the Condition and Needs of Public Schools in Virginia*, submitted pursuant to § 22.1-18 of the *Code of Virginia*. This report articulates major improvements, accomplishments and challenges facing public education in the Commonwealth. The Standards of Learning have provided a foundation for increased student achievement for nearly two decades and has helped make Virginia's public schools among the nation's best. However, twenty-first century accountability is more than just achievement on a series of tests. The Board of Education believes an effective accountability system is one that recognizes growth in student achievement; rewards, encourages, and promotes continuous improvement; and creates a school climate that retains and attracts highly effective and innovative teachers, and school administrators who inspire students to learn at high levels. The Board believes we must work with our education partners to further improve public education by...

- Creating an accountability system that promotes continuous improvement, acknowledges progress, and measures quality across a broad spectrum of indicators.
- Building capacity in schools and school divisions to support the unique needs of all students, teachers, and administrators.
- Fostering positive, safe, and healthy school climates that promote high student achievement and social and emotional development.

Achieving these priorities will require targeted resources- both fiscal and human- to provide the student and educator supports necessary to prepare all students for success in the twenty-first century workplace and to make responsible contributions to the quality of civic life in our state, nation, and the world. The Board of Education is committed to its role in advancing an excellent statewide system of public education, and looks forward to working with its allies in the executive and legislative branch, local governments, and partners across the education spectrum.

Sincerely,  
Dr. Billy K. Cannaday, Jr.  
President

**MEMBERS OF THE VIRGINIA BOARD OF EDUCATION**

**As of November 1, 2015**

Dr. Billy K. Cannaday, Jr., President  
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Mrs. Joan E. Wodiska, Vice President  
Falls Church, VA

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Ashland, VA

Dr. Oktay Baysal  
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McLean, VA

Mr. Sal Romero, Jr.  
Harrisonburg, VA

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## STATUTORY REQUIREMENTS

§ 22.1-18. Report on education and standards of quality for school divisions; when submitted and effective.

By December 1 of each year, the Board of Education shall submit to the Governor and the General Assembly a report on the condition and needs of public education in the Commonwealth and shall identify any school divisions and the specific schools therein that have failed to establish and maintain schools meeting the existing prescribed standards of quality. Such standards of quality shall be subject to revision only by the General Assembly, pursuant to Article VIII, Section 2 of the Constitution of Virginia. Such report shall include a complete listing of the current standards of quality for the Commonwealth's public schools, together with a justification for each particular standard, how long each such standard has been in its current form, and whether the Board recommends any change or addition to the standards of quality. Such report shall also include information regarding parent and student choice within each school division and any plans of such school divisions to increase school choice.

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## EXECUTIVE SUMMARY

Quality public education for every child in the Commonwealth remains a high priority for the Board of Education and its many partners at the state and local levels. There is a collective effort and commitment to creating an excellent statewide system of public education that provides equal opportunities and supports for every child to achieve at higher levels and to be better prepared for adult roles beyond high school. This year's *Annual Report on the Condition and Needs of Public Schools in Virginia* highlights key academic achievements and challenges facing Virginia's schools.

### Quality Results:

- Virginia's schools reported across-the-board student gains on rigorous academic standards at the elementary, middle and high school levels.
- High school students continued to outperform their peers nationwide on college readiness assessments, as measured by the SAT and ACT.
- High students earned more than XX workplace credentials.

### Priority Needs and Challenges:

- Reduced instructional and student support personnel during a period of student enrollment growth - Since 2008, K-12 public education staffing has been reduced by 5,000 positions, while student enrollment has increased by almost four percent statewide.
- Virginia Department of Education's capacity to support local school divisions with professional development resources is limited - From the dawn of the Standards of Learning era in 1990 through 2015 with added compliance and reporting requirements, Department of Education (VDOE) staffing levels have dropped 40 percent.
- Difficulty attracting and retaining highly effective teachers - An aging workforce coupled with difficulty in staffing challenged schools, has created a systemic problem for many school divisions.
- Lack of mentoring programs and professional development support for new school leaders and teachers.

### Priority Actions Needed:

The Standards of Learning have provided a foundation for increased student achievement for nearly two decades and have helped make Virginia's public schools among the nation's best. However, twenty-first century accountability is more than just achievement on a series of tests. The Board of Education believes an effective accountability system is one that recognizes growth in student achievement; rewards, encourages, and promotes continuous improvement; and creates a school climate that retains and attracts highly effective and innovative teachers, and school administrators who inspire students to learn at high levels. The Board believes we must work with our education partners to further improve public education by...

- Creating an accountability system that promotes continuous improvement, acknowledges progress, and measures quality across a broad spectrum of indicators.
- Building capacity in schools and school divisions to support the unique needs of all students, teachers, and administrators.

- Fostering positive, safe, and healthy school climates that promote high student achievement and social and emotional development.

Achieving these priorities will require targeted resources- both fiscal and human- to provide the student and educator supports necessary to prepare all students for success in the twenty-first century workplace and to make responsible contributions to the quality of civic life in our state, nation, and the world. The Board of Education is committed to its role in advancing an excellent statewide system of public education, and looks forward to working with its allies in the executive and legislative branch, local governments, and partners across the education spectrum.

This report further articulates the goals of the Board of Education and needs and conditions of public education in the Commonwealth.

## 2015 ANNUAL REPORT ON THE CONDITION AND NEEDS OF PUBLIC SCHOOLS IN VIRGINIA

The purpose of the Board of Education's annual report is to articulate to the Governor, General Assembly, education community, parents, and the public the key issues in K-12 public education in the Commonwealth today. In addition to identifying the Board's priority issues, the report includes actions taken towards the Board's goals, and policy recommendations for consideration to achieve the desired outcomes. Further, the report provides information about the achievement, context, and climate of our schools and school divisions, which have shaped the Board's identification of its areas of emphasis described in this report.

The vision of the Board of Education and Superintendent of Public Instruction, in cooperation with their partners, is to create an excellent statewide system of public education that derives strength from our diversity and that ensures equality of opportunity for each student in a safe and healthy learning environment that prepares all students to be capable, responsible, and self-reliant citizens in the global society. In order to create strong and effective schools and school divisions, the Board of Education, in cooperation with its partners, develops policies and provides leadership to improve student achievement and prepare students to succeed in postsecondary education and the workplace.

### I. Board of Education Priorities

While the Standards of Learning have provided a foundation for increased student achievement for nearly two decades, and are the core of a statewide system of support and accountability that has helped make Virginia's public schools among the nation's best, accountability is more than just achievement on a series of tests. The Board of Education believes an effective accountability system is one that **recognizes growth** in student achievement and **rewards, encourages, and promotes continuous improvement**

Further, the Board believes an effective accountability system is one that **supports thoughtful innovation**. For too long teachers' and administrators' creativity and desire to try new ideas has been stifled by fear of failure. We hear from teachers that because SOL pass rates play such a large role in the school's accreditation ratings, they will not try new methods of instruction or learning for fear that scores will drop and they will be penalized by a low accreditation rating. The Board wants our great teachers and administrators to explore and experiment with thoughtful innovations, but our accountability system must allow for these new methods to occur.

While the Board supports an accountability system that promotes progress and improvement, and measures quality across a broader spectrum of indicators, it is important to note that these must come along with high expectations for all students. The Board is not lowering its standards, or setting different standards for different students and schools. The Board is interested in providing flexibility and recognizing the different starting lines our schools and students are coming from. The Board **maintains high expectations** and standards for all students to achieve at the highest

levels to ensure our students are prepared for the rigorous academic or professional futures that await them after high school.

Finally, the Board wishes to develop an accountability system that **recognizes and supports the whole child**. While content knowledge is a key component of producing lifelong and successful learners, our accountability system needs to incorporate measures of social, emotional and physical well-being to support the whole child. Attributes such as persistence, grit, leadership, and self-advocacy, and skills such as time management, problem analysis, and the ability to learn through experience are critical to the success of our students after high school, but are not measured by an SOL assessment, or our current accountability system.

Along with revisions to the state's accountability system to recognize growth, encourage thoughtful innovation, and support the whole student, while maintaining high expectations for all students, we must also better express, communicate, and report important achievements and information about schools and school divisions to the public. The current State Performance Report Card is a tool with mounds of data that only the most technical and education-savvy individual can decipher. By updating the report card to include new components such as post-secondary enrollment, demographic group membership enrollment, and expulsion and suspension rates, the report card will display a more complete picture of the achievement, context, and climate in our schools and school divisions.

While the economy is beginning to come out of the recession, many local school systems are still feeling the effects of declining resources. Since 2008, K-12 public education staffing has been reduced by 5,000 positions, while student enrollment has increased by almost four percent statewide. While school divisions have done everything possible to minimize the impact on the classroom, staffing reductions in the central office have **reduced instructional and student support personnel**, who provide a critical link between the expectations set by the General Assembly and the Board of Education, and the teachers who interact with students on a daily basis. As local school division staff have been reduced the Board is concerned about the capacity of local school divisions to provide leadership and the support needed to their schools, in areas such as curriculum alignment to the new Standards of Learning, developing alternative assessments (as required by the General Assembly in 2014), professional development opportunities, and systems of care to support needy students.

To make matters worse, the Virginia Department of Education's capacity to support local school divisions with professional development resources is limited. From the dawn of the Standards of Learning era in 1990 through 2015 with added compliance and reporting requirements, Department of Education (VDOE) staffing levels have dropped 40 percent. As one of the smallest departments of education in the nation, VDOE is limited in the amount of meaningful and effective professional development resources and technical assistance it can provide to school divisions.

The challenges faced by local school divisions do not stop at their capacity to support their schools with instructional and student support services. One of the biggest challenges faced by school divisions, particularly the lowest performing school divisions, is **difficulty recruiting**

**and retaining the best educators** due to limited resources to compensate them. The brightest teachers are often raided from underperforming schools by divisions that can offer them higher salaries. **High turnover** is also cited by our more challenged schools as a significant factor in their struggles. These challenges are exacerbated by the fact that the Joint Legislative Audit and Review Commission (JLARC) identified Virginia public school teacher salaries as 35<sup>th</sup> among the 50 states. Low teacher salaries are further intensified by raising costs of benefits, making the educator profession less and less attractive to college graduates.

The importance of recruiting and retaining quality teachers is made further important by the **aging workforce**. Approximately one-third of Virginia's public school teachers are over the age of 50 – prime candidates for retirement. Yet, Virginia schools of education produce about 4,000 new teachers a year (including the Career Switchers Program). The need for talented educators in our school systems is growing, as we lose more experienced teachers to retirement, but the incentives and resources for school divisions to hire them are lacking. There also continues to be shortages in key content areas such as mathematics, career and technical education, and special education.

When school divisions are able to recruit new, quality candidates for teaching and administration positions, there is often a **lack of leadership and mentoring programs** to support their development and career path. Creating structured and supportive mentoring programs for new teachers and future administrators is critical to developing a pipeline of excellent educators for our public schools.

An excellent educational experience is founded on a positive, safe, and healthy school climate. Without safe, positive, and healthy school environments how can children be expected to learn?

The heart of a positive school climate is **engaged families**. The Board of Education supports efforts to involve parents, grandparents, and extended family members in the education of children. Whether it is through volunteering in the classroom, tutoring students after school, translating materials for non-English speaking families, planning fundraisers, or a host of other activities, research has found that family engagement results in higher performance, teacher morale improvement, and better relationships with the community. While the benefits of family engagement are clear, barriers continue to exist, especially for urban, low-income and immigrant families.

One of the most basic human needs is food, yet, more than one in six children in Virginia face a constant **struggle against hunger**. When children are not receiving nutritious food to fuel their bodies and minds, they are unable to concentrate in school settings, let alone perform well academically. While coming to school with a full stomach may be considered a given for many, over 16 percent of students in Virginia lack this basic need, and it presents a significant barrier to learning. The challenge is not a lack of food or nutrition programs, but rather the programs that serve families in poverty being underutilized by many of those who are eligible. Promoting initiatives such as school breakfasts and lunches, afterschool snacks, summer meals, and “Breakfast after the Bell” is a priority for the Board and Department of Education. In fact, the Department and Board are encouraging qualifying school divisions to offer breakfast and lunch

at no cost to all students without requiring families to complete an annual household application as part of the Community Eligibility Provision of the National School Lunch Program and the School Breakfast Program.

Hunger is just one barrier to learning that schools contend with on a daily basis – students and families struggling with mental health issues, substance abuse, homelessness, violence in the home and community, transience, poverty, and illness are obstacles that prevent students from focusing on learning. Developing and providing “**wrap-around**” interventions, known as systems of care, integrative student support services, and community partnerships for students experiencing these challenges is critical to helping all students achieve at the highest level. **Keeping students in school** to learn is paramount, but too often discipline matters are taking students out of school for long periods of time. While the overall number of short-term and long-term suspensions and expulsions is down from five years ago, the disproportionate rates among minorities and students with disabilities are alarming. Although black students only made up 23 percent of the student population in 2014, they accounted for 53 percent of the short-term suspensions, 56 percent of long term suspensions, and 43 percent of expulsions. Likewise, black students with disabilities represented 52 and 54 percent of short and long term suspensions, and 49 percent of expulsions, while they are only 28 percent of the total students with disabilities population. Moving away from disciplinary actions that reduce learning time, such as suspensions and expulsions, to **restorative accountability and positive behavior support systems** should be a goal for Virginia schools. Virginia Tiered System of Supports targets academic, behavioral, emotional and social factors for students by combining Response to Intervention (RtI), Positive Behavioral Intervention (PBIS), and Student Assistance Programming and mental health services. These prevention-oriented approaches establish positive school environments that support student learning and address behavior to maximize academic and social behavior outcomes for all students. In addition to reducing the number of suspension and expulsions, developing positive partnerships between schools, law enforcement, and the judicial systems is a positive step towards reducing the school to prison pipeline, as described by the Center for Public Integrity.

## **II. Landscape of Public Education**

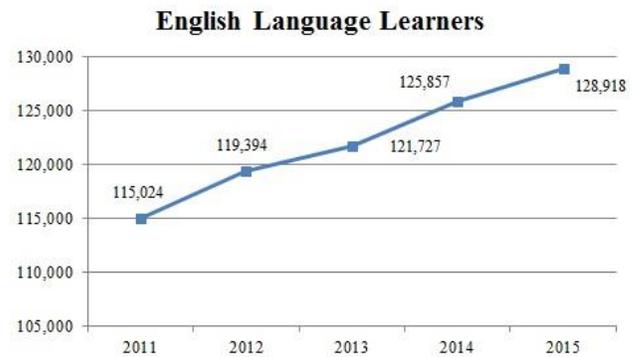
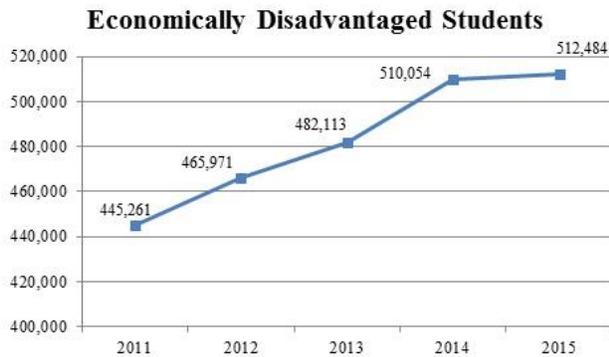
In order to understand the needs of public education in Virginia, it is important to consider the contextual landscape of our schools and state.

### **Demographic Membership**

Over the past five years, the total student population has increased 2 percent, while the number of economically disadvantaged students has increased 15 percent, and the number of English language learners has increased 12 percent.

While the number of students identified with disabilities has decreased slightly over the past five years, the 2014 child count reported an increase in the number of students identified as having a disability. Students receiving special education services still represent roughly 12 percent of the student population in 2015. Two disability categories in particular, autism and other health

impairments, have risen steadily within the last five years - autism by 45 percent and other health impairments by 10 percent respectively.



### Accreditation Status

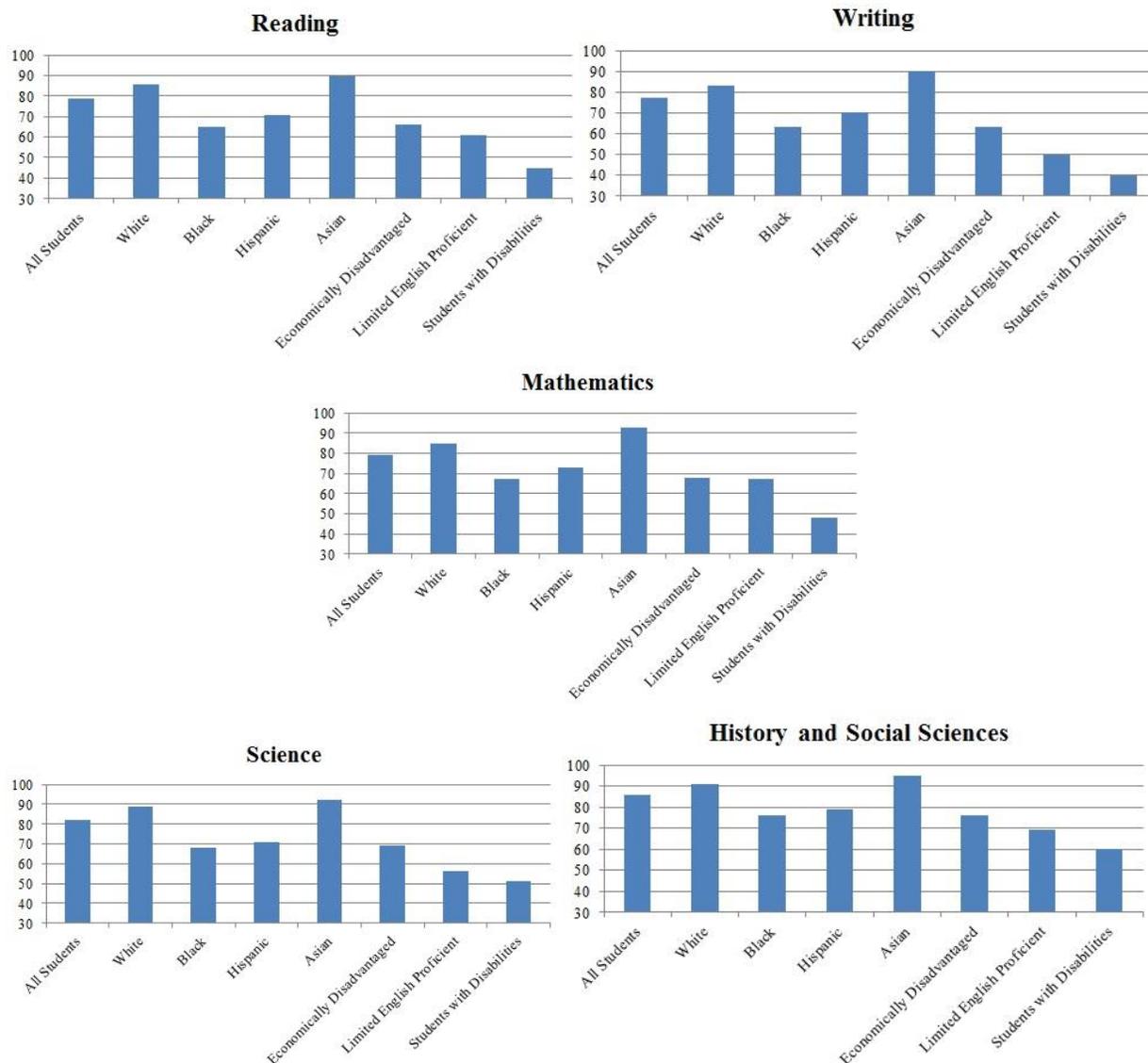
*To be inserted upon the release of accreditation ratings (October 27)*

### “Achievement Gaps” Among Demographic Groups

#### *Standards of Learning (SOL) Performance*

Overall, student achievement in 2014-2015 on SOL tests in English, mathematics, history and science represented significant progress for all students. Statewide, students posted five-point overall gains in reading and mathematics, and achievement increased by two points each in writing, science and history. However, when we examine the performance of some demographic groups we still see significant differences in pass rates.

Students with disabilities exhibit the biggest differences in pass rates, scoring more than thirty points below the average student in mathematics, science, and English (reading and writing). Black and Hispanic students appear to struggle most in science, falling 21 and 18 points, respectively, behind their white counterparts, although significant gaps continue to persist in mathematics, science, English (reading and writing) and history and social sciences as well. English (reading and writing) and science are the areas where economically disadvantaged students struggle the most, displayed by a 13 point difference in pass rates. Not surprisingly, English language learners struggle the most in writing, falling 27 points behind all students, and also display large gaps in science. For all demographic groups except English language learners we see the smallest achievement gap in history and social sciences.



**Graduation Rate**

*To be inserted upon the release of graduation rates (September 29)*

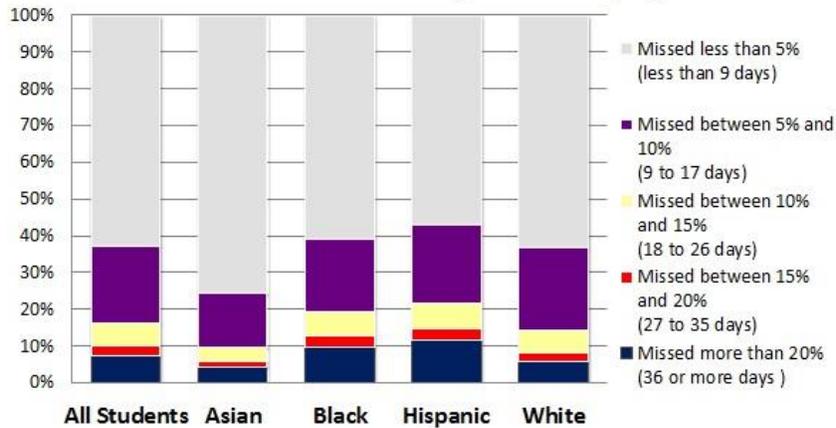
**Dropout Rate**

*To be inserted upon the release of dropout rates (September 29)*

**Attendance Rates among Demographic Groups**

While the overall attendance rate for all students was 96 percent in 2014, the range of absences by demographic groups is concerning. Over ten percent of Hispanic students missed more than 20 percent of the school year, and just shy of 20 percent of Black students missed more than ten percent of the school year.

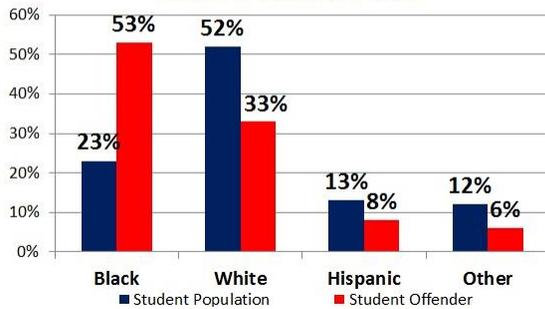
## Absences by Sub Groups on 2013-2014 School Year (180 Days)



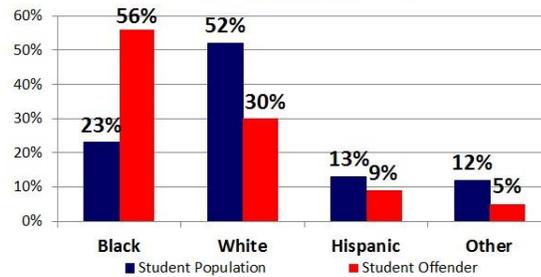
### Suspension Rates among Demographic Groups

As described earlier, while the total number of short- and long-term suspensions and expulsions is down from previous years, minorities and students with disabilities have significantly higher rates of suspension and expulsion than their peer demographic groups.

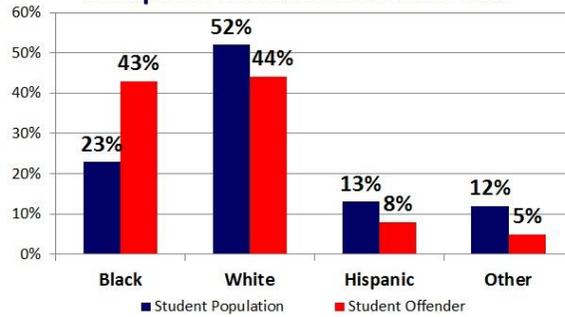
**Percent of Short Term Suspensions (1-10 Days) by Sub Groups for the 2013-14 School Year**



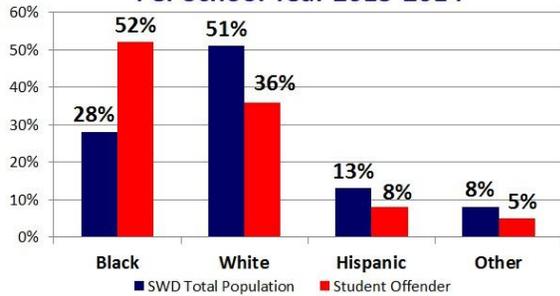
**Percent of Long Term Suspensions (11-364 Days) by Sub Groups for the 2013-14 School Year**



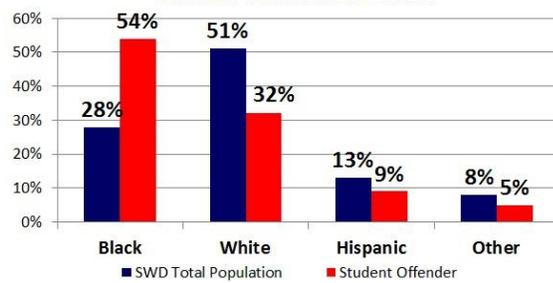
**Percent of Expulsions (365 Days) by Sub Groups for the 2013-14 School Year**



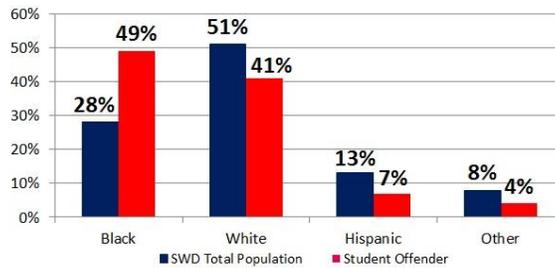
**Students with Disabilities (SWD) - Percent of Short Term Suspensions (1-10 Days) Per School Year 2013-2014**



**Students with Disabilities (SWD) - Percent of Long Term Suspensions (11-364 Days) Per School Year 2013-2014**



**Student with Disabilities (SWD) - Percentage of Expulsions (365 Days) Per School Year 2013-2014**



### Education Funding as Compared to Other States

The Joint Legislative Audit and Review Commission provided the following national comparisons with regard to state and local spending on education.

Measure	Virginia Rank	Virginia's Data
State and Local Per-Pupil Education Funding, Pre-K-12	26	\$10,600
State Per Pupil Funding, Pre-K-12	41	\$4,426
Average Salary of Public School Teachers	35	\$48,670

### III. Actions Taken by the Board of Education To Advance Public Education

The Board of Education has identified several priorities it believes will help create an excellent statewide system of public education - creating an accountability system that promotes growth across a broad spectrum of indicators, building capacity in schools and school divisions, and developing positive and safe school climates conducive to learning. While achieving these outcomes will take resources and actions beyond the Board of Education's authority, the Board has begun taking some steps to address its goals.

To reform the state's accreditation system to better recognize growth and improvement, the Board proposed revisions to the *Regulations Establishing the Standards for Accrediting Public Schools in Virginia* (Standards of Accreditation or SOA). The Standards of Accreditation prescribed accreditation ratings based on student achievement on the SOL assessments – schools either met the benchmark or they did not. In July 2015, the Board approved amendments to the SOA to create a partial accreditation status for schools that do not meet the requirements for full accreditation, but are either approaching the benchmark within a specified margin or have demonstrated a prescribed amount of growth from the previous year. These new levels recognize progress and improvement that were hidden in the previous accreditation system. The regulations will become effective October 2015, and will result in new accreditation ratings for public schools in the fall of 2015.

In addition to creating new accreditation ratings to recognize growth, the Board provided flexibility to school divisions related to seat time requirements. Currently, a standard unit of credit for graduation is awarded upon the successful completion of 140 clock hours of instruction. However, physical time in a classroom does not always equate to proficiency. Providing flexibility for school divisions to waive the 140 clock hour requirements for students who have learned the content and skills included in the SOLs will make it easier for struggling students to catch up, exceptional students to move ahead, and students facing scheduling barriers to take the courses they need. Through its comprehensive review of the Standards of Accreditation, the Board will also continue to examine alternative methods of assess learning, social-emotional competencies, what it means to be college and career ready, and elements of school climate.

Along with revisions to the state’s accountability system, reforms are underway to better express, communicate, and report important achievements and information about our schools and school divisions to the public. The Board is committed to unveiling a new State Performance Report Card in 2016 to more effectively communicate the status of our schools and school divisions. In making revisions to the report card, the Board of Education has studied components of other state’s report cards hailed as “best practices” by educators and parents. The Board has sought feedback on the report card from education stakeholders and the public through a survey completed by 21,133 individuals and public hearings conducted in the fall of 2015. With new features, tools, and data elements, the report card will paint a more complete and contextual picture, and be easier to view, understand, and compare.

To assist those schools which chronically fall below the achievement levels identified by the Board as *fully accredited*, the Department of Education continues to provide technical assistance through an academic review process, designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The Department and Board are also continuing collaborative agreements with certain school divisions, detailing essential actions that must occur within affected schools. However, Board members continue to perceive a lack of statutory authority to require the most effective actions by local school systems. That remains the purview, under the *Code of Virginia*, of the local school board.

#### **IV. Recommendations to Advance Public Education**

While the Board of Education has taken significant steps in advancing its goals for public education, there are ongoing actions and resources needed from the Board’s partners to create an excellent statewide system of public education.

**A sustained investment of resources, both human capital and fiscal assets**, is critical to achieving an excellent statewide system of public education. Continued restoration of funding is needed in response to funding reductions made during the recession, growing demands placed on schools and educators, and a growing student population. Every year schools are asked to do more - increasing graduation requirements, more challenging standards and new assessments, increasing reporting requirements from the federal and state government, and addressing home and family situations that impede children’s learning to name a few – yet are given fewer resources and personnel to meet the growing needs described in this report. Resources are needed to build capacity through additional staff, especially, in the area of instructional and student support services, and professional development for current staff in schools and school divisions. Financial incentives for the most skilled educators to teach in and lead the most challenged schools are essential resources. Further, the Board is interested in improvements to the assessment system to better measure student achievement and growth, including expanding Computer Adaptive Testing (CAT) which provides a customized assessment experience for each student, and supporting reliable and valid local assessment methods, but more resources are required.

Revisions to the Standards of Quality (SOQ) are needed to align the needs of public education and the prescribed standards, with appropriate funding for school divisions. The Board supports

strategic reinvestments in the SOQ that will address key challenges facing school division's capacity to support teachers and school leaders. As part of the Board of Education's recommendations related to the SOQ in 2012, the Board requested JLARC to conduct a study of the SOQ. Senate resolution 328 passed the 2013 General Assembly and directed JLARC to study the efficiency and effectiveness of elementary and secondary school spending in Virginia. The report is to be completed by November 30, 2015. Upon the completion of the JLARC Report *Efficiency and Effectiveness of Elementary and Secondary School Spending*, the Board will make further recommendations in 2016.

Finally, collaboration among governing bodies in education will help advance our shared mission of creating an excellent statewide system of public education. There are numerous players involved in creating and implementing education policies that govern our schools and school divisions, and even more partners interested in the condition of our public education system. Local school boards, the Virginia Board of Education, the Virginia General Assembly, the Governor of Virginia, the SOL Innovations Committee, the Department of Education, early childhood education organizations, the higher education system (the State Council of Higher Education for Virginia, Virginia Community College System, a host of public and private institutions of higher education), Virginia businesses, and the public all play a role in public education. More **cohesive, proactive, and aligned collaboration** is needed as we work towards the common goal of creating an excellent system of public education. P-16 or P-20 Councils are vehicles used by many states to set formal expectations and a venue for collaboration across early learning, K-12 and postsecondary providers. Having a shared agenda for public education at all levels leverages scarce resources and provides clear direction for our schools and school divisions. Improving the collaboration and communication between education bodies would also help clarify the various roles and how these partners work together.

## APPENDICES

### A. SUMMARY OF COMPLIANCE AND NON-COMPLIANCE WITH THE STANDARDS OF QUALITY (SOQ)

#### **Legal requirement for reporting compliance**

Section § 22.1-18 of the *Code of Virginia* requires the Board of Education to “identify any school divisions and the specific schools therein which have failed to establish and maintain schools meeting the existing prescribed Standards of Quality.” Each year, the Department of Education collects self-reported data from school divisions on their compliance with the provisions of § 22.1-253.13:1 through § 22.1-253.13:8 of the *Code of Virginia* (SOQ). The school board chair and division superintendent certify the level of compliance with the standards and submit the information to the Department of Education via an electronic data collection system. For any report of noncompliance, school divisions must also report a corrective action plan that will move the division into compliance.

#### **Compliance with the SOQ**

For the 2014-2015 school year, under the SOQ that were in effect as of July 1, 2014, X school divisions (X%) reported full compliance with the provisions of the SOQ. *Appendix B details the school divisions that reported full compliance with the provisions of the SOQ.*

#### **Noncompliance with the SOQ**

Reports of noncompliance with one or more of the SOQ consisted of X school divisions reporting noncompliance with the SOQ other than school accreditation. *Appendix C details the school divisions that reported non-compliance with at least one provision of the SOQ.*

*To be updated when SOQ certification is complete (September)*

**B. SCHOOL DIVISIONS REPORTING FULL COMPLIANCE WITH THE STANDARDS OF QUALITY (SOQ) FOR 2014-2015**

*To be updated when SOQ certification is complete (September)*

**C. SCHOOL DIVISIONS REPORTING NON-COMPLIANCE WITH ANY PROVISIONS OF THE STANDARDS OF QUALITY (SOQ) FOR 2014-2015**

*To be updated when SOQ certification is complete (September)*

**D. CURRENT STANDARDS OF QUALITY (SOQ)**

§ 22.1-18. Report on education and standards of quality for school divisions; when submitted and effective.

By December 1 of each year, the Board of Education shall submit to the Governor and the General Assembly a report... Such report shall include a complete listing of the current standards of quality for the Commonwealth's public schools, together with a justification for each particular standard, how long each such standard has been in its current form, and whether the Board recommends any change or addition to the standards of quality.

Standard	Justification	Last Revised
1 - Instructional programs supporting the Standards of Learning and other educational objectives	Provides authorization to the Board of Education to establish the Standards of Learning, and requires local school boards to develop and implement a program of instruction for grades K through 12 that is aligned to the Standards of Learning and meets or exceeds the requirements of the Board of Education.	2015
2 - Instructional, administrative, and support personnel	Establishes the requirement that school boards must provide instructional, administrative, and support personnel necessary for the operation and maintenance of schools.	2013
3 - Accreditation, other standards, assessments, and releases from state regulations	Authorizes the Board of Education to promulgate the standards of accreditation, and requires local school boards to maintain schools that meet the standards of accreditation. The Board is authorized to prescribe Standards of Learning assessments and other assessments.	2015
4 - Student achievement and graduation requirements	Authorizes local school boards to award diplomas to all secondary school students who earn the units of credit prescribed by the Board of Education, pass the prescribed tests, and meet such other requirements prescribed by the school board and approved by the Board of Education.	2015
5 - Quality of classroom instruction and educational leadership	Establishes the expectations for programs of professional development and training, and appropriate performance evaluations for effective educational leadership.	2013
6 - Planning and public involvement	Establishes the requirement for a statewide comprehensive, unified, long-range plan based on data collection, analysis, and evaluation. Each local	2007

	school board shall also adopt a divisionwide comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement. Each public school shall also prepare a comprehensive, unified, long-range plan.	
7 - School board policies	Establishes the requirement that local school boards maintain and follow up-to-date policies and regulations, which are available to employees and to the public.	2013

Following are the current Standards of Quality, effective July 1, 2015:

Chapter 13.2. Standards of Quality

**§ 22.1-253.13:1. Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.**

A. The General Assembly and the Board of Education believe that the fundamental goal of the public schools of the Commonwealth must be to enable each student to develop the skills that are necessary for success in school, preparation for life, and reaching their full potential. The General Assembly and the Board of Education find that the quality of education is dependent upon the provision of (i) the appropriate working environment, benefits, and salaries necessary to ensure the availability of high-quality instructional personnel; (ii) the appropriate learning environment designed to promote student achievement; (iii) quality instruction that enables each student to become a productive and educated citizen of Virginia and the United States of America; and (iv) the adequate commitment of other resources. In keeping with this goal, the General Assembly shall provide for the support of public education as set forth in Article VIII, Section 1 of the Constitution of Virginia.

B. The Board of Education shall establish educational objectives known as the Standards of Learning, which shall form the core of Virginia's educational program, and other educational objectives, which together are designed to ensure the development of the skills that are necessary for success in school and for preparation for life in the years beyond. At a minimum, the Board shall establish Standards of Learning for English, mathematics, science, and history and social science. The Standards of Learning shall not be construed to be regulations as defined in § [2.2-4001](#).

The Board shall seek to ensure that the Standards of Learning are consistent with a high-quality foundation educational program. The Standards of Learning shall include, but not be limited to, the basic skills of

communication (listening, speaking, reading, and writing); computation and critical reasoning, including problem solving and decision making; proficiency in the use of computers and related technology; and the skills to manage personal finances and to make sound financial decisions.

The English Standards of Learning for reading in kindergarten through grade three shall be based on components of effective reading instruction, to include, at a minimum, phonemic awareness, phonics, fluency, vocabulary development, and text comprehension.

The Standards of Learning in all subject areas shall be subject to regular review and revision to maintain rigor and to reflect a balance between content knowledge and the application of knowledge in preparation for eventual employment and lifelong learning. The Board of Education shall establish a regular schedule, in a manner it deems appropriate, for the review, and revision as may be necessary, of the Standards of Learning in all subject areas. Such review of each subject area shall occur at least once every seven years. Nothing in this section shall be construed to prohibit the Board from conducting such review and revision on a more frequent basis.

To provide appropriate opportunity for input from the general public, teachers, and local school boards, the Board of Education shall conduct public hearings prior to establishing revised Standards of Learning. Thirty days prior to conducting such hearings, the Board shall give notice of the date, time, and place of the hearings to all local school boards and any other persons requesting to be notified of the hearings and publish notice of its intention to revise the Standards of Learning in the Virginia Register of Regulations. Interested parties shall be given reasonable opportunity to be heard and present information prior to final adoption of any revisions of the Standards of Learning.

In addition, the Department of Education shall make available and maintain a website, either separately or through an existing website utilized by the Department of Education, enabling public elementary, middle, and high school educators to submit recommendations for improvements relating to the Standards of Learning, when under review by the Board according to its established schedule, and related assessments required by the Standards of Quality pursuant to this chapter. Such website shall facilitate the submission of recommendations by educators.

School boards shall implement the Standards of Learning or objectives specifically designed for their school divisions that are equivalent to or exceed the Board's requirements. Students shall be expected to achieve the educational objectives established by the school division at appropriate age or grade levels. The curriculum adopted by the local school division shall be aligned to the Standards of Learning.

The Board of Education shall include in the Standards of Learning for history and social science the study of contributions to society of diverse people. For the purposes of this subsection, "diverse" includes consideration of disability, ethnicity, race, and gender.

The Board of Education shall include in the Standards of Learning for health instruction in emergency first aid, cardiopulmonary resuscitation, and the use of an automated external defibrillator, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Such instruction shall be based on the current national evidence-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator, such as a program developed by the American Heart Association or the American Red Cross. No teacher who is in compliance with subdivision D 5 of § [22.1-298.1](#) shall be required to be certified as a trainer of cardiopulmonary resuscitation to provide instruction for non-certification.

With such funds as are made available for this purpose, the Board shall regularly review and revise the competencies for career and technical education programs to require the full integration of English, mathematics, science, and history and social science Standards of Learning. Career and technical education programs shall be aligned with industry and professional standard certifications, where they exist.

C. Local school boards shall develop and implement a program of instruction for grades K through 12 that is aligned to the Standards of Learning and meets or exceeds the requirements of the Board of Education. The program of instruction shall emphasize reading, writing, speaking, mathematical concepts and computations, proficiency in the use of computers and related technology, and scientific concepts and processes; essential skills and concepts of citizenship, including knowledge of Virginia history and world and United States history, economics, government, foreign languages, international cultures, health and physical education, environmental issues, and geography necessary for responsible participation in American society and in the international community; fine arts, which may include, but need not be limited to, music and art, and practical arts; knowledge and skills needed to qualify for further education, gainful employment, or training in a career or technical field; and development of the ability to apply such skills and knowledge in preparation for eventual employment and lifelong learning and to achieve economic self-sufficiency.

Local school boards shall also develop and implement programs of prevention, intervention, or remediation for students who are educationally at risk including, but not limited to, those who fail to achieve a passing score on any Standards of Learning assessment in grades three through eight or who fail an end-of-course test required for the award of a verified unit of credit. Such programs shall include components that are research-based.

Any student who achieves a passing score on one or more, but not all, of the Standards of Learning assessments for the relevant grade level in grades three through eight may be required to attend a remediation program.

Any student who fails to achieve a passing score on all of the Standards of Learning assessments for the relevant grade level in grades three through eight or who fails an end-of-course test required for the award of a verified unit of credit shall be required to attend a remediation program or to participate in another form of remediation. Division superintendents shall require such students to take special programs of prevention, intervention, or remediation, which may include attendance in public summer school programs, in accordance with clause (ii) of subsection A of § [22.1-254](#) and § [22.1-254.01](#).

Remediation programs shall include, when applicable, a procedure for early identification of students who are at risk of failing the Standards of Learning assessments in grades three through eight or who fail an end-of-course test required for the award of a verified unit of credit. Such programs may also include summer school for all elementary and middle school grades and for all high school academic courses, as defined by regulations promulgated by the Board of Education, or other forms of remediation. Summer school remediation programs or other forms of remediation shall be chosen by the division superintendent to be appropriate to the academic needs of the student. Students who are required to attend such summer school programs or to participate in another form of remediation shall not be charged tuition by the school division.

The requirement for remediation may, however, be satisfied by the student's attendance in a program of prevention, intervention or remediation that has been selected by his parent, in consultation with the division superintendent or his designee, and is either (i) conducted by an accredited private school or (ii) a special program that has been determined to be comparable to the required public school remediation program by the division superintendent. The costs of such private school remediation program or other special remediation program shall be borne by the student's parent.

The Board of Education shall establish standards for full funding of summer remedial programs that shall include, but not be limited to, the minimum number of instructional hours or the equivalent thereof required for full funding and an assessment system designed to evaluate program effectiveness. Based on the number of students attending and the Commonwealth's share of the per pupil instructional costs, state funds shall be provided for the full cost of summer and other remediation programs as set forth in the appropriation act, provided such programs comply with such standards as shall be established by the Board, pursuant to § [22.1-199.2](#).

D. Local school boards shall also implement the following:

1. Programs in grades K through three that emphasize developmentally appropriate learning to enhance success.

2. Programs based on prevention, intervention, or remediation designed to increase the number of students who earn a high school diploma and to prevent students from dropping out of school. Such programs shall include components that are research-based.
3. Career and technical education programs incorporated into the K through 12 curricula that include:
  - a. Knowledge of careers and all types of employment opportunities, including, but not limited to, apprenticeships, entrepreneurship and small business ownership, the military, and the teaching profession, and emphasize the advantages of completing school with marketable skills;
  - b. Career exploration opportunities in the middle school grades;
  - c. Competency-based career and technical education programs that integrate academic outcomes, career guidance, and job-seeking skills for all secondary students. Programs shall be based upon labor market needs and student interest. Career guidance shall include counseling about available employment opportunities and placement services for students exiting school. Each school board shall develop and implement a plan to ensure compliance with the provisions of this subdivision. Such plan shall be developed with the input of area business and industry representatives and local community colleges and shall be submitted to the Superintendent of Public Instruction in accordance with the timelines established by federal law; and
  - d. Annual notice on its website to enrolled high school students and their parents of the availability of the postsecondary education and employment data published by the State Council of Higher Education on its website pursuant to § [23-9.2:3.04](#).
4. Educational objectives in middle and high school that emphasize economic education and financial literacy pursuant to § [22.1-200.03](#).
5. Early identification of students with disabilities and enrollment of such students in appropriate instructional programs consistent with state and federal law.
6. Early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs.
7. Educational alternatives for students whose needs are not met in programs prescribed elsewhere in these standards. Such students shall be counted in average daily membership (ADM) in accordance with the regulations of the Board of Education.

8. Adult education programs for individuals functioning below the high school completion level. Such programs may be conducted by the school board as the primary agency or through a collaborative arrangement between the school board and other agencies.
9. A plan to make achievements for students who are educationally at risk a divisionwide priority that shall include procedures for measuring the progress of such students.
10. An agreement for postsecondary degree attainment with a community college in the Commonwealth specifying the options for students to complete an associate's degree or a one-year Uniform Certificate of General Studies from a community college concurrent with a high school diploma. Such agreement shall specify the credit available for dual enrollment courses and Advanced Placement courses with qualifying exam scores of three or higher.
11. A plan to notify students and their parents of the availability of dual enrollment and advanced placement classes, the International Baccalaureate Program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the advanced placement and International Baccalaureate examinations. This plan shall include notification to students and parents of the agreement with a community college in the Commonwealth to enable students to complete an associate's degree or a one-year Uniform Certificate of General Studies concurrent with a high school diploma.
12. Identification of students with limited English proficiency and enrollment of such students in appropriate instructional programs.
13. Early identification, diagnosis, and assistance for students with reading and mathematics problems and provision of instructional strategies and reading and mathematics practices that benefit the development of reading and mathematics skills for all students.

Local school divisions shall provide reading intervention services to students in kindergarten through grade three who demonstrate deficiencies based on their individual performance on the Standards of Learning reading test or any reading diagnostic test that meets criteria established by the Department of Education. Local school divisions shall report the results of the diagnostic tests to the Department of Education on an annual basis, at a time to be determined by the Superintendent of Public Instruction. Each student who receives early intervention reading services will be assessed again at the end of that school year. The local school division, in its discretion, shall provide such reading intervention services prior to promoting a student from grade three to grade four. Reading intervention services may include the use of: special reading teachers; trained aides; volunteer tutors under the

supervision of a certified teacher; computer-based reading tutorial programs; aides to instruct in-class groups while the teacher provides direct instruction to the students who need extra assistance; and extended instructional time in the school day or school year for these students. Funds appropriated for prevention, intervention, and remediation; summer school remediation; at-risk; or early intervention reading may be used to meet the requirements of this subdivision.

Local school divisions shall provide algebra readiness intervention services to students in grades six through nine who are at risk of failing the Algebra I end-of-course test, as demonstrated by their individual performance on any diagnostic test that has been approved by the Department of Education. Local school divisions shall report the results of the diagnostic tests to the Department of Education on an annual basis, at a time to be determined by the Superintendent of Public Instruction. Each student who receives algebra readiness intervention services will be assessed again at the end of that school year. Funds appropriated for prevention, intervention, and remediation; summer school remediation; at-risk; or algebra readiness intervention services may be used to meet the requirements of this subdivision.

14. Incorporation of art, music, and physical education as a part of the instructional program at the elementary school level.

15. A program of physical fitness available to all students with a goal of at least 150 minutes per week on average during the regular school year. Such program may include any combination of (i) physical education classes, (ii) extracurricular athletics, or (iii) other programs and physical activities deemed appropriate by the local school board. Each local school board shall incorporate into its local wellness policy a goal for the implementation of such program during the regular school year.

16. A program of student services for kindergarten through grade 12 that shall be designed to aid students in their educational, social, and career development.

17. The collection and analysis of data and the use of the results to evaluate and make decisions about the instructional program.

E. From such funds as may be appropriated or otherwise received for such purpose, there shall be established within the Department of Education a unit to (i) conduct evaluative studies; (ii) provide the resources and technical assistance to increase the capacity for school divisions to deliver quality instruction; and (iii) assist school divisions in implementing those programs and practices that will enhance pupil academic performance and improve family and community involvement in the public schools. Such unit shall identify and analyze effective instructional

programs and practices and professional development initiatives; evaluate the success of programs encouraging parental and family involvement; assess changes in student outcomes prompted by family involvement; and collect and disseminate among school divisions information regarding effective instructional programs and practices, initiatives promoting family and community involvement, and potential funding and support sources. Such unit may also provide resources supporting professional development for administrators and teachers. In providing such information, resources, and other services to school divisions, the unit shall give priority to those divisions demonstrating a less than 70 percent passing rate on the Standards of Learning assessments.

F. Each local school board may enter into agreements for postsecondary credential, certification, or license attainment with community colleges or other public institutions of higher education or educational institutions established pursuant to Title 23 that offer a career and technical education curriculum. Such agreements shall specify (i) the options for students to take courses as part of the career and technical education curriculum that lead to an industry-recognized credential, certification, or license concurrent with a high school diploma and (ii) the credentials, certifications, or licenses available for such courses.

1988, cc. 645, 682; 1990, cc. 797, 820, 839; 1991, cc. 295, 304; 1992, cc. 132, 591; 1994, cc. [618](#), [790](#); 1996, cc. [163](#), [522](#); 1997, cc. [466](#), [828](#), [829](#); 1998, cc. [103](#), [602](#), [627](#), [800](#), [816](#), [902](#); 1999, cc. [377](#), [444](#), [445](#), [452](#), [461](#), [488](#), [552](#), [595](#), [994](#); 2000, cc. [504](#), [547](#), [653](#), [662](#), [677](#), [684](#), [710](#), [750](#), [867](#); 2001, c. [483](#); 2002, c. [837](#); 2003, cc. [690](#), [697](#), [714](#), [861](#); 2004, cc. [404](#), [848](#), [939](#), [955](#); 2005, cc. [331](#), [450](#); 2007, c. [234](#); 2008, c. [661](#); 2009, c. [802](#); 2012, cc. [794](#), [845](#); 2013, cc. [123](#), [157](#), [498](#), [530](#); 2014, c. [472](#); 2015, cc. [562](#), [589](#).

**§ 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel.**

A. The Board shall establish requirements for the licensing of teachers, principals, superintendents, and other professional personnel.

B. School boards shall employ licensed instructional personnel qualified in the relevant subject areas.

C. Each school board shall assign licensed instructional personnel in a manner that produces divisionwide ratios of students in average daily membership to full-time equivalent teaching positions, excluding special education teachers, principals, assistant principals, counselors, and librarians, that are not greater than the following ratios: (i) 24 to one in kindergarten with no class being larger than 29 students; if the average daily membership in any kindergarten class exceeds 24 pupils, a full-time teacher's aide shall be assigned to the class; (ii) 24 to one in grades one, two, and three with no class being larger than 30 students; (iii) 25 to one in grades four through six with no class being larger than 35 students; and (iv) 24 to one in English classes in grades six through 12.

Within its regulations governing special education programs, the Board shall seek to set pupil/teacher ratios for pupils with intellectual disability that do not exceed the pupil/teacher ratios for self-contained classes for pupils with specific learning disabilities.

Further, school boards shall assign instructional personnel in a manner that produces schoolwide ratios of students in average daily memberships to full-time equivalent teaching positions of 21 to one in middle schools and high schools. School divisions shall provide all middle and high school teachers with one planning period per day or the equivalent, unencumbered of any teaching or supervisory duties.

D. Each local school board shall employ with state and local basic, special education, gifted, and career and technical education funds a minimum number of licensed, full-time equivalent instructional personnel for each 1,000 students in average daily membership (ADM) as set forth in the appropriation act. Calculations of kindergarten positions shall be based on full-day kindergarten programs. Beginning with the March 31 report of average daily membership, those school divisions offering half-day kindergarten with pupil/teacher ratios that exceed 30 to one shall adjust their average daily membership for kindergarten to reflect 85 percent of the total kindergarten average daily memberships, as provided in the appropriation act.

E. In addition to the positions supported by basic aid and in support of regular school year programs of prevention, intervention, and remediation, state funding, pursuant to the appropriation act, shall be provided to fund certain full-time equivalent instructional positions for each 1,000 students in grades K through 12 who are identified as needing prevention, intervention, and remediation services. State funding for prevention, intervention, and remediation programs provided pursuant to this subsection and the appropriation act may be used to support programs for educationally at-risk students as identified by the local school boards.

To provide algebra readiness intervention services required by § [22.1-253.13:1](#), school divisions may employ mathematics teacher specialists to provide the required algebra readiness intervention services. School divisions using the Standards of Learning Algebra Readiness Initiative funding in this manner shall only employ instructional personnel licensed by the Board of Education.

F. In addition to the positions supported by basic aid and those in support of regular school year programs of prevention, intervention, and remediation, state funding, pursuant to the appropriation act, shall be provided to support 17 full-time equivalent instructional positions for each 1,000 students identified as having limited English proficiency.

To provide flexibility in the instruction of English language learners who have limited English proficiency and who are at risk of not meeting state accountability standards, school divisions may use state and local funds from the Standards of Quality Prevention, Intervention, and Remediation account to employ additional English language learner teachers to provide instruction to identified limited English proficiency students. Using these funds in this manner is intended to supplement the instructional services provided in this section. School divisions using the SOQ Prevention, Intervention, and Remediation funds in this manner shall employ only instructional personnel licensed by the Board of Education.

G. In addition to the full-time equivalent positions required elsewhere in this section, each local school board shall employ the following reading specialists in elementary schools, one full-time in each elementary school at the discretion of the local school board.

To provide reading intervention services required by § [22.1-253.13:1](#), school divisions may employ reading specialists to provide the required reading intervention services. School divisions using the Early Reading Intervention Initiative funds in this manner shall employ only instructional personnel licensed by the Board of Education.

H. Each local school board shall employ, at a minimum, the following full-time equivalent positions for any school that reports fall membership, according to the type of school and student enrollment:

1. Principals in elementary schools, one half-time to 299 students, one full-time at 300 students; principals in middle schools, one full-time, to be employed on a 12-month basis; principals in high schools, one full-time, to be employed on a 12-month basis;
2. Assistant principals in elementary schools, one half-time at 600 students, one full-time at 900 students; assistant principals in middle schools, one full-time for each 600 students; assistant principals in high schools, one full-time for each 600 students; and school divisions that employ a sufficient number of assistant principals to meet this staffing requirement may assign assistant principals to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary;
3. Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one-half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full-time at 300 students, two full-time at 1,000 students. Local school divisions that employ a sufficient number of librarians to meet this staffing requirement may assign librarians

to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary; and

4. Guidance counselors in elementary schools, one hour per day per 100 students, one full-time at 500 students, one hour per day additional time per 100 students or major fraction thereof; guidance counselors in middle schools, one period per 80 students, one full-time at 400 students, one additional period per 80 students or major fraction thereof; guidance counselors in high schools, one period per 70 students, one full-time at 350 students, one additional period per 70 students or major fraction thereof. Local school divisions that employ a sufficient number of guidance counselors to meet this staffing requirement may assign guidance counselors to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary.

I. Local school boards shall employ five full-time equivalent positions per 1,000 students in grades kindergarten through five to serve as elementary resource teachers in art, music, and physical education.

J. Local school boards shall employ two full-time equivalent positions per 1,000 students in grades kindergarten through 12, one to provide technology support and one to serve as an instructional technology resource teacher.

To provide flexibility, school divisions may use the state and local funds for instructional technology resource teachers to employ a data coordinator position, an instructional technology resource teacher position, or a data coordinator/instructional resource teacher blended position. The data coordinator position is intended to serve as a resource to principals and classroom teachers in the area of data analysis and interpretation for instructional and school improvement purposes, as well as for overall data management and administration of state assessments. School divisions using these funds in this manner shall employ only instructional personnel licensed by the Board of Education.

K. Local school boards may employ additional positions that exceed these minimal staffing requirements. These additional positions may include, but are not limited to, those funded through the state's incentive and categorical programs as set forth in the appropriation act.

L. A combined school, such as kindergarten through 12, shall meet at all grade levels the staffing requirements for the highest grade level in that school; this requirement shall apply to all staff, except for guidance counselors, and shall be based on the school's total enrollment; guidance counselor staff requirements shall, however, be based on the enrollment at the various school organization levels, i.e., elementary, middle, or high school. The Board of Education may grant waivers from these staffing levels upon request from local school boards seeking to implement experimental or innovative programs that are not consistent with these staffing levels.

M. School boards shall, however, annually, on or before January 1, report to the public the actual pupil/teacher ratios in elementary school classrooms by school for the current school year. Such actual ratios shall include only the teachers who teach the grade and class on a full-time basis and shall exclude resource personnel. School boards shall report pupil/teacher ratios that include resource teachers in the same annual report. Any classes funded through the voluntary kindergarten through third grade class size reduction program shall be identified as such classes. Any classes having waivers to exceed the requirements of this subsection shall also be identified. Schools shall be identified; however, the data shall be compiled in a manner to ensure the confidentiality of all teacher and pupil identities.

N. Students enrolled in a public school on a less than full-time basis shall be counted in ADM in the relevant school division. Students who are either (i) enrolled in a nonpublic school or (ii) receiving home instruction pursuant to § [22.1-254.1](#), and who are enrolled in public school on a less than full-time basis in any mathematics, science, English, history, social science, career and technical education, fine arts, foreign language, or health education or physical education course shall be counted in the ADM in the relevant school division on a pro rata basis as provided in the appropriation act. Each such course enrollment by such students shall be counted as 0.25 in the ADM; however, no such nonpublic or home school student shall be counted as more than one-half a student for purposes of such pro rata calculation. Such calculation shall not include enrollments of such students in any other public school courses.

O. Each local school board shall provide those support services that are necessary for the efficient and cost-effective operation and maintenance of its public schools.

For the purposes of this title, unless the context otherwise requires, "support services positions" shall include the following:

1. Executive policy and leadership positions, including school board members, superintendents and assistant superintendents;
2. Fiscal and human resources positions, including fiscal and audit operations;
3. Student support positions, including (i) social workers and social work administrative positions; (ii) guidance administrative positions not included in subdivision H 4; (iii) homebound administrative positions supporting instruction; (iv) attendance support positions related to truancy and dropout prevention; and (v) health and behavioral positions, including school nurses and school psychologists;

4. Instructional personnel support, including professional development positions and library and media positions not included in subdivision H 3;

5. Technology professional positions not included in subsection J;

6. Operation and maintenance positions, including facilities; pupil transportation positions; operation and maintenance professional and service positions; and security service, trade, and laborer positions;

7. Technical and clerical positions for fiscal and human resources, student support, instructional personnel support, operation and maintenance, administration, and technology; and

8. School-based clerical personnel in elementary schools; part-time to 299 students, one full-time at 300 students; clerical personnel in middle schools; one full-time and one additional full-time for each 600 students beyond 200 students and one full-time for the library at 750 students; clerical personnel in high schools; one full-time and one additional full-time for each 600 students beyond 200 students and one full-time for the library at 750 students.

Local school divisions that employ a sufficient number of school-based clerical personnel to meet this staffing requirement may assign the clerical personnel to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary.

Pursuant to the appropriation act, support services shall be funded from basic school aid.

School divisions may use the state and local funds for support services to provide additional instructional services.

P. Notwithstanding the provisions of this section, when determining the assignment of instructional and other licensed personnel in subsections C through J, a local school board shall not be required to include full-time students of approved virtual school programs.

1988, cc. 645, 682; 1991, c. 480; 1997, c. [828](#); 2004, cc. [939](#), [955](#); 2005, cc. [331](#), [450](#); 2010, cc. [537](#), [817](#); 2011, cc. [55](#), [74](#); 2012, cc. [476](#), [507](#); 2013, cc. [123](#), [157](#), [158](#), [224](#).

**§ 22.1-253.13:3. Standard 3. Accreditation, other standards, assessments, and releases from state regulations.**

A. The Board of Education shall promulgate regulations establishing standards for accreditation pursuant to the Administrative Process Act (§ [2.2-4000](#) et seq.), which shall include, but not be limited to, student outcome measures, requirements and guidelines for instructional programs and for the integration of educational technology into such instructional programs, administrative and instructional staffing levels and positions, including staff positions for supporting educational technology, student services, auxiliary education programs such as library and

media services, course and credit requirements for graduation from high school, community relations, and the philosophy, goals, and objectives of public education in Virginia.

The Board of Education shall promulgate regulations establishing standards for accreditation of public virtual schools under the authority of the local school board that enroll students full time.

The Board shall review annually the accreditation status of all schools in the Commonwealth. However, the Board may review the accreditation status of a school once every three years if the school has been fully accredited for three consecutive years. Upon such triennial review, the Board shall review the accreditation status of the school for each individual year within that triennial review period. If the Board finds that the school would have been accredited every year of that triennial review period the Board may accredit the school for another three years. The Board shall review the accreditation status of any school that (i) in any individual year within the triennial review period would have failed to achieve full accreditation or (ii) in the previous year has had an adjustment of its boundaries by a school board pursuant to subdivision 4 of § [22.1-79](#) that affects at least 10 percent of the student population of the school.

Each local school board shall maintain schools that are fully accredited pursuant to the standards for 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.

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

With such funds as are appropriated or otherwise received for this purpose, the Board shall adopt and implement an academic review process, to be conducted by the Department of Education, to assist schools that are accredited with warning. The Department shall forward a report of each academic review to the relevant local school board, and such school board shall report the results of such academic review and the required annual progress reports in public session. The local school board shall implement any actions identified through the academic review and utilize them for improvement planning.

B. The Superintendent of Public Instruction shall develop and the Board of Education shall approve criteria for determining and recognizing educational performance in the Commonwealth's public school divisions and schools. Such criteria, when approved, shall become an integral part of the accreditation process and shall include student outcome measurements. The Superintendent of Public Instruction shall annually identify to the Board those school divisions and schools that exceed or do not meet the approved criteria. Such identification shall include an analysis of the strengths and weaknesses of public education programs in the various school divisions in Virginia and recommendations to the General Assembly for further enhancing student learning uniformly across the Commonwealth. In recognizing educational performance in the school divisions, the Board shall include consideration of special school division accomplishments, such as numbers of dual enrollments and students in Advanced Placement and International Baccalaureate courses, and participation in academic year Governor's Schools.

The Superintendent of Public Instruction shall assist local school boards in the implementation of action plans for increasing educational performance in those school divisions and schools that are identified as not meeting the approved criteria. The Superintendent of Public Instruction shall monitor the implementation of and report to the Board of Education on the effectiveness of the corrective actions taken to improve the educational performance in such school divisions and schools.

C. With such funds as are available for this purpose, the Board of Education shall prescribe assessment methods to determine the level of achievement of the Standards of Learning objectives by all students. Such assessments shall evaluate knowledge, application of knowledge, critical thinking, and skills related to the Standards of Learning being assessed. The Board shall, with the assistance of independent testing experts, conduct a regular analysis and validation process for these assessments. The Department of Education shall make available to school divisions Standards of Learning assessments typically administered by the middle and high schools by December 1 of the school year in which such assessments are to be administered or when newly developed assessments are available, whichever is later.

The Board shall also provide the option of industry certification and state licensure examinations as a student-selected verified credit.

The Board of Education shall make publicly available such assessments in a timely manner and as soon as practicable following the administration of such tests, so long as the release of such assessments does not compromise test security or deplete the bank of assessment questions necessary to construct subsequent tests, or limit the ability to test students on demand and provide immediate results in the web-based assessment system.

The Board shall include in the student outcome measures that are required by the Standards for Accreditation end-of-course or end-of-grade assessments for various grade levels and classes, including the completion of the alternative assessments implemented by each local school board, in accordance with the Standards of Learning. These assessments shall include end-of-course or end-of-grade tests for English, mathematics, science, and history and social science and may be integrated to include multiple subject areas.

The Standards of Learning assessments administered to students in grades three through eight shall not exceed (a) reading and mathematics in grades three and four; (b) reading, mathematics, and science in grade five; (c) reading and mathematics in grades six and seven; (d) reading, writing, and mathematics in grade eight; (e) science after the student receives instruction in the grade six science, life science, and physical science Standards of Learning and before the student completes grade eight; and (f) Virginia Studies and Civics and Economics once each at the grade levels deemed appropriate by each local school board.

Each school board shall annually certify that it has provided instruction and administered an alternative assessment, consistent with Board guidelines, to students in grades three through eight in each Standards of Learning subject area in which a Standards of Learning assessment was not administered during the school year. Such guidelines shall (1) incorporate options for age-appropriate, authentic performance assessments and portfolios with rubrics and other methodologies designed to ensure that students are making adequate academic progress in the subject area and that the Standards of Learning content is being taught; (2) permit and encourage integrated assessments that include multiple subject areas; and (3) emphasize collaboration between teachers to administer and substantiate the assessments and the professional development of teachers to enable them to make the best use of alternative assessments.

Local school divisions shall provide targeted mathematics remediation and intervention to students in grades six through eight who show computational deficiencies as demonstrated by their individual performance on any diagnostic test or grade-level Standards of Learning mathematics test that measures non-calculator computational skills.

In addition, to assess the educational progress of students, the Board of Education shall (A) develop appropriate assessments, which may include criterion-referenced tests and other assessment instruments that may be used by classroom teachers; (B) select appropriate industry certification and state licensure examinations; and (C) prescribe and provide measures, which may include nationally normed tests to be used to identify students who score in the bottom quartile at selected grade levels. An annual justification that includes evidence that the student meets the participation criteria defined by the Virginia Department of Education shall be provided for each student considered

for the Virginia Grade Level Alternative. Each Individual Education Program team shall review such justification and make the final determination as to whether or not the Virginia Grade Level Alternative is appropriate for the student. The superintendent and the school board chairman shall certify to the Board of Education, as a part of certifying compliance with the Standards of Quality, that there is a justification in the Individual Education Program for every student who takes the Virginia Grade Level Alternative. Compliance with this requirement shall be monitored as a part of the special education monitoring process conducted by the Department of Education. The Board shall report to the Governor and General Assembly in its annual reports pursuant to § [22.1-18](#) any school division that is not in compliance with this requirement.

The Standards of Learning requirements, including all related assessments, shall be waived for any student awarded a scholarship under the Brown v. Board of Education Scholarship Program, pursuant to § [30-231.2](#), who is enrolled in a preparation program for a high school equivalency examination approved by the Board of Education or in an adult basic education program or an adult secondary education program to obtain the high school diploma or a high school equivalency certificate.

The Department of Education shall develop processes for informing school divisions of changes in the Standards of Learning.

The Board of Education may adopt special provisions related to the administration and use of any Standards of Learning test or tests in a content area as applied to accreditation ratings for any period during which the Standards of Learning content or assessments in that area are being revised and phased in. Prior to statewide administration of such tests, the Board of Education shall provide notice to local school boards regarding such special provisions.

D. The Board of Education may pursue all available civil remedies pursuant to § [22.1-19.1](#) or administrative action pursuant to § [22.1-292.1](#) for breaches in test security and unauthorized alteration of test materials or test results. The Board may initiate or cause to be initiated a review or investigation of any alleged breach in security, unauthorized alteration, or improper administration of tests, including the exclusion of students from testing who are required to be assessed, by local school board employees responsible for the distribution or administration of the tests.

Records and other information furnished to or prepared by the Board during the conduct of a review or investigation may be withheld pursuant to subdivision 11 of § [2.2-3705.3](#). However, this section shall not prohibit the disclosure of records to (i) a local school board or division superintendent for the purpose of permitting such board or superintendent to consider or to take personnel action with regard to an employee or (ii) any requester, after the conclusion of a review or investigation, in a form that (a) does not reveal the identity of any person making a

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

Notwithstanding any other provision of state law, no test or examination authorized by this section, including the Standards of Learning assessments, shall be released or required to be released as minimum competency tests, if, in the judgment of the Board, such release would breach the security of such test or examination or deplete the bank of questions necessary to construct future secure tests.

E. With such funds as may be appropriated, the Board of Education may provide, through an agreement with vendors having the technical capacity and expertise to provide computerized tests and assessments, and test construction, analysis, and security, for (i) web-based computerized tests and assessments, including computer-adaptive Standards of Learning assessments, for the evaluation of student progress during and after remediation and (ii) the development of a remediation item bank directly related to the Standards of Learning.

F. To assess the educational progress of students as individuals and as groups, each local school board shall require the use of Standards of Learning assessments, alternative assessments, and other relevant data, such as industry certification and state licensure examinations, to evaluate student progress and to determine educational performance. Each local school shall require the administration of appropriate assessments to students, which may include criterion-referenced tests and teacher-made tests and shall include the Standards of Learning assessments, the local school board's alternative assessments, and the National Assessment of Educational Progress state-by-state assessment. Each school board shall analyze and report annually, in compliance with any criteria that may be established by the Board of Education, the results from the Stanford Achievement Test Series, Ninth Edition (Stanford Nine) assessment, if administered, industry certification examinations, and the Standards of Learning Assessments to the public.

The Board of Education shall not require administration of the Stanford Achievement Test Series, Ninth Edition (Stanford Nine) assessment, except as may be selected to facilitate compliance with the requirements for home instruction pursuant to § [22.1-254.1](#).

The Board shall include requirements for the reporting of the Standards of Learning assessment scores and averages for each year, regardless of accreditation frequency, as part of the Board's requirements relating to the School Performance Report Card. Such scores shall be disaggregated for each school by student subgroups on the Virginia assessment program as appropriate and shall be reported to the public within three months of their receipt. These

reports (i) shall be posted on the portion of the Department of Education's website relating to the School Performance Report Card, in a format and in a manner that allows year-to-year comparisons, and (ii) may include the National Assessment of Educational Progress state-by-state assessment.

G. Each local school division superintendent shall regularly review the division's submission of data and reports required by state and federal law and regulations to ensure that all information is accurate and submitted in a timely fashion. The Superintendent of Public Instruction shall provide a list of the required reports and data to division superintendents annually. The status of compliance with this requirement shall be included in the Board of Education's annual report to the Governor and the General Assembly as required by § [22.1-18](#).

H. Any school board may request the Board of Education for release from state regulations or, on behalf of one or more of its schools, for approval of an Individual School Accreditation Plan for the evaluation of the performance of one or more of its schools as authorized for certain other schools by the Standards of Accreditation pursuant to 8 VAC [20-131-280 C](#) of the Virginia Administrative Code. Waivers of regulatory requirements may be granted by the Board of Education based on submission of a request from the division superintendent and chairman of the local school board. The Board of Education may grant, for a period up to five years, a waiver of regulatory requirements that are not (i) mandated by state or federal law or (ii) designed to promote health or safety. The school board shall provide in its waiver request a description of how the releases from state regulations are designed to increase the quality of instruction and improve the achievement of students in the affected school or schools. The Department of Education shall provide (a) guidance to any local school division that requests releases from state regulations and (b) information about opportunities to form partnerships with other agencies or entities to any local school division in which the school or schools granted releases from state regulations have demonstrated improvement in the quality of instruction and the achievement of students.

The Board of Education may also grant local school boards waivers of specific requirements in § [22.1-253.13:2](#), based on submission of a request from the division superintendent and chairman of the local school board, permitting the local school board to assign instructional personnel to the schools with the greatest needs, so long as the school division employs a sufficient number of personnel divisionwide to meet the total number required by § [22.1-253.13:2](#) and all pupil/teacher ratios and class size maximums set forth in subsection C of § [22.1-253.13:2](#) are met. The school board shall provide in its request a description of how the waivers from specific Standards of Quality staffing standards are designed to increase the quality of instruction and improve the achievement of students in the affected school or schools. The waivers may be renewed in up to five-year increments, or revoked, based on student achievement results in the affected school or schools.

1988, cc. 645, 682; 1990, cc. 820, 839; 1992, c. 591; 1998, cc. [456](#), [567](#), [602](#), [627](#), [843](#), [902](#); 1999, cc. [670](#), [731](#), [1015](#); 2000, cc. [504](#), [735](#), [742](#), [750](#), [752](#), [867](#), [1061](#); 2001, cc. [651](#), [731](#); 2002, cc. [101](#), [167](#), [656](#), [732](#); 2003, cc. [691](#), [1004](#); 2004, cc. [472](#), [939](#), [955](#), [965](#); 2005, cc. [331](#), [450](#), [753](#), [834](#); 2006, cc. [25](#), [38](#), [95](#), [117](#), [131](#); 2007, c. [234](#); 2009, c. [825](#); 2010, c. [76](#); 2011, cc. [248](#), [666](#); 2012, c. [183](#); 2013, cc. [539](#), [571](#), [584](#), [728](#); 2014, cc. [84](#), [585](#), [622](#); 2015, cc. [145](#), [149](#), [322](#), [323](#), [558](#), [566](#).

**§ 22.1-253.13:4. Standard 4. Student achievement and graduation requirements.**

A. Each local school board shall 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. Provisions shall be made to facilitate the transfer and appropriate grade placement of students from other public secondary schools, from nonpublic schools, or from home instruction as outlined in the standards for accreditation. Course credits earned for online courses taken in the Department of Education's Virtual Virginia program shall transfer to Virginia public schools in accordance with provisions of the standards for accreditation. Further, reasonable accommodation to meet the requirements for diplomas shall be provided for otherwise qualified students with disabilities as needed.

In addition, each local school board may devise, vis-a-vis the award of diplomas to secondary school students, a mechanism for calculating class rankings that takes into consideration whether the student has taken a required class more than one time and has had any prior earned grade for such required class expunged.

Each local school board shall notify the parents of rising eleventh and twelfth grade students of (i) the number and subject area requirements of standard and verified units of credit required for graduation pursuant to the standards for accreditation and (ii) the remaining number and subject area requirements of such units of credit the individual student requires for graduation.

B. Students identified as disabled who complete the requirements of their individualized education programs and meet certain requirements prescribed by the Board pursuant to regulations but do not meet the requirements for any named diploma shall be awarded Applied Studies diplomas by local school boards.

Each local school board shall notify the parent of such students with disabilities who have an individualized education program and who fail to meet the requirements for a standard or advanced studies diploma of the student's right to a free and appropriate education to age 21, inclusive, pursuant to Article 2 (§ [22.1-213](#) et seq.) of Chapter 13.

C. Students who have completed a prescribed course of study as defined by the local school board shall be awarded certificates of program completion by local school boards if they are not eligible to receive a Board of Education-approved diploma.

Each local school board shall provide notification of the right to a free public education for students who have not reached 20 years of age on or before August 1 of the school year, pursuant to Chapter 1 (§ [22.1-1](#) et seq.), to the parent of students who fail to graduate or who have failed to achieve the number of verified units of credit required for graduation as provided in the standards for accreditation. If such student who does not graduate or achieve such verified units of credit is a student for whom English is a second language, the local school board shall notify the parent of the student's opportunity for a free public education in accordance with § [22.1-5](#).

D. In establishing course and credit requirements for a high school diploma, the Board shall:

1. Provide for the selection of integrated learning courses meeting the Standards of Learning and approved by the Board to satisfy graduation credit requirements, which shall include Standards of Learning testing, as necessary.

2. Establish the requirements for a standard and an advanced studies high school diploma, which shall each include at least one credit in fine or performing arts or career and technical education and one credit in United States and Virginia history. The requirements for a standard high school diploma shall, however, include at least two sequential electives chosen from a concentration of courses selected from a variety of options that may be planned to ensure the completion of a focused sequence of elective courses. Such focused sequence of elective courses shall provide a foundation for further education or training or preparation for employment. The advanced studies diploma shall be the recommended diploma for students pursuing baccalaureate study. Both the standard and the advanced studies diploma shall prepare students for post-secondary education and the career readiness required by the Commonwealth's economy.

Beginning with first-time ninth grade students in the 2013-2014 school year, requirements for the standard diploma shall include a requirement to earn a career and technical education credential that has been approved by the Board, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the standard diploma requirements. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness skills assessment.

Beginning with first-time ninth grade students in the 2016-2017 school year, requirements for the standard and advanced diplomas shall include a requirement to be trained in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation.

The Board shall make provision in its regulations for students with disabilities to earn a standard diploma.

3. Provide, in the requirements to earn a standard or advanced studies diploma, the successful completion of one virtual course. The virtual course may be a noncredit-bearing course.

4. Provide, in the requirements for the verified units of credit stipulated for obtaining the standard or advanced studies diploma, that students completing elective classes into which the Standards of Learning for any required course have been integrated may take the relevant Standards of Learning test for the relevant required course and receive, upon achieving a satisfactory score on the specific Standards of Learning assessment, a verified unit of credit for such elective class that shall be deemed to satisfy the Board's requirement for verified credit for the required course.

5. Establish a procedure to facilitate the acceleration of students that allows qualified students, with the recommendation of the division superintendent, without completing the 140-hour class, to obtain credit for such class upon demonstration of mastery of the course content and objectives. Having received credit for the course, the student shall be permitted to sit for the relevant Standards of Learning assessment and, upon receiving a passing score, shall earn a verified credit. Nothing in this section shall preclude relevant school division personnel from enforcing compulsory attendance in public schools.

6. Provide for the award of verified units of credit for passing scores on industry certifications, state licensure examinations, and national occupational competency assessments approved by the Board of Education.

School boards shall report annually to the Board of Education the number of Board-approved industry certifications obtained, state licensure examinations passed, national occupational competency assessments passed, Virginia workplace readiness skills assessments passed, and the number of career and technical education completers who graduated. These numbers shall be reported as separate categories on the School Performance Report Card.

For the purposes of this subdivision, "career and technical education completer" means a student who has met the requirements for a career and technical concentration or specialization and all requirements for high school graduation or an approved alternative education program.

In addition, the Board may:

- a. For the purpose of awarding verified units of credit, approve the use of additional or substitute tests for the correlated Standards of Learning assessment, such as academic achievement tests, industry certifications or state licensure examinations; and
  - b. Permit students completing career and technical education programs designed to enable such students to pass such industry certification examinations or state licensure examinations to be awarded, upon obtaining satisfactory scores on such industry certification or licensure examinations, the appropriate verified units of credit for one or more career and technical education classes into which relevant Standards of Learning for various classes taught at the same level have been integrated. Such industry certification and state licensure examinations may cover relevant Standards of Learning for various required classes and may, at the discretion of the Board, address some Standards of Learning for several required classes.
7. Provide for the waiver of certain graduation requirements (i) upon the Board's initiative or (ii) at the request of a local school board. Such waivers shall be granted only for good cause and shall be considered on a case-by-case basis.
8. Consider all computer science course credits earned by students to be science course credits, mathematics course credits, or career and technical education credits. The Board of Education shall develop guidelines addressing how computer science courses can satisfy graduation requirements.
9. Permit local school divisions to waive the requirement for students to receive 140 clock hours of instruction to earn a standard unit of credit upon providing the Board with satisfactory proof, based on Board guidelines, that the students for whom such requirements are waived have learned the content and skills included in the relevant Standards of Learning.
- E. In the exercise of its authority to recognize exemplary performance by providing for diploma seals:
1. The Board shall develop criteria for recognizing exemplary performance in career and technical education programs by students who have completed the requirements for a Board of Education-approved diploma and shall award seals on the diplomas of students meeting such criteria.
  2. The Board shall establish criteria for awarding a diploma seal for advanced mathematics and technology for the Board of Education-approved diplomas. The Board shall consider including criteria for (i) technology courses; (ii)

technical writing, reading, and oral communication skills; (iii) technology-related training; and (iv) industry, professional, and trade association national certifications.

3. The Board shall establish criteria for awarding a diploma seal for excellence in civics education and understanding of our state and federal constitutions and the democratic model of government for the Board of Education-approved diplomas. The Board shall consider including criteria for (i) successful completion of history, government, and civics courses, including courses that incorporate character education; (ii) voluntary participation in community service or extracurricular activities that includes the types of activities that shall qualify as community service and the number of hours required; and (iii) related requirements as it deems appropriate.

4. The Board shall establish criteria for awarding a diploma seal of biliteracy to any student who demonstrates proficiency in English and at least one other language for the Board of Education-approved diplomas. The Board shall consider criteria including the student's (i) score on a College Board Advanced Placement foreign language examination, (ii) score on an SAT II Subject Test in a foreign language, (iii) proficiency level on an ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) measure or another nationally or internationally recognized language proficiency test, or (iv) cumulative grade point average in a sequence of foreign language courses approved by the Board.

F. The Board shall establish, by regulation, requirements for the award of a general achievement adult high school diploma for those persons who are not subject to the compulsory school attendance requirements of [§22.1-254](#) and have (i) achieved a passing score on a high school equivalency examination approved by the Board of Education; (ii) successfully completed an education and training program designated by the Board of Education; (iii) earned a Board of Education-approved career and technical education credential such as the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness skills assessment; and (iv) satisfied other requirements as may be established by the Board for the award of such diploma.

G. (Effective until July 1, 2016) To ensure the uniform assessment of high school graduation rates, the Board shall collect, analyze, and report high school graduation and dropout data using a formula prescribed by the Board.

The Board may promulgate such regulations as may be necessary and appropriate for the collection, analysis, and reporting of such data.

G. (Effective July 1, 2016) To ensure the uniform assessment of high school graduation rates, the Board shall collect, analyze, report, and make available to the public high school graduation and dropout data using a formula prescribed by the Board.

H. (Effective July 1, 2016) The Board shall also collect, analyze, report, and make available to the public high school graduation and dropout data using a formula that excludes any student who fails to graduate because such student is in the custody of the Department of Corrections, the Department of Juvenile Justice, or local law enforcement. For the purposes of the Standards of Accreditation, the Board shall use the graduation rate required by this subsection.

I. (Effective July 1, 2016) The Board may promulgate such regulations as may be necessary and appropriate for the collection, analysis, and reporting of such data required by subsections G and H.

1988, cc. 645, 682; 1990, cc. 820, 839; 1993, c. 661; 1994, cc. [618](#), [790](#); 1997, cc. [828](#), [835](#); 1998, cc. [72](#), [602](#), [627](#); 2001, cc. [483](#), [500](#); 2003, c. [688](#); 2004, cc. [509](#), [939](#), [955](#); 2005, c. [345](#); 2006, c. [584](#); 2007, cc. [34](#), [56](#), [234](#), [351](#), [859](#), [919](#); 2008, c. [351](#); 2009, c. [490](#); 2010, cc. [80](#), [89](#), [162](#), [163](#), [313](#); 2011, c. [209](#); 2012, cc. [454](#), [642](#); 2013, cc. [498](#), [530](#); 2014, cc. [84](#), [590](#); 2015, cc. [329](#), [564](#), [565](#), [591](#), [701](#), [702](#), [705](#).  
**§ 22.1-253.13:5. Standard 5. Quality of classroom instruction and educational leadership.**

A. Each member of the Board of Education shall participate in high-quality professional development programs on personnel, curriculum and current issues in education as part of his service on the Board.

B. Consistent with the finding that leadership is essential for the advancement of public education in the Commonwealth, teacher, principal, and superintendent evaluations shall be consistent with the performance standards included in the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents. Evaluations shall include student academic progress as a significant component and an overall summative rating. Teacher evaluations shall include regular observation and evidence that instruction is aligned with the school's curriculum. Evaluations shall include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities.

C. The Board of Education shall provide guidance on high-quality professional development for (i) teachers, principals, supervisors, division superintendents, and other school staff; (ii) principals, supervisors, and division superintendents in the evaluation and documentation of teacher and principal performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel; (iii) school board

members on personnel, curriculum and current issues in education; and (iv) programs in Braille for teachers of the blind and visually impaired, in cooperation with the Virginia Department for the Blind and Vision Impaired.

The Board shall also provide technical assistance on high-quality professional development to local school boards designed to ensure that all instructional personnel are proficient in the use of educational technology consistent with its comprehensive plan for educational technology.

D. Each local school board shall require (i) its members to participate annually in high-quality professional development activities at the state, local, or national levels on governance, including, but not limited to, personnel policies and practices; the evaluation of personnel, curriculum, and instruction; use of data in planning and decision making; and current issues in education as part of their service on the local board and (ii) the division superintendent to participate annually in high-quality professional development activities at the local, state, or national levels, including the Standards of Quality, Board of Education regulations, and the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents.

E. Each local school board shall provide a program of high-quality professional development (i) in the use and documentation of performance standards and evaluation criteria based on student academic progress and skills for teachers, principals, and superintendents to clarify roles and performance expectations and to facilitate the successful implementation of instructional programs that promote student achievement at the school and classroom levels; (ii) as part of the license renewal process, to assist teachers and principals in acquiring the skills needed to work with gifted students, students with disabilities, and students who have been identified as having limited English proficiency and to increase student achievement and expand the knowledge and skills students require to meet the standards for academic performance set by the Board of Education; (iii) in educational technology for all instructional personnel which is designed to facilitate integration of computer skills and related technology into the curricula; and (iv) for principals and supervisors designed to increase proficiency in instructional leadership and management, including training in the evaluation and documentation of teacher and principal performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel.

In addition, each local school board shall also provide teachers and principals with high-quality professional development programs each year in (a) instructional content; (b) the preparation of tests and other assessment measures; (c) methods for assessing the progress of individual students, including Standards of Learning assessment materials or other criterion-referenced tests that match locally developed objectives; (d) instruction and remediation techniques in English, mathematics, science, and history and social science; (e) interpreting test data for

instructional purposes; (f) technology applications to implement the Standards of Learning; and (g) effective classroom management.

F. Schools and school divisions shall include as an integral component of their comprehensive plans required by § [22.1-253.13:6](#), high-quality professional development programs that support the recruitment, employment, and retention of qualified teachers and principals. Each school board shall require all instructional personnel to participate each year in these professional development programs.

G. Each local school board shall annually review its professional development program for quality, effectiveness, participation by instructional personnel, and relevancy to the instructional needs of teachers and the academic achievement needs of the students in the school division.

1988, cc. 645, 682; 1990, cc. 820, 839; 1992, c. 132; 1997, c. [827](#); 1998, cc. [826](#), [852](#); 1999, cc. [830](#), [1030](#), [1037](#); 2000, c. [867](#); 2004, cc. [939](#), [955](#); 2005, cc. [331](#), [450](#); 2007, c. [234](#); 2013, cc. [588](#), [650](#).

**§ 22.1-253.13:6. Standard 6. Planning and public involvement.**

A. The Board of Education shall adopt a statewide comprehensive, unified, long-range plan based on data collection, analysis, and evaluation. Such plan shall be developed with statewide participation. The Board shall review the plan biennially and adopt any necessary revisions. The Board shall post the plan on the Department of Education's website if practicable, and, in any case, shall make a hard copy of such plan available for public inspection and copying.

This plan shall include the objectives of public education in Virginia, including strategies for first improving student achievement, particularly the achievement of educationally at-risk students, then maintaining high levels of student achievement; an assessment of the extent to which these objectives are being achieved; a forecast of enrollment changes; and an assessment of the needs of public education in the Commonwealth. In the annual report required by § [22.1-18](#), the Board shall include an analysis of the extent to which these Standards of Quality have been achieved and the objectives of the statewide comprehensive plan have been met. The Board shall also develop, consistent with, or as a part of, its comprehensive plan, a detailed comprehensive, long-range plan to integrate educational technology into the Standards of Learning and the curricula of the public schools in Virginia, including career and technical education programs. The Board shall review and approve the comprehensive plan for educational technology and may require the revision of such plan as it deems necessary.

B. Each local school board shall adopt a divisionwide comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement. The plan shall be developed with staff and community involvement and shall include, or be consistent

with, all other divisionwide plans required by state and federal laws and regulations. Each local school board shall review the plan biennially and adopt any necessary revisions. Prior to the adoption of any divisionwide comprehensive plan or revisions thereto, each local school board shall post such plan or revisions on the division's Internet website if practicable, and, in any case, shall make a hard copy of the plan or revisions available for public inspection and copying and shall conduct at least one public hearing to solicit public comment on the divisionwide plan or revisions.

The divisionwide comprehensive plan shall include, but shall not be limited to, (i) the objectives of the school division, including strategies for first improving student achievement, particularly the achievement of educationally at-risk students, then maintaining high levels of student achievement; (ii) an assessment of the extent to which these objectives are being achieved; (iii) a forecast of enrollment changes; (iv) a plan for projecting and managing enrollment changes including consideration of the consolidation of schools to provide for a more comprehensive and effective delivery of instructional services to students and economies in school operations; (v) an evaluation of the appropriateness of establishing regional programs and services in cooperation with neighboring school divisions; (vi) a plan for implementing such regional programs and services when appropriate; (vii) a technology plan designed to integrate educational technology into the instructional programs of the school division, including the school division's career and technical education programs, consistent with, or as a part of, the comprehensive technology plan for Virginia adopted by the Board of Education; (viii) an assessment of the needs of the school division and evidence of community participation, including parental participation, in the development of the plan; (ix) any corrective action plan required pursuant to § [22.1-253.13:3](#); and (x) a plan for parent and family involvement to include building successful school and parent partnerships that shall be developed with staff and community involvement, including participation by parents.

A report shall be presented by each school board to the public by November 1 of each odd-numbered year on the extent to which the objectives of the divisionwide comprehensive plan have been met during the previous two school years.

C. Each public school shall also prepare a comprehensive, unified, long-range plan, which the relevant school board shall consider in the development of its divisionwide comprehensive plan.

D. The Board of Education shall, in a timely manner, make available to local school boards information about where current Virginia school laws, Board regulations and revisions, and copies of relevant Opinions of the Attorney General of Virginia may be located online.

1988, cc. 645, 682; 1990, cc. 820, 839; 1992, c. 591; 1998, c. [106](#); 2000, c. [867](#); 2001, c. [484](#); 2004, cc. [939](#), [955,965](#); 2005, cc. [331](#), [450](#); 2007, c. [234](#).

**§ 22.1-253.13:7. Standard 7. School board policies.**

A. Each local school board shall develop policies and procedures to address complaints of sexual abuse of a student by a teacher or other school board employee.

B. Each local school board shall maintain and follow up-to-date policies. All school board policies shall be reviewed at least every five years and revised as needed.

C. Each local school board shall ensure that policies are developed giving consideration to the views of teachers, parents, and other concerned citizens and addressing the following:

1. A system of two-way communication between employees and the local school board and its administrative staff whereby matters of concern can be discussed in an orderly and constructive manner;

2. The selection and evaluation of all instructional materials purchased by the school division, with clear procedures for handling challenged controversial materials;

3. The standards of student conduct and attendance and enforcement procedures designed to provide that public education be conducted in an atmosphere free of disruption and threat to persons or property and supportive of individual rights;

4. School-community communications and community involvement;

5. Guidelines to encourage parents to provide instructional assistance to their children in the home, which may include voluntary training for the parents of children in grades K through three;

6. Information about procedures for addressing concerns with the school division and recourse available to parents pursuant to § [22.1-87](#);

7. A cooperatively developed procedure for personnel evaluation appropriate to tasks performed by those being evaluated; and

8. Grievances, dismissals, etc., of teachers, and the implementation procedure prescribed by the General Assembly and the Board of Education, as provided in Article 3 (§ [22.1-306](#) et seq.) of Chapter 15, and the maintenance of copies of such procedures.

D. A current copy of all school division policies and regulations approved by the local school board, including the Student Conduct Policy, shall be posted on the division's website and shall be available to employees and to the public. School boards shall ensure that printed copies of such policies and regulations are available as needed to citizens who do not have online access.

E. An annual announcement shall be made in each division at the beginning of the school year and, for parents of students enrolling later in the academic year, at the time of enrollment, advising the public that the policies are available in such places.

1988, cc. 645, 682, 754; 1990, c. 291; 1992, c. 591; 2004, cc. [939](#), [955](#); 2007, c. [234](#); 2008, cc. [474](#), [827](#); 2013, c. [301](#).

**§ 22.1-253.13:8. Compliance.**

The Standards of Quality prescribed in this chapter shall be the only standards of quality required by Article VIII, Section 2 of the Constitution of Virginia.

Each local school board shall provide, as a minimum, the programs and services, as provided in the Standards of Quality prescribed above, with state and local funds as apportioned by the General Assembly in the appropriation act and to the extent funding is provided by the General Assembly.

Each local school board shall report its compliance with the Standards of Quality to the Board of Education annually. The report of compliance shall be submitted to the Board of Education by the chairman of the local school board and the division superintendent.

Noncompliance with the Standards of Quality shall be included in the Board of Education's annual report to the Governor and the General Assembly as required by § [22.1-18](#).

As required by § [22.1-18](#), the Board of Education shall submit to the Governor and the General Assembly a report on the condition and needs of public education in the Commonwealth and shall identify any school divisions and the specific schools therein that have failed to establish and maintain schools meeting the existing prescribed Standards of Quality.

The Board of Education shall have authority to seek school division compliance with the foregoing Standards of Quality. When the Board of Education determines that a school division has failed or refused, and continues to fail or refuse, to comply with any such Standard, the Board may petition the circuit court having jurisdiction in the school division to mandate or otherwise enforce compliance with such standard, including the development or

implementation of any required corrective action plan that a local school board has failed or refused to develop or implement in a timely manner.

1988, cc. 645, 682; 1990, cc. 820, 839; 2004, cc. [939](#), [955](#), [965](#); 2005, cc. [331](#), [450](#).

**§ 22.1-253.13:9. Virginia Index of Performance incentive program.**

A. Schools and local school divisions shall be recognized by the Board of Education in accordance with guidelines it shall establish for the Virginia Index of Performance (VIP) incentive program. The VIP incentive program shall be designed to recognize and reward fully accredited schools and school divisions that make significant progress toward achieving advanced proficiency levels in reading, mathematics, science, and history and social science, and on other indicators of school and student performance that are aligned with the Commonwealth's goals for public education. Such recognition may include:

1. Public announcements recognizing individual schools and divisions;
2. Tangible rewards;
3. Waivers of certain board regulations;
4. Exemptions from certain reporting requirements; or
5. Other commendations deemed appropriate to recognize high achievement.

In addition to Board recognition, local school boards shall adopt policies to recognize individual schools through public announcements or media releases as well as other appropriate recognition.

In order to encourage school divisions to promote student achievement in science, technology, engineering, and mathematics, the Board of Education shall take into account in its guidelines a school division's increase in enrollments and elective course offerings in these areas.

B. A school that maintains a passing rate on Virginia assessment program tests or additional tests approved by the Board of 95 percent or above in each of the four core academic areas for two consecutive years may, upon application to the Department of Education, receive a waiver from accreditation. A school receiving such a waiver shall be fully accredited for a three-year period. However, such school shall continue to annually submit documentation in compliance with the pre-accreditation eligibility requirements.

C. Schools may be eligible to receive the Governor's Award for Outstanding Achievement. This award will be given to schools rated fully accredited that significantly increase the achievement of students within student subgroups in accordance with guidelines prescribed by the Board of Education.

D. In its guidelines for calculating an award under the Virginia Index of Performance incentive program pursuant to this section, the Department of Education shall take into account the number of high school students who earn the one-year Uniform Certificate of General Studies or an associate's degree from a community college in the Commonwealth concurrent with a high school diploma.

2010, cc. [38](#), [103](#); 2011, cc. [119](#), [145](#); 2012, c. [794](#); 2015, c. [566](#).

**§ 22.1-253.13:10. Standards of Learning Innovation Committee.**

The Secretary of Education, upon receiving recommendations for appointments from the Virginia Parent Teacher Association, Virginia Education Association, Virginia School Boards Association, Virginia Association of Secondary School Principals, Virginia Association of Elementary School Principals, Virginia Association of School Superintendents, Virginia State Reading Association, Virginia School Counselor Association, and Virginia Association for Supervision and Curriculum Development, shall establish and appoint members from each of the specified groups to the Standards of Learning Innovation Committee (Committee). The Committee shall also include (i) four members of the Virginia House of Delegates, appointed by the Speaker of the House of Delegates; (ii) two members of the Virginia Senate, appointed by the Senate Committee on Rules on the recommendation of the Chair of the Senate Committee on Education and Health; at least one (iii) parent of a currently enrolled public school student, (iv) public elementary school teacher, (v) public secondary school teacher, (vi) public secondary school guidance counselor, (vii) school board member, (viii) public school principal, (ix) division superintendent, (x) curriculum and instruction specialist, (xi) higher education faculty member, (xii) business representative, and such other stakeholders as the Secretary deems appropriate. Members of the Committee should reflect geographic diversity and rural and urban school systems as far as practicable. The Superintendent of Public Instruction, the President of the Board of Education or his designee, and the Secretary of Education or his designee shall serve ex officio. All other members shall be appointed for terms of two years. The Committee, under the direction of the Secretary, shall periodically make recommendations to the Board of Education and the General Assembly on (a) the Standards of Learning assessments, (b) authentic individual student growth measures, (c) alignment between the Standards of Learning and assessments and the School Performance Report Card, and (d) ideas on innovative teaching in the classroom.

2014, cc. [585](#), [622](#).

## RECOMMENDATIONS FOR REVISIONS

As part of the Board of Education's recommendations related to the Standards of Quality (SOQ) in 2012, the Board requested the Joint Legislative Audit and Review Commission (JLARC) to conduct a study of the SOQ to assist in determining the feasibility of:

- Converting the prevailing costs for each major category of the —support services positions into ratios (for example, based on positions per 1,000 students), and including ratios for some or all of the categories in the appropriation act;
- Establishing alternative staffing approaches to provide school divisions with additional instructional resources to address identified needs, which could include ratios based on positions per 1,000 students for assistant principals, school counselors, and library-media specialists that would reduce funding cliffs;
- Assigning weights for students who may be at-risk or who may have disabilities and require additional support, including services to special education students, services to English language learners, and services to disadvantaged students;
- Updating technology staffing ratios, taking into consideration the increased role of technology in instruction, assessment, and operations since staffing standards were first established in the SOQ;
- Mitigating the perverse incentive of reducing a school division's special education funding when it includes students with disabilities into general education classrooms or uses Response to Intervention (RtI) and/or other instructional supports to meet students' needs without special education services; and
- Updating career and technical education staffing ratios, taking into consideration the implementation of new curricular pathways that require high-tech equipment and specialized instruction.

Senate resolution 328 passed the 2013 General Assembly and directed JLARC to study the efficiency and effectiveness of elementary and secondary school spending in Virginia. The report is to be completed by November 30, 2015. Upon the completion of the JLARC Report *Efficiency and Effectiveness of Elementary and Secondary School Spending*, the Board will make further recommendations in 2016.

## **E. CHARTER SCHOOL REPORT AND INFORMATION ON PARENT AND STUDENT CHOICE**

The Department of Education collected information on the number of public charter school applications that were reviewed by the Board of Education and subsequently approved or denied by local school boards during 2014-2015.

- Two charter school applications were submitted to the Board of Education during 2014-2015 pursuant to § 22.1-212.9 of the *Code of Virginia*. Following the Board-appointed Charter School Committee's review of the two charter school applications and subsequent report, both applicants withdrew their applications before continuing the process of Board review.
- One conversion charter school was approved by the local school board in 2014-2015 and was not subject to review by the Virginia Board of Education pursuant to § 22.1-212.9 of the *Code of Virginia*.
- One charter school met Board of Education criteria in 2013-2014, was approved by the local school board in 2014-2015, and will begin operation for students in August 2016.
- No operating charter school closed.
- Seven charter schools in five localities operated for students in 2014-2015:
  1. Murray High School, Albemarle County
  2. The Albemarle Community Public Charter School, Albemarle County
  3. Middleburg Community Charter School, Loudoun County
  4. York River Academy, York County
  5. Patrick Henry School of Science and Arts, Richmond
  6. Richmond Career Education and Employment Academy, Richmond
  7. Green Run Collegiate, Virginia Beach

*Accreditation and Federal Annual Measurable Objectives (AMOs) data for 2014-2015 will be available in October 2015.*

The following section provides a brief summary of additional public schools' options available to parents and students in the Commonwealth.

### ***Academic-Year Governor's Schools***

The Virginia Department of Education, in conjunction with localities, sponsors regional Academic-Year Governor's Schools that serve gifted high school students during the academic year. Currently, 19 Academic-Year Governor's Schools provide students with acceleration and exploration in areas ranging from the arts, to government and international studies, and to mathematics, science, and technology.

#### Linwood Holton Governor's School

Serves students in grades 10 - 12 at multiple sites in local high schools throughout the Southwest Virginia area. The following school divisions participate in the A. Linwood Holton Governor's School: cities of Bristol, Galax and Norton; and the counties of Bland, Buchanan, Carroll, Dickenson, Grayson, Highland, Lee, Russell, Scott, Smyth, Tazewell, Washington, Wise and Wythe.

#### Appomattox Regional Governor's School for Arts & Technology

Serves students in grades 9 - 12 at a single site at the renovated Petersburg High School campus in Petersburg, Virginia. The following school divisions participate in the Appomattox Regional Governor's School: cities of Colonial Heights, Franklin, Hopewell, Petersburg and Richmond; and the counties of Amelia, Charles City, Chesterfield, Dinwiddie, Powhatan, Prince George, Southampton, Surry and Sussex.

#### Blue Ridge Governor's School

Serves students in grades 9-12 at multiple sites in local high schools throughout the central Virginia area. The following school divisions participate in the Blue Ridge Governor's School: counties of Fluvanna, Goochland, Greene, Louisa, Madison, Nelson and Orange.

#### Central Virginia Governor's School for Science & Technology

Serves students in grades 11 - 12 at a single site next to Heritage High School in Lynchburg, Virginia. The following school divisions participate in the Central Virginia Governor's School: city of Lynchburg; and the counties of Amherst, Appomattox, Bedford and Campbell.

#### Chesapeake Bay Governor's School for Marine & Environmental Science

Serves students in grades 11 - 12 at three sites affiliated with Rappahannock Community College. The following school divisions participate in the Chesapeake Bay Governor's School: counties of Caroline, Colonial Beach, Essex, Gloucester, King George, King & Queen, King William, Lancaster, Mathews, Middlesex, New Kent, Northumberland, Richmond and Westmoreland.

#### Commonwealth Governor's School

Serves students in grades 9 - 12 at multiple sites in area high schools. The following school divisions participate in the Commonwealth Governor's School: counties of Caroline, King George, Spotsylvania and Stafford.

#### Governor's School for the Arts

Serving students grades 9 - 12 at Old Dominion University and assorted arts venues in Norfolk. The following school divisions participate in the Governor's School for the Arts: cities of Chesapeake, Franklin, Norfolk, Portsmouth, Suffolk and Virginia Beach; and the counties of Isle of Wight and Southampton.

#### Jackson River Governor's School

Serves students in grades 11-12 at Dabney S. Lancaster Community College. The following school divisions participate in the Jackson River Governor's School: cities of Buena Vista and Covington; and the counties of Alleghany, Bath and Botetourt.

#### Maggie L. Walker Governor's School for Government & International Studies

Serving students in grades 9 - 12 at a single site at the renovated historic Maggie L. Walker High School in Richmond, Virginia. The following school divisions participate in GSGIS: cities of Petersburg and Richmond; and the counties of Charles City, Chesterfield, Goochland, Hanover, Henrico, King & Queen, New Kent, Powhatan, Prince George and West Point.

#### Massanutten Governor's School for Integrated Environmental Science & Technology

Serving juniors and seniors from the high schools in the city of Harrisonburg and the counties of Page, Rockingham and Shenandoah. The school is located at the Triplett Tech site in southern Shenandoah County.

#### Mountain Vista Governor's School

Serving juniors and seniors from the high schools in the city of Winchester and the counties of Culpeper, Fauquier, Frederick, Rappahannock and Warren. The program operates in conjunction with Lord Fairfax Community College at the Middletown and Warrenton sites.

#### New Horizons Governor's School for Science & Technology

Serving students primarily in grades 11 - 12 at a single site within the New Horizons Regional Education Center. The following school divisions participate in the New Horizons Governor's School: cities of Hampton, Newport News, Poquoson and James City/Williamsburg; and the counties of Gloucester, Isle of Wight and York.

#### Piedmont Governor's School

Serving students in grades 11 - 12 from the campuses of New College Institute and The Institute for Advanced Learning and Research. The following school divisions participate in the Piedmont Governor's School: cities of Danville and Martinsville; and the counties of Henry and Pittsylvania.

#### Roanoke Valley Governor's School for Science & Technology

Serving students in grades 9 - 12 at a single site in Roanoke, Virginia. The following school divisions participate in the Roanoke Valley Governor's School: Cities of Roanoke and Salem; and the Counties of Bedford, Botetourt, Craig, Franklin, and Roanoke.

#### Shenandoah Valley Governor's School

Serves students in grades 11 - 12 at multiple sites located at Valley Vocational Technical Center and in the Waynesboro and Staunton area. The following school divisions participate in the Shenandoah Valley Governor's School: cities of Staunton and Waynesboro, and Augusta County.

#### Southwest Virginia Governor's School for Science, Mathematics & Technology

Serving students in grades 11 -12 at a single site within Pulaski County High School. The following school divisions participate in the Southwest Virginia Governor's School: the cities of Galax and Radford; and the counties of Carroll, Giles, Montgomery, Pulaski, Smyth and Wythe.

#### The Governor's School of Southside Virginia

Serving students in grades 11-12 at Southside Virginia Community College – John H. Daniel and Christanna Campuses. The following school divisions participate in GSSV: counties of Amelia, Brunswick, Buckingham, Charlotte, Cumberland, Greenville (includes Emporia), Lunenburg, Mecklenburg, Nottoway and Prince Edward.

#### Thomas Jefferson High School for Science & Technology

Serving students in grades 9 - 12 at a single site in Fairfax County, Virginia. The following school divisions participate in the Thomas Jefferson High School for Science and Technology: city of Falls Church; and the counties of Arlington, Fairfax, Loudoun and Prince William.

#### The Governor's School at Innovation Park

Serves students in grades 11 - 12 at a single site on the George Mason University Prince William Campus. The following school divisions participate in the Governor's School @ Innovation Park: the cities of Manassas and Manassas Park; and the county of Prince William.

In 2015 there were seven ***Summer Residential Governor's Schools*** which provide gifted high school juniors and seniors with intensive educational experiences in visual and performing arts; humanities; mathematics, science, and technology; or through mentorships in marine science, medicine and health sciences, or engineering. Each Summer Residential Governor's School focuses on one special area of interest. Students live on a college or university campus for up to four weeks each summer. During this time, students are involved in classroom and laboratory work, field studies, research, individual and group projects and performances, and seminars with noted scholars, visiting artists, and other professionals. In the three mentorships, students are selected to work side-by-side with research scientists, physicians, and a variety of other professionals. A director and a student-life staff provide supervision of students 24 hours a day, throughout the program.

There were also twenty ***Summer Regional Governor's Schools*** in 2015. The Summer Regional Governor's Schools exist in a variety of formats. Most often, groups of school divisions design these programs to meet the needs of their local gifted elementary and middle school students. These schools provide exciting opportunities in the arts, sciences, and humanities. The Department of Education approves each Summer Regional Governor's School and evaluates each

program as funding permits. Summer Regional Governor's Schools typically are housed at a public school or on the campus of a college, community college, or university. The lengths of programs vary, with some lasting a week or less while others may last four or more weeks. Most students return to their homes at the end of each day's activities; however, the University of Virginia's College at Wise, Southside, and Valley/Ridge Summer Regional Governor's Schools are residential.

### ***Governor's STEM Academies***

Governor's STEM Academies are programs designed to expand options for the general student population to acquire STEM (Science, Technology, Engineering and Mathematics) literacy and other critical skills, knowledge and credentials that will prepare them for high-demand, high-wage, and high-skill careers in Virginia. Each academy is a partnership among school divisions, postsecondary institutions and business and industry.

There are currently 23 Governor's STEM Academies:

#### Governor's Career and Technical Academy for Renewable Resources and Agricultural Sciences – Halifax County

Program Focus: The program will prepare students for careers in forestry management and leadership in forestry-related industries, including agriculture, biotechnology and manufacturing.

Partners: Halifax County Public Schools; Southern Virginia Higher Education Center; Virginia Polytechnic Institute and State University; WoodLINKS, Inc.; Morgan Lumber; Ontario Hardwood; J.M. Huber Corporation; Virginia Cooperative Extension; Danville Community College; Southside Virginia Community College; Halifax County Board of Supervisors; H&M Logging; Virginia Department of Forestry.

#### Greater Peninsula Governor's Stem Academy (Formerly Known as the Governor's Academy for Innovation, Technology & Engineering (GAITE) – Hampton

Program Focus: The program will focus on electrical and mechanical engineering with instruction provided at high schools in participating school divisions, online and at Thomas Nelson Community College.

Partners: New Horizons Regional Education Centers (NHREC); Greater Peninsula Public School Divisions: Gloucester County; Hampton City; Newport News City; Poquoson City; Williamsburg-James City County; York County; Thomas Nelson Community College (TNCC); Old Dominion University (ODU); Virginia Space Grant Consortium; Northrop Grumman Corporation; The Apprenticeship School of Northrop Grumman; Cooperating Hampton Roads Organization for Minorities in Engineering (CHROME); Peninsula Council for Workforce Development; Peninsula Workforce Investment Board; and Peninsula Technical Preparation.

#### Governor's Career and Technical Academy in Arlington (GCTAA) – Arlington County

Program Focus: The program at the Arlington Career Center will integrate instruction in science, technology, engineering and mathematics in five focus areas – automotive, digital media, information technology, emergency medical services and engineering.

Partners: Northern Virginia Community College and Arlington County Public Schools are co-lead partners for the Governor's Career and Technical Academy in Arlington. Partners include The American Service Center; Arlington Employment Center; Passport Nissan; Nortel Telecommunications; The American Youth Policy Forum; Viral Media Productions; and Virginia Polytechnic Institute and State University. Other supporters include The American Association of Community Colleges; Arlington Economic Development; DeVry University; Farrish of Fairfax; National Science Foundation; Nortel Telecommunications; Passport Chrysler; and Passport Infiniti.

#### FIRST: Fostering Innovation and Relevance Through STEM and Trades – Suffolk

Program Focus: The program at the Pruden Center for Industry will focus on engineering and industrial trades, health sciences, automotive technology, information technology and human services.

Partners: The Pruden Center for Industry and Technology; Suffolk Economic Development; Tidewater Community College; Hampton Roads Research Partnership; Isle of Wight County Public Schools; Suffolk City Public Schools; Isle of Wight Chamber of Commerce; Isle of Wight Economic Development; Isle of Wight County Government; The Pruden Foundation; Sentara Obici Hospital; Starr Motor Company.

#### STEM for LIFE (Science, Technology, Engineering, and Math for Life-Long Initiatives for Future Education) – Russell County

Program Focus: The program will focus on science, technology, engineering, mathematics and will include correlated "hands-on" instruction in science and mathematics for middle school students. Dual-enrollment classes offered at the University of Virginia's College at Wise (UVA-Wise) Technology Center in Lebanon will be offered to students in Russell, Dickenson, Tazewell, Scott and Lee counties.

Partners: Russell County Public Schools; Southwest Virginia Community College; The University of Virginia's College at Wise; Virginia Economic Development Program; Bostic, Tucker and Company; Virginia Coalfield Economic Development Authority; Appalachian Electric Power Company; Southwest Virginia Public Education Consortium; Town of Lebanon.

#### Stafford Academy for Technology (STAT) – Stafford County

Program Focus: The program will focus on information technology, mathematics and engineering with instruction provided at three locations – Brooke Point High School, North Stafford High School and Stafford High School.

Partners: Stafford County Public Schools; Germanna Community College; Diversified Educational Systems; Employment Resources, Inc.; Fredericksburg Regional Alliance; Fredericksburg Regional Chamber of Commerce; Free Lance-Star; GEICO; Hilldrup Companies; Mary Washington Hospital/Medicorp; Rappahannock Region Small Business Development Center; R.L. Williams, Ltd./Autodesk, Inc.; Spotsylvania Technology Center; Stafford County Economic Development; Stafford County Career and Technical Education

Advisory Committee; Stafford Rotary; University of Mary Washington; Virginia Employment Commission; Weldon Cooper Center; Workforce Investment Board, Inc.

#### Loudoun Governor's Career and Technical Academy – Loudoun County

Program Focus: This program offers students five career pathways in the areas of agriculture, health care, science, technology, engineering and mathematics, and transportation, distribution and logistics.

Partners: Loudoun County Public Schools; Monroe Technology Center; Northern Virginia Community College; Shenandoah University; Virginia Polytechnic Institute and State University; George Washington University; REHAU; Fortessa, Inc.; Lockheed Martin; Metropolitan Washington Airports Authority; America Online, LLC; Loudoun County Economic Development, The Claude Moore Charitable Foundation; TELOS/Xacta Corporation; Hayes-Large Architects; Jerry's Automotive Group.

#### Chesterfield Governor's Career and Technical Academy for Engineering Studies – Chesterfield County

Program Focus: This program, located at Lloyd C. Bird High School, offers students two opportunities to pursue engineering studies. There is the science and mathematics pathway for those who want to pursue an engineering career and the engineering technology program.

Partners: Chesterfield County Public Schools; American Society of Civil Engineers; Austin, Brockenbrough and Associates, L.L.P.; Northrop Grumman; John Tyler Community College; Mazda North American Operations; McDonough, Bolyard and Peck, Inc.; Core Consulting; Bon Secours; and St. Francis Medical Center.

#### Governor's Career & Technical Education Academy for STEM in Richmond – Richmond

Program Focus: A rigorous academic and technical program of study in two career pathways (Engineering and Technology and Therapeutic Services) prepares students for a full range of postsecondary opportunities (two- and four-year colleges), entry level employment, apprenticeships, and the military.

Partners: J. Sargeant Reynolds Community College, Virginia Commonwealth University, Virginia State University, The Science Museum of Virginia, the MathScience Innovation Center.

#### The Blue Ridge Crossroads Governor's Academy for Technical Education (BRCGATE) – Carroll County

Program Focus: The academy targets three pathways in three career clusters: Engineering and Technology, Construction, and Food Production and Processing Systems. Students enrolled in the Engineering and Technology pathway will be actively involved with high-tech devices, engineering graphics, mathematical concepts, and scientific principles through engineering design experiences. The Construction pathway will build upon current dual enrollment career and technical program areas within the Architecture and Construction Cluster with a focus on Green career awareness and training. In the Food Production and Processing Systems pathway,

Carroll County Public Schools (CCPS) makes its Agriculture Research Farm available to other partners in the Academy to conduct independent research.

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

Governor's STEM Academy for Engineering, Marketing, and Information Technology Studies – Virginia Beach

Program Focus: The program at the Landstown Governor's STEM Academy will focus on engineering and technology, professional sales, and Web and digital communications.

Partners: Landstown high School and Technology Academy; Virginia Commonwealth University.

The Grassfield High School Governor's STEM Academy – Chesapeake

Program Focus: The program at the Grassfield High School will focus on engineering and technology, marketing management, and programming and software.

Partners: Chesapeake City Public Schools; Old Dominion University; Tidewater Community College; James Madison University.

Governor's STEM Academy at Chantilly High School – Fairfax County

Program Focus: The program at the Chantilly High School focuses on engineering and technology and network systems. The Academy provides students with the STEM-enriched technological skills necessary to succeed in a related career and postsecondary education.

Partners: Fairfax County Public Schools; Northern Virginia Community College; Norfolk State University; Old Dominion University.

Governor's STEM Academy at the Burton Center for Arts and Technology – Roanoke County

Program Focus: The program at the Burton Center for Arts and Technology focuses on engineering and technology, facility and mobile equipment maintenance, and journalism and broadcasting. Student learning and achievement are enhanced through integration of academic, STEM curriculum, applied technology, and increased participation in student organizations.

Partners: Roanoke County Public Schools; Virginia Western Community College; and Virginia Tech University.

The Bridging Communities Governor's STEM Academy – New Kent County

Program Focus: Bridging Communities Governor's STEM Academy will emphasize two career clusters that will provide students clear pathways among high school and higher education and

high-demand jobs. Students enrolled in the proposed Academy will receive academic and technical training in career preparation for Health Sciences and Engineering and Technology.

Partners: New Kent County Public Schools; Charles City County Public Schools; King and Queen County Public Schools; King William County Public Schools; Middlesex County Public Schools

#### Lynchburg Regional Governor's STEM Academy – Lynchburg

Program Focus: The program at the Lynchburg Regional Governor's STEM Academy focuses on pathways in two Career Clusters: Health Science and Science, Technology, Engineering and Mathematics (STEM) and will provide students academic and technical training in career preparation for Engineering and Technology and Diagnostic Services pathways.

Partners: Amherst County Public Schools, Appomattox County Public Schools, Bedford County Public Schools, Campbell County Public Schools, Lynchburg City Public Schools, and Central Virginia Community College, Region 2000 Technology Council.

#### Heritage High School Governor's STEM Academy – Newport News

Program Focus: The program at the Heritage High School Governor's STEM Academy focuses on pathways in three Career Clusters: Architecture and Construction, Information Technology and Science, Technology, Engineering and Mathematics (STEM) and will offer a program of study designed to expand options for students to acquire skills in science, technology, engineering, and mathematics. The program combines academic coursework and research experience with a challenging and focused school environment to prepare students for 21st century careers.

Partners: Newport News Public Schools, Christopher Newport University, Norfolk State University, Old Dominion University and Thomas Nelson Community College.

#### Northern Neck Technical Center Governor's STEM Academy for Agriculture and Maritime Studies – Richmond County

Program Focus: The program at the Northern Neck Technical Center Governor's STEM Academy for Agriculture and Maritime Studies focuses on pathways in three Career Clusters: Agriculture, Food and Natural Resources; Transportation, Distribution and Logistics; and Science, Technology, Engineering and Mathematics (STEM) and will prepare students for college and high-paying technical positions in the agriculture and maritime industries that prevail in the Northern Neck.

Partnership Members: Northern Neck Technical Center; Town of Colonial Beach Public Schools; Essex County Public Schools; Lancaster County Public Schools; Northumberland County Public Schools; Richmond County Public Schools (Academy Fiscal Agent); Westmoreland County Public Schools; Rappahannock Community College; The College of William and Mary; Rappahannock Educational Consortium; National Science Foundation Southeast Maritime and Transportation Center (NSF SMART Center); STEM Education Alliance; Friends of the Rappahannock; Richmond County Extension Service; Bay Consortium

Workforce Investment Board, Inc.; Historyland Nursery; Montague Farms, Inc.; Northern Neck Nursery; Northern Neck Vegetable Growers Association, Inc.; Whelan's Marina; White Point Marina, Inc.

Pulaski County Public Schools Governor's STEM Academy – Pulaski County

Program Focus: The proposal for the Pulaski County Governor's STEM Academy Pathways to Success outlines a program that will provide rigorous academic content concentrating on three career pathways: Construction, Production, and Engineering and Technology. Student learning and achievement will be enhanced through the integration of core academics, a STEM-focused curriculum, applied technology, and increased participation in career and technical student organization leadership events.

Partnership Members: Pulaski County Public Schools, Pulaski County Chamber of Commerce, Pulaski County Community Development, Pulaski County Board of Supervisors, New River Community College, Virginia Tech, Caterpillar, OWPR Inc., Appalachian Machine Inc. Habitat for Humanity New River Valley, BAE Systems, and Joint Services for Pulaski County.

Governor's STEM Academy at George C. Marshall High School – Fairfax County

Program Focus: George C. Marshall High School Governor's STEM Academy, in collaboration with its partners, will provide students the foundational skills needed to pursue career pathways within information technology and engineering. The Academy is centrally located within Northern Virginia. Because of its central location, partnerships with local businesses, and post-secondary articulation and dual enrollment agreements, the Governor's STEM Academy will be uniquely poised to meet the mission: increase student access to STEM specific instructional programs and pathways in career and technical education; and develop a highly-skilled, diverse STEM high school graduate prepared for postsecondary education or the global work force.

Partnership Members: Fairfax County Public Schools, Systemic Solutions, George Mason University, Virginia Tech, Positek.net LLC, Tysons Regional Chamber of Commerce, Junior Achievement of Greater Washington, Marymount University, Terra Wi, Cisco Systems, Watnee LLC.

Governor's STEM Academy at Harrisonburg High School – Harrisonburg City

Program Focus: The proposed Harrisonburg High School Governor's STEM Academy emphasizes an integrative (I-STEM) learning approach to prepare students for meeting the challenges of today and the near future. The I-STEM model consists of specific units that are collaboratively developed based on the Science Standards of Learning and integrated with those from language arts, mathematics, social science, and technology, as well as engineering content.

Partnership Members: Harrisonburg City Public Schools, James Madison University, Blue Ridge Community College, Blackwell Engineering, Rockingham Group, Shenandoah Valley Electric Cooperative, Serco, Kawneer, Shenandoah Valley Technology Counsel, Stanford Research Institute.

Governor's STEM Academy at Christiansburg High School – Montgomery County

Program Focus: The Montgomery County Governor’s STEM Academy, in collaboration with its partners, will offer a program of study to expand students’ knowledge and skills in STEM literacy as it relates to advanced manufacturing. Students will gain the knowledge and skills needed to succeed in the technologically-rich workplace by learning how to work in teams, communicate effectively, and apply the principles and skill sets in STEM fields.

Partnership Members: Montgomery County Public Schools, Virginia Tech, Montgomery County Department of Economic Development, New River Community College, Jeld-Wen Interior Doors, Automation Creations, OWPR Architects and Engineers, Moog Components Group, NRV Competitiveness Center.

#### Architecture & Applied Arts Governor’s STEM Academy – Hampton

Program Focus: The Architecture & Applied Arts Governor’s STEM Academy will increase rigor in a small learning community of students, relate academic subjects to a career focus, and work to meet local and regional employer needs while engaging students in rigorous academic and technical STEM coursework. It will be the combination of fine arts and career and technical education with a focus relating to STEM, design, aesthetics, and function.

Partnership Members: Hampton City Public Schools, Distinctive Magazine, ECPI College of Technology, Hampton University, New Horizons Regional Education Center, Newport News Shipbuilding, Peninsula Council for Workforce Development, Q-Design, Thomas Nelson Community College, and Walsh Electric.

#### ***Governor's Health Sciences Academies***

Governor's Health Sciences Academies are programs designed to expand options for students’ health science literacy and other critical knowledge, skills, and credentials that will prepare them for high-demand, high-wage, and high-skills careers in Virginia. Each academy is a partnership among school divisions, postsecondary institutions and business and industry.

Each Governor’s Academy for Health Sciences will incorporate academic content with career and technical instruction and implement the five career pathways: Therapeutic Services, Diagnostic Services, Health Informatics, Support Services, and Biotechnology Research and Development.

There are currently nine Governor’s Health Sciences Academies:

#### Monticello Governor's Health Sciences Academy – Albemarle County

Program Focus: The program will empower students to use 21st century skills while exploring health science career opportunities. The program will provide students a foundation for postsecondary education or work force readiness in certified health-related professions. Students will explore core content with technology through integrated projects, case studies, and focused learning experiences.

Partnership Members: Albemarle County Public Schools, Charlottesville/Albemarle Technical Education Center, University of Virginia, University of Virginia Healthcare System, University

of Virginia School of Medicine, University of Virginia Innovations, Piedmont Virginia Community College, Martha Jefferson Hospital, Virginia Biotechnology Association, Defense Intelligence Agency, Albemarle County Economic Development, Hemoshear, Phthisis Diagnostics, Afton Scientific, Orange Family Physicians, and Charlottesville Sedation Dentistry.

Chesterfield County Public Schools Governor’s Health Sciences Academy – Chesterfield County

Program Focus: The program will provide a program of studies that allows students to explore a wide range of health science-related fields, while building an understanding of the core skills necessary to enhance students’ ability to find success in higher education and the 21st century workplace. The rigorous academic curriculum is centered around hands-on classroom and lab experiences to better prepare students for the rapidly changing, technologically enhanced health science field.

Partnership Members: Chesterfield County Public Schools, Chippenham-Johnston Willis Medical Center, Virginia Commonwealth University, John Tyler Community College, Virginia Tech, ECPI, Bon Secours Sports Medicine, Sheltering Arms Hospital, St. Francis Hospital, St. Mary’s Hospital, Memorial Regional and Richmond Community Hospital, Central Virginia Health Planning Agency, Brandermill Woods Retirement Facility, West End Orthopedic, Medical College of Virginia and Wauford Group.

Superintendent’s Region 8 Governor's Health Sciences Academy – Cumberland County

Program Focus: The program of study is designed to expand options for students to acquire skills in the health sciences. The Academy is in partnership with Southside Virginia Community College (SVCC) and surrounding hospitals, nursing homes, assisted living homes, South Central Workforce Investment Board Region VIII, Piedmont Health District, Southside Director of Governor’s School and Superintendents’ Region 8 school divisions (Amelia, Brunswick, Buckingham, Charlotte, Cumberland, Greenville, Halifax,, Lunenburg, Mecklenburg, Nottoway, and Prince Edward). The Academy combines coursework and research experience with a challenging and focused school and college environment to prepare students for 21st century careers. Students will gain the knowledge and skills they need to succeed in technologically rich workplaces by learning how to work in teams, communicate effectively, think critically, solve problems, and demonstrate a positive work ethic.

Partnership Members: Cumberland County Public Schools, Southside Virginia Community College, Amelia County Public Schools, Brunswick County Public Schools, Buckingham County Public Schools, Charlotte County Public Schools, Greenville County Public Schools, Halifax County Public Schools, Lunenburg County Public Schools, Mecklenburg County Public Schools, Nottoway County Public Schools, Prince Edward County Public Schools, Piedmont Health District, and South Central Workforce Investment Board Region.

Falls Church Governor’s Health Sciences Academy – Fairfax County

Program Focus: The program will increase awareness of the growing and ever-changing health field, increase knowledge and applicable skills of young adults moving ahead in their health science pathway of choice, and increase their connection with industry professionals who can direct and encourage students to pursue health science-related careers. The program will also

include extensions with other CTE program areas, such as engineering and technology, business and information technology, and marketing programs to provide opportunities outlined in the Commonwealth of Virginia's Plan of Study Pathways for Therapeutic Services, Support Services, Diagnostic Services, Health Informatics, and Biotechnology Research and Development.

Partnership Members: Fairfax County Public Schools, Annandale Chamber of Commerce, Falls Church Chamber of Commerce, George Mason University – Department of Nursing, Northern Virginia Community College, Howard University College of Dentistry, University of Maryland School of Dentistry, Virginia Commonwealth University - School of Pharmacy, American Association of Colleges of Pharmacy, Association of American Medical Colleges—Aspiring Docs Program, Inova Health System, Capital Caring (hospice & palliative care), Wise Hospice Options, Walgreens Pharmacy, U.S. Department of Homeland Security--Secret Service, County of Fairfax, VA (Fairfax County Police Department, Fairfax County Fire and Rescue Department, Fairfax County Sheriff's Office), Arlington County Fire Department, Sterling Fire and Rescue, Occoquan-Woodbridge-Lorton Fire and Rescue, James Madison Fire and Rescue, Virginia Tech Fire and Rescue, Prince William County Fire and Rescue – Paramedics, International Association of Fire Fighters, Falls Church Early Childhood Class Based Special Education Center, Northern Virginia Dental Clinic, Mission of Mercy–Northern Virginia Dental Association, Donate Life Virginia, Patterson Dental, Pace Dental.

#### Clifford S. Hardison Governor's Health Sciences Academy – Fairfax County

Program Focus: The program will build on the existing Fairfax County Public Schools health and medical sciences courses at West Potomac Academy. It will also include extensions with other CTE program areas, such as Engineering & Technology, Business and Information Technology and Marketing programs to provide opportunities outlined in the Commonwealth of Virginia's Plan of Study pathways for Therapeutic Services, Support Services, Diagnostic Services, Health Informatics, and Biotechnology Research and Development. An extensive network of healthcare professionals, business and industry partners, and higher education professionals provide extended learning opportunities to students via field trips, guest speaker opportunities, job shadow experiences, and internships. Industry partners specializing in high-tech professions, highly ranked medical facilities, as well as federal government facilities close to FCPS give the students unique access to these professionals.

Partnership Members: Fairfax County Public Schools, Northern Virginia Community College Medical Education Campus (dental, nursing, paramedic, PT/OT), Howard University College of Dentistry, Virginia Commonwealth University School of Pharmacy, Columbia University College of Dental Medicine, University of Maryland School of Dentistry, Virginia Dental Association, Inova Health System, Capital Caring Hospice and Palliative Care, Walgreens

#### Gloucester County Public Schools and Mathews County Public Schools Governor's Health Sciences Academy – Gloucester County and Mathews County

Program Focus: The program combines rigorous academic coursework and research experience within a challenging and focused environment to prepare Academy students for 21st century health sciences careers. The program provides expanded options for students' health science

literacy and other critical knowledge, skills, and credentials that will prepare them for high-demand, high-wage, and high-skill health sciences careers in Virginia and will provide a comprehensive career readiness curriculum.

Partnership Members: Gloucester County Public Schools, Mathews County Public Schools, Riverside School of Health Careers, Rappahannock Community College, and New Horizons Regional Education Centers.

Hampton City Public Schools Governor’s Health Sciences Academy – Hampton City

Program Focus: The program will provide rigorous academic preparation and realistic job previews and experiences for students prior to participating in health science programs that lead to industry recognized credentials and state licenses and increase rigor in all related academic subjects, meet local and regional employer needs, and develop students to meet the current and imminent health care industry needs. The curriculum is designed to motivate and challenge students by building their knowledge and critical-thinking skills through cutting-edge, technology-infused performance-based instruction. Performance-based learning connects students to the world beyond the school walls, helping students to appreciate the social relevance of their studies while exploring STEM careers.

Partnership Members: Hampton City Public Schools, Hampton University, Thomas Nelson Community College, ECPI College of Technology, The Abreon Group, Riverside School of Health Careers, and Sentara Healthcare.

Newport News Schools and York County Public Schools Governor’s Health Sciences Academy – Newport News and York County

Program Focus: The program will combine academic coursework and clinical experiences with a challenging and focused school environment to prepare students for careers in the Health Sciences. Students will gain the knowledge and skills they need to succeed in Health Sciences careers by learning how to work in teams, communicate effectively, and apply the principles of mathematics and science to solve real-world problems in the health career field. The program of study is designed to expand options for students’ health science literacy and other critical knowledge, skills, and credentials that will prepare students for high-demand, high-wage, and high-skills health sciences careers in Virginia.

Partnership Members: Newport News Public Schools, York County Public Schools, New Horizons Regional Technical Center, Riverside School of Health Careers, Riverside Health Systems, Thomas Nelson Community College, Hampton University, Old Dominion University, and Community Health Charities.

Bedford County Public Schools Governor’s Health Sciences Academy – Bedford County

Program Focus: The mission of the Bedford County Governor’s Health Sciences Academy is to provide students with a clear educational pathway that will prepare them to meet their career goals in high-demand, high-wage, and high-skill health sciences careers in Virginia. Each program will provide students with entry-level and college preparatory skills, creating a strong foundation toward attainment of their career/educational goals. Students will gain marketable

skills as well as develop strong workplace readiness skills through emphasis placed on the Virginia Workplace Readiness Skills. Students will have access and exposure to 21st century technology resources specific to their program of study.

Partnership Members: Bedford County Public Schools, XLR8 Lynchburg Regional Governor's STEM Academy, Bedford County Department of Economic Development, Bedford Area Chamber of Commerce, Central Virginia Community College, Centra, Lynchburg College, and Liberty University.

**F. STATUS REPORT REGARDING MULTIDIVISION ONLINE LEARNING**

*To be inserted for October 22 BOE Meeting*

**G. BRIEF ON FULL-TIME HIGH SCHOOL OFFERINGS**

*To be inserted for October 22 BOE Meeting*