

Submit survey to Wendell with VSBA at (gina@vsba.org) by COB, Wednesday, November 16, 2011.

School District	Section of VA Code or Regulation*	Topic	Mandate Summary	Rationale for Elimination or Suspension	Number of Hours Spent on Mandate (Estimate)	Cost to Schools
1	Falls Church City Schools	Code of Virginia §§ 22.1-58 et seq.; State Board of Education Regulations 8 VAC 20-22-10 et seq., 8 VAC 20-390-10 et seq.	Superintendent Certification Report to State	Requires Superintendent to fill out paperwork attesting to their ability to serve as Superintendent for the state.	The state requires Superintendents to hold a certification as such, therefore the requirement to file paperwork with the state is unnecessary, duplicative, and burdensome.	15.5 \$3,875 per year
2	Gloucester County Schools	Code: 22.1-253.13:2, 22.1-293 through 22.1-305	Pupil/Teacher Ratios	Required school wide ratios	Lack of funding to maintain ratios	408 24,904
3	Gloucester County Schools	Code: 22.1-253.13:5 and 22.1-253.12:6	Professional development for board members	Requires board members to participate in in-service	Lack of funding to provide in-service	24 11,326
4	Gloucester County Schools	Code: 22.1-98	Length of school term	Requires 180 days or 990 hours	Does not give school divisions flexibility	100 5,535
5	Gloucester County Schools	Code: 22.1-253.13:5	Professional development for teachers and administrators	Requires professional development	School divisions need flexibility in tight economic times	320 \$264,285 with \$117,535 grant funded & \$146,750 local
6	Gloucester County Schools	Code: 22.1-205 and 22.1-206	Drugs, Substance Abuse, Drunk Driving	Required instruction on topics	No funding to support and not the core mission of schools	700 29,010
7	Gloucester County Schools	Code: 22.1-207, 22.1-253.13:1; 22.1-275.1	Physical and health education	Required advisory committee	No funding to support the organization and management of advisory committee	24 1,115
8	Gloucester Co.	Code: 22.1-253.13:1	Adult education	Required program	Not core mission and not adequate funding to support	144 7,101
9	Gloucester Co.	Regulation: 20-120-40, 50, 70	CTE advisory committee	Required advisory committee	No funding to support the organization and management of advisory committee	288 13,347
10	Gloucester County Schools	Code: 22.1-279.3:1, 22.1-279.9	Violence and crime on school property	Required program	No funding to support and mandate is not necessary	12,893 439,929
11	Gloucester County Schools	Code: 22.1-6	Fees and charges	May charge fees authorized by Board of Education	Funding is not available to support limits on fees and it should be a local decision	110 8,582
12	Gloucester County Schools	Code: 22.1-303	Intervention training	Required training	Funding is not available to support localities in this mandate	As needed 20,000
13	Gloucester County Schools	Code: 22.1-200.03, 22.1-208, 22.1-208.1	Instruction requirements	Required financial literacy	No funding to support the additional teachers that will be required	4,200 180,000
14	Gloucester County Schools	Code: 22.1-291.1	Placement of twins	Allows parents to place children in classes	Educational placements should be a local decision and not made by the state.	18 N/A
15	Gloucester County Schools	Code: 22.1-289.2	Supplemental pay for military service	Requires supplemental pay to make up the difference in pay	This mandate, may be with good intentions, but is not funded and creates additional burden on local budgets Fund it if necessary	10 Variable dependent on differential
16	Gloucester County Schools	Code: 22.1-79.1	School year after Labor Day	Requires a minority of school divisions that do not qualify for a waiver to start school after Labor Day	It is an out-of-date law that needs to be repealed. Local school boards should have the flexibility to establish the calendar. An inequity exists in the amount of instructional time prior to administration of the SOL tests.	2,326 100,000
17	Gloucester County Schools	Code: 22.1-253.13:4	Career plans	Required career plans for all eighth graders	Laudable desire but no funding to implement with assessments, monitoring, and follow-through	1,400 120,000
18	Orange County Schools	VAC 20-131-30; VAC 20-131-280; USDOE interpretation of ESEA requirements	School assessment and accreditation / ESOL students	The new required WIDA test was implemented for ESL students in 2008-2009. Application of federal Title III funding for purchase of required tests was eliminated in 2009-2010. Benchmarks for ESL sub-group performance increased during 2009-2010 and again in 2010-2011. New 2008-2009 regulation also mandated expanded requirements for parental engagement. In 2010-2011, ELL reporting requirements were added to the Student Data Upload for SOL Testing.	Suspend until federal or state government can restore funding to FY 2009 level.	Not available. Small divisions lack administrative capacity to provide detailed analysis of additional hours needed for new functions. Our parameters are clear. We must comply and we must do so with no new staff. The addition of this standardized test in 2008-2009 required sustainable new costs associated with staff development, family outreach, data analysis and student remediation and support. Removal of federal Title III funding in 2009-2010 transferred testing costs to local level. Expanded 2010-2011 reporting requirements added to administrative costs at a time when state was decreasing its contribution for administrative and support staff.

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19	Orange County Schools	VAC 20-131-30; VAC 20-131-280; USDOE interpretation of ESEA requirements	School assessment and accreditation	Pass rate for 3rd grade history and science tests increased from 50% to 70%.	Suspend until Commonwealth can restore state funding to FY 2009 level.	Not available. Small divisions lack administrative capacity to provide detailed analysis of additional hours needed for new functions. Our parameters are clear. We must comply and we must do so with no new staff.	The low 50% pass rate was approved, in part, because of the widespread understanding that it was NOT "developmentally appropriate" to test 8 year olds on their recall of historical and scientific facts that had been introduced to them from first grade through third grade. The trend in student performance supported the increased benchmark, but the increased demand added to the need of local school divisions to at least maintain their investments in curriculum development, teacher training, student remediation and student support services.
20	Orange County Schools	VAC 20-131-30; VAC 20-131-280; USDOE interpretation of ESEA requirements	School assessment and accreditation	Pass rates for grade 3-5 English increased from 70% to 75%.	Suspend until Commonwealth can restore state funding to FY 2009 level.	Not available. Small divisions lack administrative capacity to provide detailed analysis of additional hours needed for new functions. Our parameters are clear. We must comply and we must do so with no new staff.	The trend in student performance supported the increased benchmark, but the increased demand added to the need of local school divisions to at least maintain their investments in curriculum development, teacher training, student remediation and student support services.
21	Orange County Schools		Diploma requirements	Advanced Technical diplomas and Standard Technical diplomas will be implemented for 9th graders.	Suspend until Commonwealth can restore state funding to FY 2009 level.	Not available. Small divisions lack administrative capacity to provide detailed analysis of additional hours needed for new functions. Our parameters are clear. We must comply and we must do so with no new staff.	Implementation delayed from 2010-2011 to 2011-2012 by HB 2166, and further delayed to 2012-2013 by HB 1554 and SB 810. The new diplomas will likely create need to increase course offerings in math, science and career and technical education. It may not be possible to simply reduce other course offerings in order to offset the increased cost without eliminating sections of English, social studies or fine arts. There is a high probability that the new diplomas will increase personnel cost or require the elimination of other highly valued programs, such as fine arts.
22	Orange County Schools	American Recovery and Reinvestment Act; ESEA AYP waiver requirement	"Master Schedule" report of all student achievement measures and teacher/principal evaluation outcomes	Link student performance measures with teacher and principal performance evaluations, and "warehouse" related data for the purpose of federal reporting at some future time.	Suspend until Commonwealth can restore state funding to FY 2009 level with particular emphasis on restoration of previous state funding for support staff and instructional technology resource (ITRT) positions.	Not available. Small divisions lack administrative capacity to provide detailed analysis of additional hours needed for new functions. Our parameters are clear. We must comply and we must do so with no new staff.	Mandated as part of Phase II of American Recovery and Restoration Act funding and implemented during 2011-2012 school year, this requirement establishes a "master schedule collection process" that demands an extreme amount of administrative man hours to complete. Each student's schedule, grades and SOL test outcomes are collected and aligned with the evaluation outcomes of their respective teachers and principals. The State will conduct two major data collections per year. Many man hours of training have been required to date, and more training is expected.
23	Orange County Schools	American Recovery and Reinvestment Act; ESEA AYP waiver requirement	Student growth percentile.	Creates additional measure for the determination of school accreditation.	Suspend until Commonwealth can restore state funding to FY 2009 level with particular emphasis on restoration of previous state funding for support staff and instructional technology resource (ITRT) positions.	Not available. Small divisions lack administrative capacity to provide detailed analysis of additional hours needed for new functions. Our parameters are clear. We must comply and we must do so with no new staff.	The new metric will supplement or replace annual SOL testing as the primary measure for school accreditation. It will require a substantial increase in man hours devoted to data processing, analysis and presentation. It will require substantial training time for all stakeholders, including parents.
24	Orange County Schools	VAC 20-131-30; VAC 20-131-280; Elementary and Secondary Education Act	School assessment and accreditation.	Benchmarks for AYP will rise to 91% in reading and 90% in math for the SOL tests taken in 2011-2012 that will determine AYP status for 2012-2013	Suspend until Commonwealth can restore state funding to FY 2009 level.	Not available. Small divisions lack administrative capacity to provide detailed analysis of additional hours needed for new functions. Our parameters are clear. We must comply and we must do so with no new staff.	AYP benchmarks associated with standardized test pass rates increase by five points each year with 100% success required in 2014. These continually increasing benchmarks mandate that investments in curriculum development, teacher training, student remediation and student support services should never decrease nor remain stagnant. Each five-point increase in the requirements should require at least a 5% increase in the resources needed to achieve the increased standard. The Virginia State Board of Education has expressed interest in applying for a waiver from the U.S. Department of Education that may freeze these benchmarks for 2012-2013.

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25	Orange County Schools	VAC 20-131-50	Requirements for standard and advanced diplomas.	All students entering 9th grade will be required to complete a course in personal finance and economics	Suspend until associated FTEs may be included in SOQ funding formula.	Not available. Small divisions lack administrative capacity to provide detailed analysis of additional hours needed for new functions. Our parameters are clear. We must comply and we must do so with no new staff.	As a result of HB 1554 and SB 810, implementation was exempted from further delay to 2012-2013. Consequently the mandate must be implemented in 2011-2012 despite the fact that it included no new state funding. Estimating 400 students at each grade level and assuming a 25:1 student teacher ratio, Orange County High School is projected to add 16 sections of personal finance and economics. This equated to 2.5 additional teachers for OCPS in 2011-2012. Given no new funding to employ extra teachers, we have closed down two sections "principles of business," five sections of "managing finances," one section of keyboarding, and two self-contained special education classes. During 2012-2013, we intend to close additional sections of electives in social studies and business education. We have received very little active response to our requests to the banking community for assistance with implementation of this mandate.
26	Orange County Schools	VAC 20-131-140	College and career readiness	All 7th graders must develop an academic and career plan. must be completed by 8th grade, reviewed upon students' entrance into 9th grade and again at 11th grade.	Suspend pending inclusion of additional middle school guidance FTEs may be included in SOQ funding formula.	Not available. Small divisions lack administrative capacity to provide detailed analysis of additional hours needed for new functions. Our parameters are clear. We must comply and we must do so with no new staff.	Implementation delayed from 2010-2011 to 2011-2012 by HB 2166, and further delayed to 2012-2013 by HB 1554 and SB 810. Formal electronic academic and career plans must be developed and implemented through guidance services at a time when budget reductions are forcing us to consider a reduction in guidance staff ratios to the minimum SOQ-compliance level. The new requirement increases cost - either in time or staffing. We must employ more guidance staff or we must direct our guidance counselors to re-allocate time away from other vital responsibilities. Such choices will compromise our counselors' capacity to encourage positive student character development, behavior, conflict resolution, study skills, attendance and college readiness. Moreover, the initiative will require expansion of career awareness programs at the middle level based on forthcoming data that will be generated by newly required interest inventories and career assessments. Expanded staff development will be provided in counselor applications of Virginia Wizard 3.0 and technical support. Orange County
27	Orange County Schools	USDOE Office of Civil Rights Regulations.	Civil rights monitoring.	Civil rights data collection process, including an expansion of the number of classifications for student ethnicity from six to 32.	No state level option available. This recent additional compliance standard underscores the need for restoration of state funding to 2009 level with emphasis on need to restore previous support staff funding level under SOQ formula.	Not available. Small divisions lack administrative capacity to provide detailed analysis of additional hours needed for new functions. Our parameters are clear. We must comply and we must do so with no new staff.	The new requirement has increased time for school attendance clerks to track all students and update records, and then to maintain higher vigilance in monitoring data. The impact already is being felt. This new requirement increased the demand for support staff in the same year in which the General Assembly decreased funding for support staff. In general, the amount of data that must be reported to the U.S. Office of Civil Rights (OCR) has increased greatly since 2009. In many cases, OCR is requesting information that duplicates information that already has been reported to the Virginia Department of Education. The amount of administrative man hours required by the process has increased again in 2011-2012. There has been no restoration of administrative or clerical staff since the substantial staff reductions in 2008-2010.
28	Orange County Schools	VAC 20-131-30	Standards of Learning.	New social studies standards were implemented and tested in 2010-2011.	Suspend until Commonwealth can restore state funding to FY 2009 level.	Not available. Small divisions lack administrative capacity to provide detailed analysis of additional hours needed for new functions. Our parameters are clear. We must comply and we must do so with no new staff.	The new standards required curriculum changes in K-12 as well as staff development and adoption of instructional textbooks and materials. The increased rigor embedded in the new standards will require additional resources, staff development, remediation and student support beyond the implementation years.

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Orange County Schools	VAC 20-131-30; 20-131-280	Student assessment and school accreditation.	Pass rate for English in grades 6-12 will increase from 70% to 75%	Suspend until Commonwealth can restore state funding to FY 2009 level.	Not available. Small divisions lack administrative capacity to provide detailed analysis of additional hours needed for new functions. Our parameters are clear. We must comply and we must do so with no new staff.	The trend in student performance supports the increased benchmark, but the increased demand will add to the need of local school divisions to at least maintain their investments in curriculum development, teacher training, student remediation and student support services.
Orange County Schools	VAC 20-131-30	Standards of Learning.	New mathematics standards were implemented in 2010-2011 and are being tested in 2011-2012.	Suspend until Commonwealth can restore state funding to FY 2009 level.	Not available. Small divisions lack administrative capacity to provide detailed analysis of additional hours needed for new functions. Our parameters are clear. We must comply and we must do so with no new staff.	The new standards required curriculum changes in K-12 as well as staff development and adoption of instructional textbooks and materials. The increased rigor embedded in the new standards will require additional resources, staff development, remediation and student support beyond the implementation years.
Orange County Schools	VAC 20-131-30	Standards of Learning.	New course in Algebra Functions and Data Analysis (AFDA) was added during 2009-2010, but General Assembly directed Virginia Board of Education to drop the requirement that a related SOL assessment be added during the 2011-2012 school year.	Maintain current suspension until Commonwealth can restore state funding to FY 2009 level.	Not available. Small divisions lack administrative capacity to provide detailed analysis of additional hours needed for new functions. Our parameters are clear. We must comply and we must do so with no new staff.	Plan to require SOL test in Algebra Functions and Data Analysis by 2011-2012 was dropped during spring of 2010. The course has since been approved by the Virginia Board of Education as an option to satisfy the mathematics requirement for a Standard Diploma. The addition of the course will require new costs associated with local curriculum development, staff development and purchasing of textbooks and instructional materials. <u>A DOE spokesperson cautioned that the SOL assessment requirement will be reviewed annually and may be restored in any given year. If so, another assessment will require sustainable new costs associated with data analysis and student remediation and support.</u>
Orange County Schools	VAC 20-131-300; VAC 20-13-280	Graduation requirements and school accreditation.	A Virginia cohort graduation index of 85 points is required to achieve accreditation.	Suspend until Commonwealth can restore state funding to FY 2009 level.	Not available. Small divisions lack administrative capacity to provide detailed analysis of additional hours needed for new functions. Our parameters are clear. We must comply and we must do so with no new staff.	Virginia's graduation index is a superior measure of student progress as compared to the four-year graduation requirement that is needed to maintain "adequate yearly progress" under the federal "No Child Left Behind" law. Nevertheless, it is a reminder that state and federal accountability associated with student graduation requires localities to maintain or increase costs associated with student attendance monitoring, remediation, truancy enforcement and support services for students AND families. Virginia's associated cohort graduation index also requires administrative tracking of students who transfer to other school divisions, including those in other states.
Orange County Schools	VAC 20-131-30	Standards of Learning.	New English standards will be implemented in 2011-2012 and tested in 2012-2013.	Suspend until Commonwealth can restore state funding to FY 2009 level.	Not available. Small divisions lack administrative capacity to provide detailed analysis of additional hours needed for new functions. Our parameters are clear. We must comply and we must do so with no new staff.	The new standards will require curriculum changes in K-12 as well as staff development and adoption of instructional textbooks and materials. The transition will include significant updating of our local formative assessment benchmarking system. The increased rigor embedded in the new standards will require additional resources, staff development, remediation and student support beyond the implementation years.
Orange County Schools	VAC 20-131-30; VAC 20-131-280	Student assessment and school accreditation.	New SOL writing test will require all students to compose their submissions on a computer.	Suspend until Commonwealth can restore state funding to FY 2009 level. Suspension also should be continued pending a review of the adequacy of state VPSPA technology bond funding. Do we have the technology capacity for this expansion of on-line writing tests?	Not available. Small divisions lack administrative capacity to provide detailed analysis of additional hours needed for new functions. Our parameters are clear. We must comply and we must do so with no new staff.	The new requirement terminates the paper-and-pencil writing test and expands demand for computer labs at a time when state funding for technology remains flat.

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35 Orange County Schools	VAC 20-131-30	Standards of Learning.	New science standards will be implemented in 2011-2012 and tested in 2012-2013.	Suspend until Commonwealth can restore state funding to FY 2009 level.	Not available. Small divisions lack administrative capacity to provide detailed analysis of additional hours needed for new functions. Our parameters are clear. We must comply and we must do so with no new staff.	The new standards will require curriculum changes in K-12 as well as staff development and adoption of instructional textbooks and materials. The transition will include significant updating of our local formative assessment benchmarking system. The increased rigor embedded in the new standards will require additional resources, staff development, remediation and student support beyond the implementation years.
36 Orange County Schools	VAC 20-131-70; VAC 20-81-90.C	State special education regulations that exceed federal requirements.	Students who test out of specialized educational services may not be dismissed unless and until parent/guardian gives written agreement.	Amend to ensure that state requirement does not exceed federal requirement.	Not available. Small divisions lack administrative capacity to provide detailed analysis of additional hours needed for new functions. Our parameters are clear. We must comply and we must do so with no new staff.	Virginia special education regulation that exceeds the federal standard. Virginia public schools must continue to offer specialized services to students even though they no longer demonstrate an educational disability, unless the parent/guardian gives written permission to cease such services. This requirement exceeds the federal standard and obligates school divisions to maintain excess staff. As well, this impacts materials, supplies, technical assistance, assistive technology, health care needs, crisis plans, restraint trained staff, CPR & Glucagon trained staff, transportation, and meals. Equally important, this increases the percentage of disabled students and negatively impacts the Virginia State Performance Plan (SPP) based on 20 indicators of performance in special education services and support. This regulation leaves school divisions without recourse to disproportionality.
37 Orange County Schools	VAC 20-131-70; VAC 20-81-250.F; Va. Code 2.2-5211, 5212	State special education regulations that exceed federal requirements.	The Comprehensive Services Act (CSA) for students and families at risk no longer funds as many specific support services as previously.	Amend to ensure that state requirement does not exceed federal requirement.	Not available. Small divisions lack administrative capacity to provide detailed analysis of additional hours needed for new functions. Our parameters are clear. We must comply and we must do so with no new staff.	Virginia special education regulation that exceeds the federal standard. While CSA funding decreases, requirements for 1:1 behavioral support, residential placements, day treatment support, medical supports, remain in effect. As a result, school division budgets must assume increasing costs associated with low incidence, high-cost special needs students.
38 Orange County Schools	VAC 20-131-70; VAC 20-81-120.2	State special education regulations that exceed federal requirements.	School divisions have no recourse with transfer students.	Amend to ensure that state requirement does not exceed federal requirement.	Not available. Small divisions lack administrative capacity to provide detailed analysis of additional hours needed for new functions. Our parameters are clear. We must comply and we must do so with no new staff.	Virginia special education regulation that exceeds the federal standard. Transferred disabled students are automatically enrolled in specialized programs with no exceptions. The receiving division may be punished with 15% set aside funding due to disproportionality.
39 Orange County Schools	VAC 20-131-70; 20-81-40.E.3b	State special education regulations that exceed federal requirements.	Increased licensing requirements for interpreting services, hearing impaired teachers and vision impaired teachers.	Amend to ensure that state requirement does not exceed federal requirement.	Not available. Small divisions lack administrative capacity to provide detailed analysis of additional hours needed for new functions. Our parameters are clear. We must comply and we must do so with no new staff.	Virginia special education regulation that exceeds the federal standard. Rural school divisions are often unable to secure and maintain licensed staff who have complied with increased licensing requirements. These specialists are not easily persuaded to work in smaller divisions. Failure to be in compliance leaves divisions without recourse to litigation. Increasingly, rural school divisions must negotiate contracts with external service providers. The restricted market for such providers is driving up the costs of their services.

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40	Orange County Schools	VAC 20-131-70	College and career readiness; student assessment; and school accreditation	Increased credentialing requirements for Career and Technical education.	Suspend until Commonwealth can restore state funding to FY 2009 level. Suspension should be maintained until state determines true cost of ensuring CTE teachers are qualified to provide required training and to proctor required certification exams. State must pay its share of the true cost.	Not available. Small divisions lack administrative capacity to provide detailed analysis of additional hours needed for new functions. Our parameters are clear. We must comply and we must do so with no new staff.	In 2008-2009 the state required detailed reporting of student credentials by individual students: school, student SIS identifier, test result, use of verified credit elective, and cost. HB 566 and SB 630 continues to require local school boards to report annually the number of VA Board of Education-approved industry certifications obtained, state licensure examinations, and national occupational competency assessments passed while adding the Virginia workplace readiness assessments in 2010-2011. VDOE is tracking student certifications as a part of the School Report Card and requires divisions to increase their student credentials in increments of 33% until a division has 100% of its completers credentialed. While the state has delayed the increases, the expectation is to continue to credential 100% of completers at a time when VDOE will add Advanced Studies Technical and Standard Technical diploma types. Increased demand for new diplomas will ultimately increase the demand for CTE classes, teachers, teacher credentials, facility space, program expansion, and credentialing costs.
41	Orange County Schools	VAC 20-131-50	Graduation requirements.	The number of standard units of credit for an Advanced Studies Diploma will increase from 24 to 26.	Suspend until Commonwealth can restore state funding to FY 2009 level. Suspension should be maintained until state determines true cost of additional FTEs needed for provision of additional courses. State must pay its share of the additional cost.	Not available. Small divisions lack administrative capacity to provide detailed analysis of additional hours needed for new functions. Our parameters are clear. We must comply and we must do so with no new staff.	Implementation of selected regulations in the Standards of Accreditation were delayed from 2010-2011 to 2011-2012 by HB 2166, and further delayed to 2012-2013 by HB 1554 and SB 810. However exceptions to the delay include increases and changes to the credit requirements for the Advanced Studies and Standard diplomas beginning in 2011-2012 school year. Changes to the requirements for the Standard diploma are the addition of 2 credits of foreign language, fine arts, or CTE and 1 credit of economics and personal finance while reducing the number of elective credits required from 6 to 4. For an Advanced Studies diploma, the number of credits required for graduation has increased from 24 to 26 with 1 credit required for economics and personal finance and 1 required additional elective credit. Changes in the requirements impact the costs associated with personnel, staff development and student and parent communication. Further, the reduction of elective courses reduce the flexibility of student schedules and increase personnel demands.
42	Patrick County Schools	8 VAC 20-131-80	Achievement Records	A requirement has been made for teachers to complete achievement records for all students in grades K-3. This is duplicative	This requirement will cost thousands of dollars to automate. The clerical costs and storage costs are unknown as the report is 14 pages long and goes into the permanent record.	unknown but could be in the hundreds	unknown but could in in the thousands
43	Patrick County Schools	http://www.doe.virginia.gov/administrators/superintendents_memos/2011/243-11.shtml	Career readiness certificates	Career readiness assessments are part of the requirement to provide for testing for career development certificates.	The cost is passed to the locality even though we get discounts.	unknown but could be in the hundreds	unknown but could in in the thousands
44	Patrick County Schools	http://www.doe.virginia.gov/administrators/superintendents_memos/2011/177-11.shtml	GED Tests	GED Testing costs - division is required to provide adult education under the SOQs.	The cost of these tests has risen significantly and is now passed on to us.	unknown but could be in the hundreds	unknown but could in in the thousands
45	Roanoke County Schools	Code of Virginia §§ 22.1-251; State BOE Reg 8 VAC 20-80-10 et seq.; IDEIA of 2004; 20 USC 1400 et seq.; 34 CFR 300, 303	Special Education Annual Plan	Requires the submission of an annual plan.	Eliminate the annual plan in the existing format. The annual plan submission is essentially repetitive data submitted each year. It includes policies that rarely change and programs that are essentially ongoing from one year to the next. We recommend that the Department of Education develop an assurance statement with a checklist of requirements for the Superintendent to certify. Annual local audits and external federal monitoring reviews provide oversight that the LEA is complying with special education regulations.		

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46	Roanoke County Schools	Code of Virginia §§ 22.1-251; State BOE Reg 8 VAC 20-80-10 et seq.; IDEIA of 2004 ; P.L. 108-446 ; 20 USC 1400 et seq.; 34 CFR 300.303	Special Education Program Standards	Specialized criteria required for educational interpreters.	The level of endorsement required for interpreters is too rigid. It is very difficult to find individuals with these qualifications and limits opportunities to utilize available interpretive assistance.		
47	Roanoke County Schools	State BOE Reg 8 VAC 20-120-40, 50, and 70	Career and Technical Advisory Council	Separate advisory councils (career and technical, special education, gifted).	Eliminate all requirements for separate advisory councils at the LEA. Our School System works with a Comprehensive Plan Committee for development of the Annual Comprehensive Plan. This committee is composed of stakeholders from all areas and provides advisory input on every functional area of school operations, including career & technical education, gifted education, special education, and technology. The state requires that we have independent advisory councils for these different areas. It would seem that a Comprehensive Committee would provide for a more integrated advisory role while ensuring that the Annual Comprehensive Plan which sets annual goals for the school system is developed and implemented accordingly.		
48	Roanoke County Schools	Various	Mandated state reports	There are too many mandatory state reports.	The Virginia Department of Education should be required to review every mandated state report and identify how and what the reported data is used for rather than expect the LEA to identify which ones should not be required. In some cases, there may be no alternative source of information but we question if all of the data that is currently being requested is used for a legitimate purpose or merely put on a shelf. Past attempts by the General Assembly to require the elimination of duplicate reporting from the LEA have resulted in a laughable reduction yet evidence is not available to support the purpose of the data required.		
49	Roanoke County Schools	Code of Virginia 22.1-254.1	Home instruction	Requirement to report information on home school students.	Why is the LEA required to report information on home schooled children? The LEA is not receiving funding for these students and is not providing educational services.		
50	Roanoke County Schools		Title II-D State Report	Required to submit separate report when all information has already been submitted into the state grant system (Omega).	We submit duplicate information to the state for this grant and others. Every reimbursement request is submitted through the state Omega system. Why is it then necessary to submit a separate report outlining how we spent the Title II-D funds when that is what was used in the monthly reimbursement reports submitted to the state?		
51	Roanoke County Schools	Code of Virginia 22.1-253.13:2, 22.1-293 through 22.1-305, State Board of Education Regs 8 VAC 20-22-10 et seq	Minimum instructional personnel	One size fits all regulations on class sizes.	School Systems are in the best position to know what program and staffing modifications are needed to accomplish their goals for student success. Generic class size calculations and minimum staffing levels do not guarantee student performance. The state should hold schools accountable for student performance and let the LEA dictate the best way to meet those goals. This varies from division to division and even within schools in a single division. The old one-size-fits-all method does not work.		
52	Roanoke County Schools		State mandates in excess of federal mandates	Virginia imposes mandates in excess of the federal requirements.	Virginia imposes an excessive amount of mandates above and beyond the federal requirements. The burden on LEA's to satisfy all of the federal and state mandates take valuable time away from the core mission of every school system to provide a full spectrum of educational opportunities for all students to learn and grow.		
53	Roanoke County Schools	Code of Virginia 22.1-253.13:3, State BOE Regs 8 VAC 20-131-10 et seq	Administration of Stanford 9	School divisions are required to administer Stanford 9 test.	Delete the requirement for reporting of the Stanford 9. It is anachronistic with most divisions no longer administering the test.		

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54 Roanoke County Schools	Code of Virginia 22.1-199.2, State BOE Regs 8 VAC 20-630-10 et seq	Remediation programs evaluation	School divisions are required to annually evaluate these programs based on state criteria.	Eliminate this requirement. Programs are so varied across the state that the data is likely meaningless, out of context, and not comparable from division to division. It would be impossible to use this data in any statistically meaningful way at the state level.		
55 Salem City Schools	<i>Instructional Standards for K-12 (p. 103)</i>	Outdated, redundant record-keeping	Requires maintaining a SOL Card to track student progress on the SOLs K-3.	The advent of Standards-based computer gradebooks and 24/7 access for parents online reveal that technology has rendered this requirement as useful as the old Savings Account Bank Book	2-3 hours per K-12 teacher per year	Lost staff time that could be devoted to teaching and learning
56 Salem City Schools	SOQ	State Micromanagement of Local School Divisions	The proposed "65% rule"	In an era of limited resources, the Commonwealth should focus its old and new efforts on helping schools in need and leaving the rest of us alone. Further, the state has no business telling a locality how it invests its resources beyond the Local Required Effort. In Salem, our Board likes to put significant cash payments toward Capital Projects. This makes good financial sense and saves tax dollars in interest paid. Other localities may choose to invest in new fuel-efficient school buses to serve a rural population.	The proposed "65% rule" will reduce local control for all school divisions. If the General Assembly thinks that there are divisions not spending money appropriately, identify them using the ASR and go after them. Do not seek to micromanage the many for the suspected transgressions of the few.	Indeterminate
57 Washington County Schools	Code of Virginia §§ 22.1-200.03, 22.1-208, 22.1-208.01	Requirement for personal finance class to be taught to every student	A class in personal finance must be taught	Money should be allocated to pay for teachers for inclusion of this class	140 clock hours per course	Approx. \$200,000
58 Washington County Schools	Code of Virginia §§ 22.1-200.03, 22.1-208, 22.1-208.01	Requirement to teach character education	Requirement to teach character education	Money should be allocated to pay for services of staff and to purchase resources for this mandate	279 hours	Unknown
59 Washington County Schools	SOE.DOE117 SOE.DOE027	Requirement for professional development	School Divisions are required to provide a program of high quality professional development as prescribed by the Standards of Quality	There is no line item of revenue for PD from the state even though there is continuous training necessary to address new initiatives	Unknown	\$143,000
60 Washington County Schools	SOE.DOE081	Family Life Education	Family Life Education must be taught	Money should be appropriated for resources and staff to meet this requirement	186 hours	\$7,758
61 Washington County Schools	SOE.DOE059	Testing requirements	School divisions are required to administer appropriate assessments	NCLB requirements (increased requirements for state and federal accountability) have led to increased testing without commensurate external funding. Examples include: the need to extend student records collection which requires a full time position, the need for testing coordinators at each school, etc.	Unknown	\$750,000
62 Montgomery County Schools	Code of VA 22.1-253.13:1(D)(1); Reg 8 VAC 20-131-80; Supt's Memo #264-11 Sept. 23, 2011	K-3 English and Mathematics Achievement Records	Requires teachers to complete achievement records for all students in grades K-3. Requires extensive work to automate and store as permanent records.	Teachers review student's mastery of SOL skills daily and meet periodically to review data. LEA can monitor and assess student growth without a state report and mandate.	1620 (162 teachers x 10 hrs/tea)	\$62,969 (1620 x \$38.86/hr)
63 Montgomery County Schools	Code of VA 22.1-215: Reg 8 VAC 20-80-10	Special Educational Plan	Required to submit special education plan for following year.	Plan is a prescribed format with repetitive information to meet a reporting requirement. Format should be updated or replaced with assurance statement that LEA complies with federal and state laws.	17	\$1,182
64 Montgomery County Schools	Reg. 8 VAC 20-80-10	Special Education Program Standards for Interpreters.	Required endorsement standards for interpreters is too rigid and difficult to hire and pay within resources.	Revise the standard.		
65 Montgomery County Schools	Code of VA 22.1-254.1	Home Instruction	Requires LEA to monitor and report on home school students.	Funds are not received in ADM for these students and positions are not recognized to support home school students.	700	\$24,290
66 Montgomery County Schools	Code of VA 22.1-64	Superintendent Certifications	Superintendent required to sign multiple certification documents that LEA meets State standards.	Superintendent should be able to certify by oath and duties of position in one document that LEA will comply with standards.		
67 Montgomery County Schools	Code of VA 22.1-199.2; Reg 8 VAC 20-630-10	Remediation Programs Evaluation	Requires LEA to annually evaluate remediation program based on criteria from State BOE.	Eliminate since programs are so varied for each LEA that report is likely meaningless.		

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68 Montgomery County Schools		State Mandates that Exceed Federal Requirements	State has mandates that exceed Federal requirements, ie, State serves identified 2 year olds in special education while Federal requirement is age 3.	Extra work and expenditures to comply with Federal and extra State requirements.		
69 Montgomery County Schools		State Reports	State DOE and agencies should be required to review State reports that are not needed rather than depend on LEA.	LEA is not in a position to determine how reports are used at State level and which ones just meet a reporting requirement with no action.		
70 Stafford County Schools	SOE.DOE094	Home Instruction	Requires school divisions to notify parents of home school students of the availability of Advanced Placement and PSAT exams, and provide instruction of low income.	The division does not presently budget for assistance for our public school students; therefore, the same benefit should not be allotted to students not enrolled in our public schools.	20	\$1,000 per year
71 Stafford County Schools	SOE.DOE107	Remediation Program Evaluation	Requires a report that specifies achievement and demographic information describing students enrolled in remediation programs.	Because the division does not have a student information system, this report from the 30 schools requires hundred of hours to complete at both the school and central levels. Since the Virginia Department of Education has state-wide access to SOL student performance, it seems that it could generate these reports for evaluative purposes.	150 hours	\$4,500 per year
72 Stafford County Schools	SOE.DOE132	School Year to Begin After Labor Day	The requirements for history of severe weather should be removed.	The start date for school divisions should be a local decision.	NA	NA
73 Stafford County Schools	Superintendent's Memo #278-11	On-Line Writing Assessment	Requires elementary students to take on-line SOL writing assessments.	Presents curriculum, scheduling, and financial burdens. The elementary curriculum does not include instruction in keyboarding. To properly prepare students, the state should provide SOQ staffing for keyboard instruction. The scheduling of computer labs during the testing period requires school divisions to purchase additional technology in order to accommodate all students in this testing as well as to continue the technology instruction for students in other grade levels.	NA	\$50,000 cost for an additional tech lab in each elementary school., and \$60,000 for a technology teacher in each elementary school. Total of approximately \$750,000 for the tech labs, and \$1,000,000 for the teaching staff.
74 Stafford County Schools	8VAC20-131-50. Requirements for graduation	Economics and Finance Course Graduation Requirements for Students Entering 9th Grade in Fall 2011		Requirement places a burden on the school division since additional staff will need to be hired and additional resources used to purchase the textbooks and materials.	NA	1 additional teacher per high school and 400 additional textbooks. Approximate cost of \$300,000.
75 Stafford County Schools	NCLB 2001 places major emphasis upon HQ and Title I of the ESEA requires all teachers in programs/schools supported with Title I Part A be HQ (June 6, 2002).	Highly Qualified Requirement for Teachers in Title 1 Schools		In a school division that hires many out-of-state teachers, we are limited at our Title 1 schools because these teachers do not have the Virginia certification; therefore, they are deemed to be not highly qualified. This is an unfunded mandate because it limits the pool of applicants, and it places an undue financial burden on out-of-state new hires because they have to pay for the appropriate certification exams. School divisions should be given a one year waiver for these new out-of-state teachers, and the state should provide funding for the licensure tests required.	NA	Approximately \$10,000 to fund the state licensure tests for out-of-state new hires.
76 Stafford County Schools	Amendments to the Licensure Regulations for School Personnel (8 VAC 20-22-10 et seq.) and the Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.) to Conform to Senate Bill 715 Passed by the 2010 General Assembly	Civic Course Requirement for License Renewal	Starting next year, any teacher license renewal for elementary school, middle school, and social studies certification will require the teacher to take a civics and or government course.	This is an unfunded mandate that places an undue financial burden on teachers.	5-10 hours per teacher to meet the certification requirement.	Approximately \$250,000 for courses and/or time spent completing the on-line requirements.
77 Campbell County Schools	Code of Virginia 22.1-253.13:3	Accreditation..and evaluation	Assessment methods to determine achievement of the SOL's	2010-2011 - New math standards - will be tested in 2011-2012. The new standards and embedded rigor requires significant staff development and resources. Significant resources will have to be spent if new benchmark scores are not met in the first year.	200	1.5 million (includes textbooks and staff development)

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78	Campbell County Schools	Code of Virginia 22.1-81.22.1-259, 22.1-260	Annual School Report	Requirement to submit statistical information	Staff resources are being spent on a state function. In addition, support staff has been cut.	160	10,000
79	Fauquier County Schools	NCLB Testing requirement	WIDA test	Requires that all ELL students are tested	While WIDA is very valuable, the costs can no longer be paid by Title III; therefore, local funds must support the costs associated with the testing	112.5 hours (3 weeks)	\$12,000
80	Fauquier County Schools	American Recovery and Restoration Act	Master Schedule Collection Process	Requires that school districts upload detailed information about courses teachers teach, course numbers, student achievement data, etc.	This effort requires an inordinate amount of staff time. The calculation noted here reflects a portion of staff time but can in no way reflect the magnitude of what is required -- ideally two additional positions.	unspecified	\$38,000 (represents staff time)
81	Fauquier County Schools	HB 1554 and SB 810	Financial Literacy Graduation Requirement	Requires that students complete a financial literacy course	FCPS has decided to offer four options for students to complete the requirements; three of the options are already in the high school schedule reducing the need to add a large number of teachers, but it appears that at least an additional teacher in CTE or mathematics will be needed.	90 hours	\$66,000
82	Fauquier County Schools	NCLB Sanctions	Title 1 Sanctions associated with Title 1 Schools in Improvement	Requires intensive staff time to meet reporting, bookkeeping, and meeting requirements	While aspects of the requirements are useful and valuable, several requirements emerging from the state's Office of School Improvement are negatively impacting staff time which would be better spent in supporting teaching and learning efforts (observations, common assessment development, etc.); costs listed represent 20% - 50% of 4 employees' time. Selected duties of these employees have been allocated to others within the school district, stretching capacity considerably.	unspecified	\$58,000
83	Fauquier County Schools	HB 566 and SB 630	Licensing and Credentialing Requirements	Requires licensing or credentialing for various staff personnel	Requirements extend to interpreting services, hearing & vision impaired teachers & CTE teachers restricting capacity to hire teachers and increasing time and costs for assisting teachers with licensing requirements; cost represents 5%-10% of a staff members time	unspecified	\$2,000 - \$4,000
84	Albemarle County Schools	Code of Virginia § 22.1-253.13:3; State Board of Education Regulation 8 VAC 20-131-10 et seq.; Individuals with Disabilities Education Improvement Act of 2004 (Fed.); 20 USC 1412 (Fed.); 34 CFR 300.320 (Fed.) VAC 20-390-10 et seq.	Administration of Assessment Instruments	School divisions are required to administer appropriate assessments which may include criterion-referenced tests, teacher-made tests, and alternative assessment instruments, and shall include the Standards of Learning Assessments and the National Assessment of Educational Progress State-by-State Assessment. Each school division shall analyze and report annually to the public, in compliance with any criteria that may be established by the Board of Education, the results from the Stanford 9 Assessment, if administered, industry certification examinations, and the Standards of Learning Assessments	JLARC has recommended reduction in the # of tests at the 3rd grade level to the General Assembly. We must continue to fund positions with testing responsibility, which is an increased burden due to reduction in SOQ funding for such positions.	unknown	unknown
85	Albemarle County Schools	Code of Virginia § 22.1-79.1	School Year to Begin after Labor Day	Local school boards shall set the school calendar so that the first day for students is after Labor Day. This requirement may be waived by the Board of Education if excessive closures due to severe weather or emergency would otherwise require the system to begin school before innovative programs, or it is entirely surrounded by a school division that begins after Labor Day.	Annual staff time to document the requirements for a pre-Labor Day opening is an unfunded mandate.	unknown	unknown
86	Albemarle County Schools	Code of Virginia §§ 22.1-60.1 and 22.1-253.13:5	Evaluation of Superintendent, Teachers, and Administrators	School divisions must evaluate the division superintendent, teachers, and administrators annually consistent with the performance objectives set out in the guidelines for Criteria for Teachers, Administrators, and Superintendents.	The staff time required for School Divisions to align local performance appraisals with new performance objectives represent an unfunded mandate.	unknown	unknown

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87 Albemarle County Schools	Code of Virginia §§ 22.1-175.6 through 22.1-175.9; Item 132 (C)(12), Chapter 890, 2011 Acts of Assembly	Virginia Public School Educational Technology Grants Program	School divisions receiving grants from the Virginia Public School Educational Technology Trust Fund must provide a 20% local match based on the composite index of ability to pay, and must meet State Board of Education program guidelines. At least 25% of the local match shall be used for teacher training in the use of the technology.	These grants must be funded to support state on-line testing requirements, hence the 20% match is an unfunded mandate.	unknown	unknown
88 Albemarle County Schools	Code of Virginia §§ 22.1-207.5 and 22.1-253.13.4; Chapter 473, 2004 Virginia Acts of Assembly;	Student Achievement and Graduation Requirements	School divisions are required to have procedures for locally awarded verified units of credit, and 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 approved by the Board of Education.	Requesting flexibility in the number of clock hours to earn a unit of credit.	unknown	unknown
89 Albemarle County Schools	P.L. 107-110 (No Child Left Behind Act of 2001 (Fed))	Elementary and Secondary Education Act Regulations	School divisions receiving funds from the Elementary and Secondary Act of 1965, reauthorized by the No Child Left Behind Act of 2001, must follow certain federal laws and achievement, accountability, teacher quality, parental options and other requirements.	Due to onerous testing and reporting requirements that consume significant annual staff time, we support regulatory relief.	unknown	unknown
90 Chesapeake Public Schools	Mandate 3	Felony Child Abuse Certification / Mandate 6: School Background Checks for Employees and Contractors	These mandates have a very important intent in protecting our students. However, the cost of the background checks for employees, as well as the staff time required to facilitate these background checks is significant. Staff time is also required to secure the appropriate required checks from contractors. For example, Mandate #6 states that the division should not "knowingly employ an unauthorized alien." It sometimes can take an inordinate amount of time to gather the required paperwork or documentation (e.g., felony compliance, immigration form). In addition, the mandates also fail to take into account the cost for school divisions to defend EEOC claims and legal challenges that result. While disciplinary actions may be considered part of the "routine administrative duties" of a school division, they are quite costly in terms of legal advice, defense of a claim, and the hiring and training of employees to handle these compliance issues. In regards to fingerprinting employees, a staff member must be trained to conduct the fingerprinting and interpret the results. There is a cost for training, equipment and space to conduct	While these mandates have positive intentions, they are still unfunded/under funded mandates that divert needed funds from localities. We are very thankful to share the opportunity to share this information with you because the impacts of the mandates are magnified given the current financial situations facing our school today and any relief would be welcomed. In addition to the concerns noted above, the reduced funding for support personnel has impacted every phase of school division operations. In Chesapeake alone, for example, changing to the "4 to 1" ratio for support personnel cut state funding for over 500 positions.	500	\$25,000
91 Chesapeake Public Schools	Mandate 3	Required Local Funding Effort for School Division	It is certainly important to provide this information to the public. However, it should be noted that providing the information required in print and on the internet requires significant staff time and printing expense. There is an assumption in this impact statement that local governing bodies are held accountable for providing sufficient local funds for the Standards of Quality. There is an assumption in this impact statement that formulas have not changed and that there is no obligation to explain formulas to the general public.	Unfunded	20 hours	\$1,000
92 Chesapeake Public Schools	Mandate 95	Planning Time for Elementary School Teachers	The impact statement implies that all staffing standards have remained constant. Students must be monitored by staff members other than classroom teachers during the planning time. Provision of planning time for elementary teachers has been accomplished through the use of resource teachers, media specialists, and guidance personnel at the elementary level, but SOQ pupil teacher ratios for these positions do not provide school divisions with enough personnel to appropriately carry out the additional supervision/instruction required. Meeting the mandate is even more difficult for schools with exceptionally small enrollments that do not have the resource positions or must share the positions with other school buildings.	Unfunded	5 hours/week per teacher	\$1,800,000

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93	Chesapeake Public Schools	Mandate 127	Planning Time for Elementary School Teachers	The impact statement implies that all staffing standards have remained constant. Students must be monitored by staff members other than classroom teachers during the planning time. Provision of planning time for elementary teachers has been accomplished through the use of resource teachers, media specialists, and guidance personnel at the elementary level, but SOQ pupil teacher ratios for these positions do not provide school divisions with enough personnel to appropriately carry out the additional supervision/instruction required. Meeting the mandate is even more difficult for schools with exceptionally small enrollments that do not have the resource positions or must share the positions with other school buildings.	Unfunded	5 hours/week per teacher	\$1,800,000
94	York County Schools	Code of Virginia § 22.1-253.13:3; 8 VAC 20-131-270	School Performance Report Card	Requires schools to provide parents with information regarding learning objectives, a copy of the division promotion, retention, and remediation policies, all applicable SOL requirements, and requirements for all diploma types.	This information could be posted on school division web sites with hard copies available upon request	40	\$14,600
95	York County Schools	Code of Virginia Section 22.1-79.1	School Year to Begin after Labor Day	Requires that, except in certain circumstances, local school boards may not set the school board calendar so that the first day of school for students is before Labor Day.	Elimination of this mandate would grant more flexibility and local control of the school calendar.		
96	Newport News Public Schools	SOE.DOE138	Personal Academic and Career Plan	Beginning with the 2012-13 academic year, all schools shall begin development of a personal academic and career plan for each seventh grade student with completion by the end of the eighth grade year	NNPS does not object to the mandate as long as it is funded. This is currently an unfunded mandate.		
97	Newport News Public Schools	Chapter 391, Acts of the 2011 General Assembly	Economics and Personal Finance Course	Beginning with the 2011-12 academic year high school students are required to take and pass a new course on Economics and Personal Finance.	NNPS does not object to the mandate as long as it is funded. This is currently an unfunded mandate.		
98	Newport News Public Schools		State assessments in science and social studies for third graders	Virginia mandates that all students in grades 3 be tested in math, science, reading and social studies.	A report by the Joint Legislative Audit and Review Commission shows that most states do NOT require 3rd grade testing in science and social studies and asserts that students in grade three would be better served by being tested only in reading and math.		
99	Appomattox County Public Schools		New teacher eval system for June 2012	All teachers			
100	Appomattox County Public Schools		SPED testing	All SPED students			
101	Appomattox County Public Schools		Paperwork to DOE for waivers	Early start of school			
102	Appomattox County Public Schools		Gifted Services	All gifted students			
103	Appomattox County Public Schools		SOL testing	Grades 3-8, EOC			
104	Appomattox County Public Schools		IDEA Services	Only funded about 22% by Feds			
105	Appomattox County Public Schools		LEP testing	All LEP students			