



VIRGINIA DEPARTMENT OF EDUCATION

Study on Promoting Nonviolence and its Inclusion in the Standards of Learning

PRESENTED TO
VIRGINIA SENATE
COMMITTEE ON RULES

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SUPERINTENDENT OF PUBLIC INSTRUCTION

LEGISLATION

During the 2013 General Assembly Session, Senator Kenneth C. Alexander introduced Senate Joint Resolution 294 (SJR 294), encouraging the public schools of Virginia to promote the ideals, heroes, and successes of nonviolence. The resolution specifically recognizes a *Season for Nonviolence*, a national campaign held January 30 to April 4 to mark the memorial anniversaries of noted nonviolence advocates Mahatma Gandhi and Dr. Martin Luther King, Jr., as an opportunity to educate students about nonviolence.

The resolution was passed by indefinitely with letter in the Senate Committee on Rules. Subsequently, the Clerk of the Senate, in a letter directed to Dr. Patricia I. Wright, Superintendent of Public Instruction, referred the subject matter contained in SJR 294 to the Virginia Department of Education for study and requested that the chair of the Senate Committee on Rules and Senator Alexander receive a written report, with a copy provided to the Office of the Clerk of the Senate.

BACKGROUND

The Standards of Learning (SOL) for Virginia Public Schools describe student learning and achievement expectations in grades K-12 in English, mathematics, science, history/social science, technology, the fine arts, foreign language, health and physical education, and driver education. These standards represent a broad consensus of what parents, classroom teachers, school administrators, academics, and business and community leaders believe schools should teach and students should learn. Related to SJR 294, the current Standards of Learning for History and Social Science and Health, Physical, and Driver Education contain content linked to the ideals, heroes, and successes of nonviolence.

■ HISTORY AND SOCIAL SCIENCE

The study of history and social science is vital in promoting a civic-minded, democratic society. All students need to know and understand our national heritage in order to become informed participants in shaping our nation's future. The History and Social Science Standards of Learning were developed with the assistance of educators, parents, business leaders and others who have an interest in public education and a civil society.

■ HISTORY

Through the study of history, students can better understand their own society as well as others. History enables students to see how people in other times and places have grappled with the fundamental truth, justice and personal responsibility, understand that ideas have real consequences, and realize that events are shaped by ideas and actions of individuals.

■ CIVICS

The goal of civics instruction is to develop in all students the requisite knowledge and skills for informed, responsible participation in public life. Civics instruction should provide regular opportunities at each grade level for students to develop basic

understanding of politics and government and to practice the skills of good citizenship. They should be aware of their rights, be willing to fulfill their responsibility, be able to obtain, understand, and evaluate information relating to the performance of public officials, and be willing to hold those officials accountable.

- HEALTH EDUCATION, PHYSICAL EDUCATION, AND DRIVER EDUCATION STANDARDS AND ATHLETICS

The common intent among the areas of Health, Physical, and Driver Education are to help students understand how to achieve and maintain lifetime skills. Standards of Learning in these areas were developed with the consideration of the broad perspectives from educators, parents, business leaders and others.

- HEALTH EDUCATION

The purpose of health education is to help students acquire an understanding of health concepts and the skills needed to apply them in making healthy decisions to improve, sustain, and promote personal, family, and community health.

- PHYSICAL EDUCATION

The purpose of physical education is to help students acquire the knowledge, processes, skills, and confidence needed to engage in meaningful physical activity both in the present and for a lifetime.

- DRIVER EDUCATION

The purpose of driver education is to provide students with a detailed understanding of the fundamentals of driving and to foster responsible attitudes and behaviors.



OVERVIEW: STANDARDS OF LEARNING AND NONVIOLENCE

HISTORY AND SOCIAL SCIENCE STANDARDS

KINDERGARTEN

- K.1 The student will demonstrate that history describes events and people of other times and places by
- identifying examples of past events in legends, stories, and historical accounts of Powhatan, Pocahontas, George Washington, Betsy Ross, and Abraham Lincoln
 - identifying the people and events honored by holidays of Thanksgiving Day, Martin Luther King, Jr. Day, President's Day, and Independence Day (Fourth of July).
- K.8 The student will demonstrate that being a good citizen involves taking turns and sharing;
- taking responsibility for certain classroom chores;
 - taking care of personal belongings and respecting what belongs to others;
 - following rules and understanding the consequences of breaking rules;
 - practicing honesty, self-control, and kindness to others;
 - participating in decision making in the classroom;
 - participating successfully in group settings.

GRADE ONE

- 1.2 The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, George Washington Carver, and Eleanor Roosevelt.
- 1.10 The student will apply the traits of a good citizen by
- focusing on fair play, establishing good sportsmanship, helping others, and treating others with respect;
 - recognizing the purpose of rules and practicing self-control;
 - working hard in school;
 - taking responsibility for one's own actions;
 - valuing honesty and truthfulness in oneself and others;
 - participating in classroom decision making through voting.

- 1.12 The student will recognize that communities in Virginia
- have local governments;
 - benefit from people who volunteer in their communities;
 - include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

GRADE TWO

- 2.10 The student will explain the responsibilities of a good citizen with emphasis on
- respecting and practicing the rights and property of others;
 - taking part in the voting process when making classroom decisions;
 - describing actions that can improve the school and community;
 - demonstrating self-discipline and self-reliance;
 - practicing honesty and trustworthiness.
- 2.11 The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. as Americans whose contributions improved the lives of others.
- 2.12 The student will understand that the people of Virginia
- have state and local governments officials who are elected by voters;
 - have diverse ethnic origins, customs, and traditions, make contributions to their communities, and are united as Americans by common principles.

GRADE THREE

- 3.10 The student will recognize the importance of government in the community, Virginia, and the United States by
- explaining the purpose of rules and laws;
 - explaining the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken;
 - explaining that government protects the rights and property of individuals.
- 3.11 The student will explain the importance of the basic principles that form the foundation of a republican form of government by
- describing the individual rights of life, liberty, and the pursuit of happiness and equality under the law;
 - identifying the contributions of George Washington, Thomas Jefferson; Abraham Lincoln, Rosa Parks, Thurgood Marshall, Martin Luther King, Jr., and Cesar Chavez;
 - recognizing that Veterans Day and Memorial Day honor people who have served to protect the country's freedoms;
 - describing how people can serve the community, state, and nation.

- 3.12 The student will recognize that Americans are people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and respect for individual rights and freedoms.

VIRGINIA STUDIES

- VS.3 The student will demonstrate knowledge of the first permanent English settlement in America by
- identifying the importance of the General Assembly (1619) as the first representative legislative body in English America;
- VS.5 The student will demonstrate knowledge of the role of Virginia in the American Revolution by
- identifying various roles played by whites, enslaved African Americans, free African Americans, and American Indians in the Revolutionary War era, including George Washington, Thomas Jefferson, Patrick Henry, and James Lafayette.
- VS.6 The student will demonstrate knowledge of the roles of Virginia in the establishment of the new American nation by
- identifying ideas of George Mason and Thomas Jefferson as expressed in the Virginia Declaration of Rights and the Virginia Statute of Religious Freedom.
- VS.9 The student will demonstrate knowledge of twentieth and twenty-first century Virginia by
- identifying the impact of Virginians, such as Woodrow Wilson and George C. Marshall on international events;
 - identifying the political, social, and economic contributions made by Maggie L. Walker, Harry F. Byrd, Sr., Oliver W. Hill, Arthur R. Ashe, Jr., A. Linwood Holton, Jr., and L. Douglas Wilder.

UNITED STATES HISTORY TO 1865

- USI.7 The student will demonstrate knowledge of the challenges faced by the new nation by
- describing the historical development of the Constitution of the United States.
- USI.8 The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by
- identifying the main idea of the abolitionist and women’s suffrage movements.

UNITED STATES HISTORY: 1865 TO PRESENT

- USII.8 The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by
- describing the rebuilding of Europe and Japan after World War II, the emergence of the United States as a superpower, and the establishment of the United Nations.
 - identifying the role of America’s military and veterans in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges.

- USII.9 The student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries
- by examining the Civil Rights Movement and the changing role of women.

CIVICS AND ECONOMICS

- CE.2 The student will demonstrate knowledge of the foundations of American constitutional government by
- explaining the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government;
 - explaining the significance of the charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, the Virginia Statute for Religious Freedom, and the Constitution of the United States, including the Bill of Rights;
 - identifying the purposes for the Constitution of the United States as stated in its Preamble;
 - identifying the procedures for amending the Constitution of Virginia and the Constitution of the United States.

- CE.3 The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by
- describing the processes by which an individual becomes a citizen of the United States;
 - describing the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection of the laws;
 - describing the duties of citizenship, including obeying the laws, paying taxes, defending the nation, and serving in court;
 - examining the responsibilities of citizenship, including registering and voting, communicating with government officials, participating in political campaigns, keeping informed about current issues, and respecting differing opinions in a diverse society;
 - evaluating how civic and social duties address community needs and serve the public good.

CE.4 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by

- practicing trustworthiness and honesty;
- practicing courtesy and respect for the rights of others;
- practicing responsibility, accountability, and self-reliance;
- practicing respect for the law;
- practicing patriotism;
- practicing decision making;
- practicing service to the school and/or local community.

WORLD HISTORY AND GEOGRAPHY: 1500 C.E. TO PRESENT

WHII.12 The student will demonstrate knowledge of the worldwide impact of World War II by

- explaining the terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the creation of international cooperative organizations and the Universal Declaration of Human Rights (1948).

WHII.13 The student will demonstrate knowledge of major events in the second half of the twentieth century by

- describing major contributions of selected world leaders in the second half of the twentieth century, including Indira Gandhi, Margaret Thatcher, Mikhail Gorbachev, and Deng Xiaoping.

WHII.14 The student will demonstrate knowledge of political, economic, social, and cultural aspects of independence movements and development efforts by

- describing the struggles for self-rule, including Gandhi’s leadership in India and the development of India’s democracy;
- describing Africa’s achievement of independence, including Jomo Kenyatta’s leadership of Kenya and Nelson Mandela’s role in South Africa;
- describing the end of the mandate system and the creation of states in the Middle East, including the roles of Golda Meir and Gamal Abdul Nasser.

VIRGINIA AND UNITED STATES HISTORY

VUS.5 The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States and how the principles of limited government, consent of the governed, and the social contract are embodied in it by

- explaining the origins of the Constitution, including the Articles of Confederation;
- identifying the major compromises necessary to produce the Constitution, and the roles of James Madison and George Washington;
- examining the significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights;
- assessing the arguments of Federalists and Anti-Federalists during the ratification debates and their relevance to political debate today;

- appraising how John Marshall’s precedent-setting decisions established the Supreme Court as an independent and equal branch of the national government.

VUS.8 The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by

- analyzing prejudice and discrimination during this time period, with emphasis on “Jim Crow” and the responses of Booker T. Washington and W.E.B. DuBois;
- identifying the causes and impact of the Progressive Movement, including the excesses of the Gilded Age, child labor and antitrust laws, the rise of labor unions, and the success of the women’s suffrage movement.

VUS.14 The student will demonstrate knowledge of the Civil Rights movement of the 1950s and 1960s by

- identifying the importance of the Brown v. Board of Education decision, the roles of Thurgood Marshall and Oliver Hill, and how Virginia responded;
- describing the importance of the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, and the Voting Rights Act of 1965.

VUS.15 The student will demonstrate knowledge of economic, social, cultural, and political developments in recent decades and today by

- examining the role the United States Supreme Court has played in defining a constitutional right to privacy, affirming equal rights, and upholding the rule of law;

VIRGINIA AND UNITED STATES GOVERNMENT

GOVT.2 The student will demonstrate knowledge of the political philosophies that shaped the development of Virginia and United States constitutional government by

- analyzing the natural rights philosophies expressed in the Declaration of Independence;
- examining George Mason’s Virginia Declaration of Rights, Thomas Jefferson’s Virginia Statute for Religious Freedom, and James Madison’s leadership role in securing adoption of the Bill of Rights by the First Congress.

GOVT.3 The student will demonstrate knowledge of the concepts of democracy by

- recognizing the fundamental worth and dignity of the individual;
- recognizing the equality of all citizens under the law;
- recognizing majority rule and minority rights;
- recognizing the necessity of compromise;
- recognizing the freedom of the individual.

- GOVT.11 The student will demonstrate knowledge of civil liberties and civil rights by
- examining the Bill of Rights, with emphasis on First Amendment freedoms;
 - analyzing due process of law expressed in the 5th and 14th Amendments;
 - explaining selective incorporation of the Bill of Rights;
 - exploring the balance between individual liberties and the public interest;
 - explaining every citizen’s right to be treated equally under the law.
- GOVT.17 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by
- practicing trustworthiness and honesty;
 - practicing courtesy and respect for the rights of others;
 - practicing responsibility, accountability, and self-reliance;
 - practicing respect for the law;
 - practicing patriotism;
 - practicing financial responsibility.
- GOVT.18 The student will understand that thoughtful and effective participation in civic life is characterized by
- obeying the law and paying taxes;
 - serving as a juror;
 - participating in the political process;
 - performing public service;
 - keeping informed about current issues;
 - respecting differing opinions in a diverse society;
 - practicing personal and fiscal responsibility.
- GOVT.19 The student will explain the meaning of citizenship in the United States and how it relates to American civic life by
- explaining how citizenship confers full membership in the American constitutional system;
 - recognizing that American citizenship is defined by shared political and civic beliefs and values;
 - describing how Americans are citizens of their locality, state, and nation;
 - recognizing that noncitizens can become citizens.

HEALTH EDUCATION, PHYSICAL EDUCATION, AND DRIVER EDUCATION STANDARDS AND ATHLETICS

**HEALTH EDUCATION
KINDERGARTEN**

- K.3 The student will explain the concept of being safe. Key concepts/skills include
- the need for rules and practices;
 - the differences between emergency and nonemergency situations;
 - the choices that prevent injuries (e.g., wearing helmets, using seat belts and safety seats, tying shoelaces).

- K.5 The student will explain the importance of seeking guidance from parents/guardians and other trusted adults. Key concepts/skills include
- the peaceful resolution of conflicts;
 - the importance of sharing information with trusted adults.

- K.6 The student will identify expectations for personal behavior in school and social settings. Key concepts/skills include
- acceptable behavior in classrooms and during play;
 - respect for the property and rights of others;
 - respect for the personal space of others.

GRADE ONE

- 1.4 The student will demonstrate healthy mental and emotional development. Key concepts/skills include
- cooperation with others;
 - adaptation to change;
 - expression of ideas and thoughts to create positive relationships;
 - the differences between positive and negative emotions.

- 1.6 The student will demonstrate responsible personal and social behaviors in the school community. Key concepts/skills include
- cooperative behavior;
 - respect for others;
 - adherence to school rules;
 - acceptance of responsibility;
 - respect for the property of others.

GRADE TWO

- 2.5 The student will demonstrate ways to communicate consideration and respect for the health of individuals in the community. Key concepts/skills include:
- the impact of verbal and nonverbal aggressive behaviors;
 - the effects of personal health decisions on other individuals.

GRADE FOUR

- 4.2 The student will develop the skills necessary for coping with difficult relationships. Key concepts/skills include
- development of refusal skills;
 - identification and reporting of bullying and aggressive behaviors;
 - development of coping skills;
 - recognition of harmful or abusive relationships;
 - exhibiting self-control.

- 4.7 The student will understand the importance of communicating with family about personal and community health issues. Key concepts/skills include
- identification of obstacles and solutions to communication;
 - the importance of seeking assistance from a trusted adult when in unsafe or uncomfortable situations.

GRADE SIX

- 6.3 The student will describe the connections between mental and physical development as they relate to adolescence. Key concepts/skills include
- the effects of stress;
 - respect for individual differences;
 - positive and negative responses to criticism;
 - the effects of peer pressure;
 - the effects of bullying;
 - issues related to body image and weight management.
- 6.4 The student will analyze the consequences of personal choices on health and wellness. Key concepts/skills include
- the connection between personal actions, self-image and personal success;
 - the importance of accepting responsibility for personal actions;
 - the use of resistance skills to avoid violence, gangs, weapons, and drugs;
 - identification and avoidance of risk-taking behaviors.
- 6.7 The student will evaluate the benefits of becoming a positive role model within the family and the community. Key concepts/skills include
- involvement in community and family projects;
 - development of increased leadership-role participation;
 - development of conflict resolution skills;
 - demonstrate respect for the opinions and beliefs of other individuals;
 - respect for rules and regulations.

GRADE SEVEN

- 7.1 The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include
- alternatives to gang-related behaviors and acts of violence;
 - recognition of harmful and risky behaviors;
 - the benefits of stress management and stress reduction techniques;
 - the development of strategies for coping with disappointment;
 - factors that affect school success;
 - the impact of difficult family situations;
 - development of healthy interpersonal relationships.

- 7.5 The student will work cooperatively with others to support and promote healthy schools, families, and communities. Key concepts/skills include
- implementation of safe and healthy practices and behaviors;
 - advocating for and using appropriate methods of expressing opinions on health issues;
 - the benefits of community service.

GRADE EIGHT

- 8.5 The student will investigate and evaluate ways in which peers, families, and other community groups can work together to build a safe and healthy community. Key concepts/skills include
- methods used to reduce health hazards and risks;
 - the health risks associated with yielding to negative peer pressure;
 - practices associated with healthy environments;
 - opportunities for community service.

GRADE 9-12

- 9.3 The student will analyze, synthesize, and evaluate the relationship between positive health behaviors, the prevention and treatment of injury, and premature death. Key concepts/skills include
- risky behaviors that may result in permanent disability for self or others;
 - the consequences of using weapons in acts of violence;
 - identification of situations involving risks;
 - use of universal precautions and appropriate application of first aid, CPR, and other emergency procedures;
 - the effects of alcohol and other drug use.

- 10.2 The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life. Key concepts/skills include:
- the empowerment and effectiveness of being assertive;
 - the impact of involvement in school and community activities;
 - the value of exercising self-control;
 - the merits of goal setting;
 - the influence of emotions and peer approval on personal decision-making;
 - the effects of an individual's environment;
 - family health habits and behaviors as they relate to the promotion of health and wellness;
 - the importance of support and encouragement from positive role models.

- 10.3 The student will implement personal injury prevention and self-management strategies that promote personal, family, and community health throughout life. Key concepts/skills include
- strategies to reduce and prevent violence;
 - peaceful resolution of conflicts;

- administration of emergency care;
- recognition of tendencies toward self-harm;
- recognition of life-threatening situations;
- crisis-management strategies;
- methods of avoiding gang-related activity and the use of weapons to commit violent acts of aggression;
- recognition of when to seek support for self and others.

- 10.5 The student will evaluate how different types of behaviors impact the family and community. Key concepts/skills include
- the benefits of volunteering;
 - the outcome of drinking and driving;
 - the effects of using acts of violence to settle disputes;
 - the need for organized efforts to address community health and wellness issues;
 - the responsibilities of citizens to promote the health and wellness goals of the community;
 - the value of positive role models;
 - the negative influence of teenage drug and alcohol use on younger members of the community.

PHYSICAL EDUCATION

KINDERGARTEN

- K.4 The student will use appropriate behaviors and safe practices in physical activity settings.
- demonstrate good listening skills when learning procedures and receiving instructions.
 - demonstrate ability to share and be cooperative and safe with others.
 - demonstrate an understanding of general and personal space.

GRADE ONE

- 1.5 The student will demonstrate, with little or no adult intervention, safe and cooperative behaviors in physical activity settings.
- work cooperatively with peers for short periods of time.
 - incorporate safety rules learned in physical education.

GRADE TWO

- 2.4 The student will exhibit, in physical activity settings, cooperative, respectful, and safe behaviors.

GRADE THREE

- 3.4 The student will demonstrate an understanding of the purpose for rules, procedures, etiquette, and respectful behaviors while in various physical activity settings.
- demonstrate independence and good use of time while engaging in physical activity.

- provide input into establishing rules and guidelines for behavior in physical activity settings.
- work cooperatively with peers.

GRADE FOUR

4.4 The student will demonstrate positive interactions with others in cooperative and competitive physical activities.

- work productively and respectfully with others in achieving a common group goal.
- work toward positive solutions in resolving disagreements.
- demonstrate appropriate etiquette and application of rules and procedures.
- identify the contributions various cultures have made to sport, dance, and recreational pursuits.

GRADE FIVE

5.5 The student will participate in establishing and maintaining a safe environment for learning physical activities.

- work independently and with others to improve learning during physical activity.
- display appropriate cooperative and competitive behaviors.

GRADE SIX

6.4 The student will work independently and with others in physical activity settings.

- acknowledge and understand the positive and negative influence of peer pressure on decisions and actions in physical activity settings.
- solve problems, accept challenges, resolve conflicts, and accept decisions with reason and skill.
- follow rules and safety procedures.
- use practice time to improve performance.

GRADE SEVEN

7.4 The student will work independently and with others in cooperative and competitive physical activity settings.

- apply safety procedures, rules, and appropriate etiquette in physical activity settings.
- solve problems, accept appropriate challenges, and resolve conflicts in a responsible manner.
- demonstrate supportive behaviors that promote the inclusion and safety of others when participating in physical activity.

GRADE EIGHT

8.5 The student will work independently and with others in cooperative and competitive physical activity settings.

- exhibit fair play and act responsibly in physical activity settings.
- identify positive and negative effects of peer influence.

- exhibit respect for the unique characteristics, diverse backgrounds, and varying abilities of peers.

GRADE 9-12

9.4

The student will demonstrate appropriate behaviors in all physical activity settings.

- act independently, and resist negative peer influences in physical activity settings.
- exhibit respect for the unique characteristics and abilities of peers.
- act responsibly to avoid conflict.

10.4

The student will demonstrate appropriate behavior in all physical activity settings.

- initiate and maintain appropriate personal behaviors in physical activity settings.
- exhibit leadership and the ability to follow others when working with a group.
- anticipate and avoid potentially dangerous situations in physical activity settings.
- explain the role of sport in understanding the perspectives of other cultures.
- demonstrate respect for differences among people in physical activity settings.

11/12.4

The student will accept responsibility for taking a leadership role as well as demonstrate the ability to follow in order to accomplish group goals.

- evaluate and organize a safe environment for skill practice.
- demonstrate appropriate etiquette, care of equipment, and safe behaviors in the activity setting.

DRIVER EDUCATION

DE.10

The student will recognize the consequences of aggressive driving and other emotions that influence driving behaviors. Key concepts include

- stress and anxiety;
- anger management;
- the relationship between aggressive driving and road rage.

CONCLUSION

The current Standards of Learning for History and Social Science and Health, Physical, and Driver Education contain content linked to the ideals, heroes, and successes of nonviolence. Recently, the Network for Nonviolence provided information to the Superintendent of Public Instruction about promoting nonviolence within school systems through activities and lessons, including observing a *Season for Nonviolence*.

A Superintendent's Memorandum is being prepared and communicated to Virginia's 132 local school divisions informing them of a Season for Nonviolence and the opportunity it affords to educate students about nonviolence. The memorandum will also provide access to any appropriate supporting educational materials on the subject matter of nonviolence and offer electronic access to this study document.