

The current regulations were adopted by the Board of Education on July 29, 2000, and became effective September 28, 2000. Those regulations included provisions that served as a transition to the current more rigorous requirements for school accountability and student achievement. Those transitional provisions are now obsolete or outdated. Furthermore, Virginia's accountability system has matured, and it is time to undertake a comprehensive review of the accrediting standards, especially in the areas of consequences for those schools that fail to meet the accountability requirements, and incentives for schools that are achieving success.

A Notice of Intended Regulatory Action (NOIRA) required by the Virginia Administrative Process Act (APA) was published in the *Virginia Register* on March 21, 2005 to advise the public of the Board's intent to conduct a comprehensive review of the regulations. No comments from the public were received.

Summary of Major Elements: The following substantive and technical changes are proposed:

8 VAC 20-131-05. Definitions.

- A definitions section is proposed to consolidate and clarify terms used in these regulations.

8 VAC 20-131-10. Purpose.

- Language would clarify that these regulations do not apply to schools licensed under other state regulations (such as state-operated programs licensed under the Standards for Interdepartmental Regulation of Children's Residential Facilities).

8 VAC 20-131-20. Philosophy, Goals, and Objectives.

- A new objective, to increase graduation rates, would be added to the goals and objectives.

8 VAC 20-131-30. Student Achievement.

- Students who are accelerated would take the tests for the grade level of the content received in instruction.
- Remediation recovery would be expanded from K-8 to K-12 in English (reading) and mathematics. The retesting provision would no longer be needed with annual testing in grades three through eight. The application of remediation recovery to a school's accreditation ratings would continue to be defined in Board guidelines.
- Language would be added to reference § 504 plans, as well as Individualized Education Programs (IEP) for students with disabilities.
- Foreign exchange students would be required to take Standards of Learning (SOL) tests when taking courses for credit, but would not be required to take the tests for courses if they audit the course.

8 VAC 20-131-40. Literacy Passport Tests.

- The section would be repealed, as it is obsolete and the tests are no longer administered.

8 VAC 20-131-50. Requirements for Graduation.

- The Board's current policy that allows students to earn a verified credit for the student-selected test if they complete a career and technical program sequence and earn an industry certification, state license, or occupational competency credential would be added to the regulations.

- For a standard diploma, when the certification, license, or credential confers more than one verified credit, a second verified credit could be substituted for a verified unit of credit in science or history or social science.
- Language would clarify that every student would pursue a Standard or Advanced Studies Diploma, but the Modified Standard Diploma would still be an option for students with disabilities, if determined appropriate by the IEP team.
- The requirements for the Governor’s Seal would be revised. Students would be able to receive the seal if they earn an Advanced Studies Diploma with a B average or better, and successfully complete college-level coursework to earn 15 transferable college credits in Advanced Placement, International Baccalaureate, Cambridge, or dual enrollment. The new requirements incorporate the Early College Scholars program criteria.
- The requirements for the Board of Education Seal would be revised. Students would receive the seal if they have an A average, whether they earn a Standard or an Advanced Studies Diploma.
- The requirements for the Board of Education’s Career and Technical Education Seal would be revised to clarify that the student may pass an occupational competency exam, or earn an industry certification or state license.
- The requirements for the Board of Education’s Seal for Excellence in Civics Education would be added. (These requirements are currently in guidelines; the seal itself is established in § 22.1-253.13:4 of the Code of Virginia).

8 VAC 20-131-60. Transfer Students.

- Language would be added to clarify that for students entering Virginia public schools below the secondary school level, the placement in grade is the responsibility of the local school board. At the secondary school level, language clarifies that credits earned in schools accredited by agencies recognized by the U. S. Department of Education are automatically acceptable for transfer credit, in addition to those credits earned in schools that are members of Virginia Council for Private Education (VCPE), as currently specified in the regulations. Coursework earned in schools accredited by a non-recognized agency would be evaluated by the local school division.

8 VAC 20-131-70. School Instructional Program.

- A technical change clarifies that students with disabilities may be those identified under IDEA or § 504.

8 VAC 20-131-80. Instructional Program in Elementary Schools.

- The requirement for a daily recess in elementary schools would be moved from this section to 8 VAC 20-131-200. There is no change in the requirement, but it clarifies that recess is not part of the instructional program and is not counted as instructional time.
- The requirement that each school shall ensure that students who are unable to read with comprehension receive additional instruction in reading is set out in this section, as well as the sections relating to middle school and secondary school (8 VAC 20-131-90 and 8 VAC 20-131-100) to emphasize the importance of reading in the school curriculum at all levels.

8 VAC 20-131-90. Instructional Program in Middle Schools.

- Middle schools would be required to offer Algebra I to all students in the eighth grade.

8 VAC 20-131-100. Instructional Program in Secondary Schools.

- All secondary schools would be required to offer at least three Advanced Placement courses or three college-level courses for degree credit, or any combination thereof. Current language requires secondary schools to offer at least two Advanced Placement or college-level courses.

8 VAC 20-131-110. Standard and Verified Units of Credit.

- Language would be modified to allow school divisions to award credit for both core and noncore academic courses on a basis other than the 140 clock hour requirement to provide flexibility for dual enrollment, virtual AP school, and other initiatives. However, local school boards would still be required to develop a written policy to ensure that the course is comparable to 140 clock hours of instruction.
- Language would clarify that students seeking a Modified Standard Diploma could use an expedited retake of a Standards of Learning test to meet the literacy and numeracy requirements for the Modified Standard Diploma.
- Provisions for a locally awarded verified unit of credit in science or history/social science, subject to Board guidelines, would be added to the regulations. (Currently the provisions are in a § 1 statute and apply to the 9th grade classes of 2000-01, 2001-02, and 2002-03.)
- The criteria for Board approval of substitute tests would be modified to permit tests administered as a part of another state's accountability program to be approved as substitute tests. Such tests would be held to the same standard of review and approval by the Board as all other substitute tests.

8 VAC 20-131-120. Summer School.

- No changes are proposed.

8 VAC 20-131-130. Elective Courses.

- No changes are proposed.

8 VAC 20-131-140. College Preparation Programs and Opportunities for Postsecondary Credit..

- Language would be added to require counseling of students in obtaining industry certifications, occupational competency credentials, or professional licenses in career and technical education fields.
- Language would be added to require students to have access to at least three AP courses or college-level courses for degree credit.

8 VAC 20-131-150. Standard School Year and School Day.

- Language is revised for clarity. Section 22.1-98 of the Code of Virginia requires school terms to be at least 180 teaching days or 990 teaching hours.

8 VAC 20-131-160. Additional Reading Instruction..

- The language in this section is moved to 8 VAC 20-131-80, 8 VAC 20-131-90, and 8 VAC 20-131-100.

8 VAC 20-131-170. Family Life Education.

- No changes are proposed.

8 VAC 20-131-180. Offsite Instruction.

- Language would clarify that for homebound instruction, the instructional time requirements or alternative means of awarding credit, as adopted by the local school board, have been met.

8 VAC 20-131-190. Library Media, Materials and Equipment.

- No changes are proposed.

8 VAC 20-131-200. Extracurricular and Other School Activities, Recess.

- The provision about recess in the elementary school is moved from 8 VAC 20-131-80 to this section.

8 VAC 20-131-210. Role of the Principal.

- Language would specify that the principal must notify parents of rising 11th and 12th graders of the number of standard and verified credits required for graduation, and the number of such credits the student must earn in order to graduate. (§ 22.1-253.13:4 of the Code of Virginia)

8 VAC 20-131-240. Administrative and Staff Support; Staffing Requirements.

- Staffing requirements that are prescribed in the Standards of Quality for principals, assistant principals, librarians, guidance counselors, and clerical staff would be deleted from the regulations because it is duplicative of language in § 22.1-253.13:2 of the Code of Virginia. Reference is made to the Standards of Quality.
- Language about planning period for teachers in middle and secondary schools would be revised to provide for equivalent time for teachers in schools with block schedules. (This is consistent with language in § 22.1-253.13:2 of the Code of Virginia.)
- Language is deleted that requires schools to report the extent to which unencumbered lunch is provided. There is no state requirement for an unencumbered lunch.

8 VAC 20-131-260. Facilities and Safety.

- Language related to regulations of the Board of Education pertaining to facilities would be stricken. The Board of Education does not have regulations pertaining to requirements of the Uniform Statewide Building Code.
- Language would be added to provide for adequate and safe administration and storage of student medications.
- Language would also be added to require that written procedures for emergencies include procedures to follow in the event of an allergic reaction.
- Language would be added to require written procedures for the safe evacuation of persons with special physical, medical, or language needs who may need assistance to exit a building.

8 VAC 20-131-270. School and Community Communications.

- A requirement would be added to provide information on the School Report Card on the number of students obtaining industry certifications and passing state licensure assessments and occupational competency assessments while still in high school. (This is consistent with language in SB 1045 passed by the 2005 General Assembly.)

8 VAC 20-131-280 School Accreditation.

- Changes would be made for clarity and brevity.

8 VAC 20-131-290. Procedures for Certifying Accreditation Eligibility.

- Changes would be made for clarity.

8 VAC 20-131-300. Application of the Standards.

- The requirement that the pass rate for accreditation is 75 percent in English in grades 3 and 5 would be revised to grades 3 through 5 to reflect annual testing in English and mathematics.
- Beginning with ratings earned in 2010-2011 and beyond (based on assessments in 2009-2010 and beyond), the pass rate for accreditation would be raised to 75 percent in English and 70 percent in mathematics, science, and history and social science.
- In any school division in which one-third or more of the schools are rated Accreditation Denied (beginning in 2006-2007), language is added to specify action that the Board of Education may take in accordance with the Standards of Quality (§ 22.1-253.13:8 of the Code of Virginia).

8 VAC 20-131-310. Action Requirements for Schools that Are Accredited with Warning.

- Language is revised to clarify that the school is to adopt a research-based instructional intervention with a proven track record of success.

8 VAC 20-131-320. Provisional Accreditation Benchmarks.

- The section would be repealed. It is obsolete and the benchmarks are no longer in effect.

8 VAC 20-131-325. Recognitions and Rewards for School Accountability Performance.

- A school that maintains a pass rate of 95 percent or above for two consecutive years may receive a waiver from annual accreditation, and would be accredited for three years. However, the school must continue to submit documentation that it is in compliance with the regulations.
- The waiver provisions currently in the regulations would be deleted, as no school has requested such waivers.
- The provisions for the Governor's Award for Outstanding Achievement Language is revised to require that the school be Fully Accredited, and that it has significantly increased student achievement in student subgroups to close the achievement gap.

8 VAC 20-131-330. Waivers.

- Minor editorial changes are proposed.

8 VAC 20-131-340. Academic Reviews, Special Provisions, and Sanctions.

- A school rated Accreditation Denied would be subject to sanctions prescribed by the Board and affirmed through a memorandum of understanding between the Board and the local school board within 30 days following the opening of school.
- The memorandum of understanding could include, but not be limited to, provisions to:
 1. Submit status report to the Board or a committee of the Board detailing the implementation of corrective action;
 2. Undergo a management and educational service delivery review. This review would be modeled on the division-level efficiency review; or

3. Employ a turnaround specialist to address those conditions at the school that may impede educational progress and effectiveness and academic success.
- Any school rated Accreditation Denied would be required to provide parents and the community with a written notice of the school's accreditation rating, a copy of the school's corrective action plan, and an opportunity to comment on the corrective action plan. Such public comment shall be received and considered by the school division prior to establishing the memorandum of understanding with the Board of Education.
 - As an alternative to the memorandum of understanding, a local school board may choose to enter into an agreement with the Board of Education to reconstitute a school rated Accreditation Denied. The reconstitution agreement may include any of the provisions above along with one or more of the following actions:
 1. Replacing all or a majority of the administrative staff and at least fifty percent of the instructional staff;
 2. Hiring a private management firm from a Board of Education approved list;
 3. Converting the school to a charter school (§22.1-212.16 of the Code of Virginia).
 - If a local school board chooses to reconstitute a school, it could apply for an accreditation rating of Conditionally Accredited. The Conditionally Accredited rating could be extended for up to three years if the school is making progress toward a rating of Fully Accredited in accordance with the terms of the agreement with the Board of Education. The school would revert to a status of Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited by the end of the term of the agreement.
 - The local school board may choose to close a school rated Accreditation Denied or to combine such school with another higher performing school in the division.
 - Schools that receive the status of Accreditation Denied would annually report their progress toward meeting the requirements to be rated Fully Accredited to the Board of Education. The status reports would be relayed to the Governor and members of the General Assembly by November 15, as part of the Board's annual report.
 - Language would specify that a school's accreditation could be withheld for test security violations.
 - Language would be added, consistent with the Standards of Quality (§ 22.1-253.13:8 of the Code of Virginia), to specify that the Board may take action against the local school board due to failure of the local school board to maintain accredited schools.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the attached Regulations Establishing Standards for Accrediting Public Schools in Virginia and authorize the Department of Education staff to proceed with the requirements of the Administrative Process Act. In addition, the Board may wish to authorize department staff to make minor technical or typographic changes as necessary.

Impact on Resources: The impact on resources for the review and revision of these regulations is not expected to be significant.

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

1 8 VAC 20-131-05. Definitions.

2 The following words and terms apply only to these regulations and do not supersede
3 those definitions used for federal reporting purposes or for the calculation of costs related
4 to the Standards of Quality (§§ 22- 253.13:1 through 22.1-253.13:8). When used in these
5 regulations, these words shall have the following meanings, unless the context clearly
6 indicates otherwise:

7
8 “Accreditation” means a process used by the Virginia Department of Education
9 (hereinafter “department”) to evaluate the educational performance of public schools in
10 accordance with these regulations.

11

12 “Additional test” test means a test, including substitute tests approved by the Board of
13 Education that students may use in lieu of a Standards of Learning test to obtain verified
14 credit.

15

16 “Combined school” means a public school that contains any combination of or all of the
17 grade levels from kindergarten through 12. This definition does not include those schools
18 defined as elementary, middle, or secondary schools.

19

20 “Elementary school” means a public school with any grades kindergarten through five.

21

22 “Eligible students” means the total number of students of school age enrolled in the
23 school at a grade or course for which a Standards of Learning test is required unless
24 excluded under the provisions of 8 VAC 20-131-30 F and 8 VAC 20-131-280 D relative
25 to limited English proficient (LEP) students.

26

27 “Enrollment” means the act of complying with state and local requirements relative to the
28 registration or admission of a child for attendance in a school within a local school
29 division. This term also means registration for courses within the student’s home school
30 or within related schools or programs.

31

32 “First time” means the student has not been enrolled in the school at any time during the
33 current school year (for purposes of 8 VAC 20-131-60 with reference to students who
34 transfer in during the school year).

35

36 “Four core areas” or “four core academic areas” means English, mathematics, science,
37 and history and social science for purposes of testing for the Standards of Learning.

38

39 “Homebound instruction” means academic instruction provided to students who are
40 confined at home or in a health care facility for periods that would prevent normal school

41 attendance based upon certification of need by a licensed physician or a licensed clinical
42 psychologist.

43

44 “Locally awarded verified credit” means a verified unit of credit awarded by a local
45 school board in accordance with 8 VAC 20-131-110.

46

47 “Middle school” means a public school with any grades six through eight.

48

49 “School” means a publicly funded institution where students are enrolled for all or a
50 majority of the instructional day and:

51 1. Those students are reported in fall membership at the institution; and

52 2. At a minimum, the institution meets the pre-accreditation eligibility requirements
53 of the *Regulations Establishing Standards for Accrediting Public Schools in*
54 *Virginia* adopted by the Board of Education.

55

56 “Secondary school” means a public school with any grades nine through twelve.

57

58 “Standard school day” means a day that averages at least five and one-half instructional
59 hours for students in grades one through 12, and a minimum of three instructional hours
60 for students in kindergarten, excluding breaks for meals and recess.

61

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62 “Standard school year” means a school year of at least 180 teaching days or a total of at
63 least 990 teaching hours per year.

64

65 “Standard unit of credit” or “standard credit” means credit awarded for a course in which
66 the student successfully completes 140 clock hours of instruction and the requirements of
67 the course. Local school boards may develop alternatives to the requirement for 140
68 clock hours of instruction as provided for in these regulations at 8 VAC 20-131-110.

69

70 “Standards of Learning” (SOL) tests means those criterion referenced assessments
71 approved by the Board of Education for use in the Virginia assessment program that
72 measure attainment of knowledge and skills required by the Standards of Learning.

73

74 “Student” means a person of school age as defined by § 22.1-1 of the Code of Virginia, a
75 child with disabilities as defined in § 22.1-213 of the Code of Virginia, and person with
76 limited English proficiency in accordance with § 22.1-5 of the Code of Virginia.

77

78 “Verified unit of credit” or “verified credit” means credit awarded for a course in which a
79 student earns a standard unit of credit and achieves a passing score on a corresponding
80 end-of-course SOL test or an additional test approved by the Board of Education as part
81 of the Virginia assessment program.

82

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- 83 “Virginia assessment program” means a system used to evaluate student achievement that
84 includes Standards of Learning tests and other tests which may be approved from time to
85 time by the Board of Education.
86

A definition section is a proposed addition to the regulations to consolidate terminology and to provide clarification of terminology used throughout the regulations.

86 Part I

87 Purpose

88 8 VAC 20-131-10. Purpose.

89 The foremost purpose of public education in Virginia is to provide children with a quality
90 education giving them opportunities to meet their fullest potential in life. The standards
91 for the accreditation of public schools in Virginia are designed to ensure that an effective
92 educational program is established and maintained in Virginia's public schools. The
93 mission of the public education system is to educate students in the essential academic
94 knowledge and skills in order that they may be equipped for citizenship, work, and a
95 private life that is informed and free. The accreditation standards:

96 1. Provide an essential foundation of educational programs of high quality in all schools
97 for all students.

98 2. Encourage continuous appraisal and improvement of the school program for the
99 purpose of raising student achievement.

100 3. Foster public confidence.

101 4. Assure recognition of Virginia's public schools by other institutions of learning.

102 5. Establish a means of determining the effectiveness of schools.

103 Section 22.1-253.13:3 B of the Code of Virginia requires the Virginia Board of Education
104 (hereinafter "board") promulgate regulations establishing standards for accreditation.

105 The statutory authority for these regulations is delineated in §22.1-19 of the Code of

106 Virginia, which includes the requirement that the board shall provide for the accreditation

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107 of public elementary and secondary schools in accordance with regulations prescribed by

108 it.

109 These regulations govern public schools operated by local school boards providing

110 instruction to students as defined in 8 VAC 20-131-05. Other schools licensed under

111 other state statutes are exempt from these requirements.

112

Adding this paragraph would clarify that schools or programs solely for preschool age children or adults, and schools not operated by local school boards are not governed under these regulations.

112 Part II

113 Philosophy, Goals, and Objectives

114 8 VAC 20-131-20. Philosophy, goals, and objectives.

115 A. Each school shall have a current philosophy, goals, and objectives that shall serve as
116 the basis for all policies and practices and shall be developed using the following criteria:

117 1. The philosophy, goals, and objectives shall be developed with the advice of
118 professional and lay people who represent the various populations served by the school
119 and in consideration of the needs of the community and shall serve as a basis for the
120 creation and review of the biennial school plan.

121 2. The school's philosophy, goals and objectives shall be consistent with the Standards of
122 Quality.

123 3. The goals and objectives shall (i) be written in plain language so as to be
124 understandable to noneducators, including parents; (ii) to the extent possible, be stated in
125 measurable terms; and (iii) consist primarily of measurable objectives to raise student and
126 school achievement in the core academic areas of the Standards of Learning (SOL), to
127 improve student and staff attendance, to reduce student drop-out rates, to increase
128 graduation rates, and to increase the quality of instruction through professional staff
129 development and licensure.

130 4. The school staff and community representatives shall review annually the extent to
131 which the school has met its prior goals and objectives, analyze the school's student
132 performance data including data by grade level or academic department as necessary, and

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133 report these outcomes to the division superintendent and the community in accordance
134 with local school board policy. This report shall be in addition to the school report card
135 required by 8 VAC 20-131-270 B.

136

137 B. Copies of the school's philosophy, goals and objectives shall be available upon
138 request.

139

In subsection A language was added to the goals regarding the need to increase graduation rates.

139 Part III

140 Student Achievement

141 8 VAC 20-131-30. Student achievement expectations.

142 A. Each student should learn the relevant grade level/course subject matter before
143 promotion to the next grade. The division superintendent shall certify to the Department
144 of Education that the division's promotion/retention policy does not exclude students
145 from membership in a grade, or participation in a course, in which SOL tests are to be
146 administered. Each school shall have a process, as appropriate, to identify and
147 recommend strategies to address the learning, behavior, communication, or development
148 of individual children who are having difficulty in the educational setting.

149

150 B. In kindergarten through eighth grade, where SOL tests are administered, each student
151 shall be expected to take the ~~SOL tests~~; students who are accelerated should take the
152 tests for the grade level of the content received in instruction. Schools shall use the SOL
153 test results in kindergarten through eighth grade as part of a set of multiple criteria for
154 determining the promotion or retention of students. Students promoted to high school
155 from eighth grade should have attained basic mastery of the Standards of Learning in
156 English, history and social science, mathematics, and science and should be prepared for
157 high school work. Students shall not be required to retake the SOL tests unless they are
158 retained in grade and have not previously passed the related SOL tests, ~~or they participate~~

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159 ~~in a remediation recovery program established by the board in English (Reading,~~
160 ~~Literature, and Research) or mathematics or both.~~

161

162 C. In kindergarten through grade 8 12, students may participate in a remediation recovery
163 program as established by the board in English (Reading, ~~Literature and Research~~) or
164 mathematics or both. ~~In grades 9 through 12, the remediation recovery program shall~~
165 ~~include all retakes of end-of-course SOL mathematics tests only. However, students in~~
166 ~~the ninth grade who are participants in a remediation recovery program may be retested~~
167 ~~on the eighth grade English (Reading, Literature and Research) and mathematics SOL~~
168 ~~tests.~~

169

170 D. The board recommends that students in kindergarten through grade 8 not be required
171 to attend summer school or weekend remediation classes solely based on failing a SOL
172 test in science or history/social science.

173

174 E. Each student in middle and secondary schools shall take all applicable end-of-course
175 SOL tests following course instruction. Students who achieve a passing score on an end-
176 of-course SOL test shall be awarded a verified unit of credit in that course in accordance
177 with the provisions of 8 VAC 20-131-110 ~~B~~. Students may earn verified units of credit in
178 any courses for which end-of-course SOL tests are available. Middle and secondary
179 schools may consider the student's end-of-course SOL test score in determining the

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180 student's final course grade. However, no student who has failed an end-of-course SOL
181 test but passed the related course shall be prevented from taking any other course in a
182 content area and from taking the applicable end-of-course SOL test. The board may
183 approve other additional tests to verify student achievement in accordance with
184 guidelines adopted for verified units of credit described in 8 VAC 20-131-110 B.

185

186 F. Participation in the Virginia assessment program ~~SOL testing~~ by students with
187 disabilities ~~will~~ shall be prescribed by provisions of their Individualized Education
188 Program (IEP) or 504 Plan. All students with disabilities shall be assessed with
189 appropriate accommodations and alternate assessments where necessary.
190 ~~Beginning with the school year 2000-01, students with disabilities for whom participation~~
191 ~~in an alternate assessment is prescribed in their IEP shall demonstrate proficiency on that~~
192 ~~assessment.~~

193

194 G. All students identified as limited English proficient (LEP) shall participate in the
195 Virginia assessment program. A school based committee shall convene and make
196 determinations regarding the Participation participation of LEP students in SOL the
197 Virginia assessment program testing by students identified as limited English proficient
198 (LEP) shall be guided by a school based committee convened to make such
199 ~~determinations.~~ In kindergarten through eighth grade, LEP students may be granted a

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200 one-time exemption from SOL testing in ~~each of the four core areas~~ the core academic
201 areas of science and history and social science.

202

203 H. Students identified as foreign exchange students taking courses for credit shall be

204 required to take the relevant Standards of Learning Virginia assessment program tests.

205 Foreign exchange students who are auditing courses and who will not receive a standard

206 unit of credit for such courses shall not be required to take the Standards of Learning tests

207 for those courses.

- In subsection B adding the language relating to the grade level of the content clarifies questions that have been raised over the years concerning how to handle students who are accelerated and receive instruction on different grade levels in different subjects.
- In subsection B striking the language “SOL” removes redundant language from the provision.
- In subsection C the terms “literature” and “research” are deleted since remediation recovery is only for the reading test, not the writing test.
- In subsection C the establishment of annual testing under the requirements of NCLB has affected the role of the remediation recovery program. The stricken language is no longer necessary.
- In subsection F adding the language regarding the Virginia assessment program clarifies that all such assessments hold students and schools accountable for student achievement. Language has also been added regarding students with disabilities who have § 504 plans. Obsolete language has been deleted.
- In subsection G language is modified for clarity.
- In the new subsection H language has been added to address the participation of foreign exchange students in the statewide assessment program.

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208 ~~8 VAC 20-131-40. Literacy Passport Tests. (Repealed)~~

209 ~~Students who were in the eighth grade or above in the 1998-99 school year shall be~~
210 ~~required to pass the Literacy Passport Tests in order to receive a Standard or Advanced~~
211 ~~Studies Diploma from a Virginia public school.~~

212 ~~In order to receive a graded status, such students must pass the Literacy Passport Tests,~~
213 ~~except for students with disabilities who progress according to the goals of their~~
214 ~~Individualized Education Program (IEP).~~

215 ~~Students who are not eligible for graded status shall be enrolled in appropriate programs~~
216 ~~leading to passing of the Literacy Passport Tests and one or more of the following:~~

- 217 ~~1. High school diploma;~~
218 ~~2. General Educational Development (GED) credential;~~
219 ~~3. Certificate of Program Completion; and~~
220 ~~4. Job entry skills.~~

221

<p>The Code of Virginia no longer requires Literacy Passport Tests, and they are no longer administered.</p>
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221 8 VAC 20-131-50. Requirements for graduation.

222 A. The requirements for a student to earn a diploma from a Virginia high school shall be
223 those in effect when that student enters the ninth grade for the first time. Students ~~may~~
224 shall be awarded a diploma ~~or certificate~~ upon graduation from a Virginia high school.

225 When students below the ninth grade successfully complete courses offered for credit in
226 grades 9 through 12, credit shall be counted toward meeting the standard units required
227 for graduation provided the courses ~~meet SOL content requirements or~~ are equivalent in
228 content and academic rigor as those courses offered at the secondary level. To earn a
229 verified unit of credit for these courses, students must meet the requirements of 8 VAC
230 20-131-110 B.

231 The following requirements shall be the only requirements for a diploma, unless a local
232 school board has prescribed additional requirements ~~which~~ that have been approved by
233 the ~~board~~ Board of Education. All additional requirements prescribed by local school
234 boards, and in effect as of June 30, 1997, ~~are approved to continue those requirements~~
235 ~~pending further action by the board~~ have been approved by the Board of Education to
236 remain in effect until such time as the local school board submits a request to amend or
237 discontinue them. ~~The requirements for Certificates of Program Completion are~~
238 ~~developed by local school boards in accordance with the Standards of Quality.~~

239

240 B. Requirements for a Standard Diploma.

241

242 ~~1. Beginning with the ninth grade class of 1998-99, students shall earn the standard units~~
 243 ~~of credit outlined in subdivision 4 of this subsection.~~

244 ~~2. During a transition period applicable only to the ninth grade classes of 2000-01, 2001-~~
 245 ~~02, and 2002-03, students shall earn the standard units of credit described in subdivision~~
 246 ~~4 of this subsection and the following number of verified units of credit (8VAC 20-131-~~
 247 ~~110):~~

248 ~~a. English—two;~~

249 ~~b. Four additional verified units of credit of the student's own choosing.~~

250 ~~3~~ 1. Beginning with the ninth grade classes of 2003-04 and beyond, students shall earn
 251 the required standard and verified units of credit described in subdivision ~~4~~2 of this
 252 subsection.

253 ~~4~~2. Credits required for graduation with a Standard Diploma.

254

Discipline Area	Standard Units of Credit	Verified Credits
	Required	Required
English	4	2
Mathematics ¹	3	1
Laboratory Science ^{2, 6}	3	1
History and Social Sciences ^{3, 6}	3	1
Health and Physical Education	2	
Fine Arts or Practical Arts <u>Career and Technical Education</u>	1	
Electives ⁴	6	
Student Selected Test ⁵		1
Total	22	6

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254 FN1 Courses completed to satisfy this requirement shall be at or above the level of algebra and shall
255 include at least two course selections from among: Algebra I, Geometry, Algebra II, or other mathematics
256 courses above the level of algebra and geometry. The board may approve additional courses to satisfy this
257 requirement.

258 FN2 Courses completed to satisfy this requirement shall include course selections from at least two
259 different science disciplines: earth sciences, biology, chemistry, or physics. The board may approve
260 additional courses to satisfy this requirement.

261 FN3 Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and
262 Virginia Government, and one world history/geography course in either world history or geography or
263 both course. ~~Courses which satisfy the world history/geography requirement are: (i) World History, (ii)~~
264 ~~World Geography, (iii) World History and Geography Part I, (iv) World History and Geography Part II, or~~
265 ~~(v) a semester course of World History Part I and a semester course of World Geography.~~ The board may
266 approve additional courses to satisfy this requirement.

267 FN4 ~~Beginning with the graduating class of 2003, courses~~ Courses to satisfy this requirement shall include
268 at least two sequential electives as required by the Standards of Quality.

269 FN5 A student may utilize additional tests for earning verified credit in computer science, technology,
270 career and technical education or other areas as prescribed by the board in 8 VAC 20-131-110-B.

271 FN6 Students who complete a career and technical program sequence and pass an examination or
272 occupational competency assessment in a career and technical education field that confers certification or
273 an occupational competency credential from a recognized industry, or trade or professional association or
274 acquires a professional license in a career and technical education field from the Commonwealth of
275 Virginia may substitute the certification, competency credential, or license for (1) the student selected
276 verified credit and (2) either a science or history and social science verified credit when the certification,
277 license, or credential confers more than one verified credit. The examination or occupational competency
278 assessment must be approved by the Board of Education as an additional test to verify student achievement.

279

280 Students completing the requirements for the Standard Diploma may be eligible to
 281 receive an honor deemed appropriate by the local school board as described in subsection
 282 I of this section.

283

284 C. Requirements for an Advanced Studies Diploma.

285 ~~1. Beginning with the ninth grade class of 1998-99, students shall earn the standard units~~
 286 ~~of credit outlined in subdivision 2 of this subsection. Beginning with the ninth grade class~~
 287 ~~of 2000-01, students shall earn the standard and verified units of credit outlined in~~
 288 ~~subdivision 2 of this subsection.~~

289 ~~2. Credits required for graduation with an Advanced Studies Diploma.~~

Discipline Area	Standard Units of Credit	
	Required	Verified Credits Required
English	4	2
Mathematics ¹	4	2
Laboratory Science ²	4	2
History and Social Sciences ³	4	2
Foreign Language ⁴	3	
Health and Physical Education	2	
Fine Arts or Practical Arts <u>Career and Technical Education</u>	1	
Electives	2	
Student Selected Test ⁵		1
Total	24	9

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290 FN1 Courses completed to satisfy this requirement shall be at or above the level of algebra and shall
291 include at least three different course selections from among: Algebra I, Geometry, Algebra II, or other
292 mathematics courses above the level of Algebra II. The board may approve additional courses to satisfy this
293 requirement.

294 FN2 Courses completed to satisfy this requirement shall include course selections from at least three
295 different science disciplines from among: earth sciences, biology, chemistry, or physics or completion of
296 the sequence of science courses required for the International Baccalaureate Diploma. The board may
297 approve additional courses to satisfy this requirement.

298 FN3 Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and
299 Virginia Government, and two ~~world history/geography courses in either world history or geography or~~
300 ~~both~~ courses. Acceptable courses to satisfy the world history/geography requirements include: (i) World
301 History and World Geography; (ii) World History and Geography Part I, and World History and
302 Geography Part II; or (iii) a semester course of World Geography, a semester course of World History Part
303 I, and a year long course of World History Part II. The board may approve additional courses to satisfy this
304 requirement.

305 FN4 Courses completed to satisfy this requirement shall include ~~Three~~ three years of one language or two
306 years of two languages.

307 FN5 A student may utilize additional tests for earning verified credit in computer science, technology,
308 career or technical education or other areas as prescribed by the board in 8 VAC20-131-110.

309

310 Students completing the requirements for the Advanced Studies Diploma may be eligible
311 to receive an honor deemed appropriate by the local school board as described in
312 subsection F of this section.

313

314 D. Requirements for the Modified Standard Diploma.

315

316 1. Every student shall be expected to pursue a Standard Diploma or Advanced Studies
317 Diploma. The Modified Standard Diploma program is intended for certain students at the
318 secondary level who have a disability and are unlikely to meet the credit requirements for
319 a Standard Diploma. Eligibility and participation in the Modified Standard Diploma
320 program shall be determined by the student's ~~Individual~~ Individualized Education
321 Program (IEP) team ~~and~~ including the student, where appropriate, at any point after the
322 student's eighth grade year.

323 ~~2. The school must secure the informed written consent of the parent/guardian and the~~
324 ~~student to choose this diploma program after review of the student's academic history and~~
325 ~~the full disclosure of the student's options.~~

326 ~~3. The student who has chosen to pursue a Modified Standard Diploma shall also be~~
327 ~~allowed to pursue the Standard or Advanced Studies Diploma at any time throughout that~~
328 ~~student's high school career, and the student must not be excluded from courses and tests~~
329 ~~required to earn a Standard or Advanced Studies Diploma.~~

330 ~~4.2. Beginning with the ninth grade class of 2000-01, students~~ Students pursuing the
331 Modified Standard Diploma shall pass literacy and numeracy competency assessments
332 prescribed by the board.

333 ~~5.3.~~ Credits required for graduation with a Modified Standard Diploma.

334

334

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

335 FN1Courses completed to satisfy this requirement shall include content from among applications of

336 algebra, geometry, personal finance, and statistics in courses that have been approved by the board.

337 FN2Courses completed shall include content from at least two of the following: applications of earth

338 science, biology, chemistry, or physics in courses approved by the board.

339 FN3Courses completed to satisfy this requirement shall include one unit of credit in U.S. and Virginia

340 History and one unit of credit in U.S. and Virginia Government in courses approved by the board.

341 ~~FN4Beginning with the graduating class of 2003, courses~~ Courses to satisfy this requirement shall include

342 at least two sequential electives in the same manner required for the Standard Diploma.

343

344 65. The student must meet any additional criteria established by the ~~board~~ Board of

345 Education.

346

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347 E. In accordance with the requirements of the Standards of Quality, students with
348 disabilities who complete the requirements of their Individualized Education Program
349 (IEP) and do not meet the requirements for other diplomas shall be awarded Special
350 Diplomas.

351

352 F. In accordance with the requirements of the Standards of Quality, students who
353 complete prescribed programs of studies defined by the local school board but do not
354 qualify for Standard, Advanced Studies, Modified Standard, or General Achievement
355 diplomas shall be awarded Certificates of Program Completion. The requirements for
356 Certificates of Program Completion are developed by local school boards in accordance
357 with the Standards of Quality. Students receiving a general achievement diploma shall
358 comply with 8 VAC 20-680-10 et seq., *Regulations Governing the General Achievement*
359 *Diploma.*

360

361 G. In accordance with the provisions of the compulsory attendance law and 8 VAC 20-
362 360-10 et seq., *Regulations Governing General Education Development Certificates*,
363 students who do not qualify for diplomas may earn a high school equivalency credential.

364

365 H. At a student's request, the local school board shall communicate or otherwise make
366 known to institutions of higher education, potential employers, or other applicable third
367 parties, in a manner that the local school board deems appropriate, that a student has

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368 attained the state's academic expectations by earning a Virginia diploma and that the
369 value of such a diploma is not affected in any way by the accreditation status of the
370 student's school.

371

372 I. Awards for exemplary student performance. Students who demonstrate academic
373 excellence and/or outstanding achievement may be eligible for one of the following
374 awards:

375 1. Students who complete the requirements for an Advanced Studies Diploma with an
376 average grade of "B" or better, and successfully complete college-level course work that
377 will earn the student at least 15 transferable college credits in at least one advanced
378 placement course Advanced Placement (AP), international baccalaureate International
379 Baccalaureate (IB), or Cambridge, or dual enrollment courses ~~one college-level course~~
380 ~~for credit~~, will shall receive the Governor's Seal on the diploma.

381 2. Students who complete the requirements for a Standard Diploma or Advanced Studies
382 Diploma with an average grade of "A" ~~will shall~~ receive a Board of Education Seal on the
383 diploma.

384 3. The Board of Education's Career and Technical Education Seal will be awarded to
385 students who earn a Standard or Advanced Studies Diploma and complete a prescribed
386 sequence of courses in a career and technical education concentration or specialization
387 that they choose and maintain a "B" or better average in those courses; or (i) pass an
388 examination or an occupational competency assessment in a career and technical

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389 education concentration or specialization that confers certification or occupational
390 competency credential from a recognized industry, trade or professional association or
391 (ii) acquire a professional license in that career and technical education field from the
392 Commonwealth of Virginia.

393 4. The Board of Education's Seal of Advanced Mathematics and Technology will be
394 awarded to students who earn either a Standard or Advanced Studies Diploma and (i)
395 satisfy all of the mathematics requirements for the Advanced Studies Diploma (four units
396 of credit including Algebra II; two verified units of credit) with a "B" average or better;
397 and (ii) either (a) pass an examination in a career and technical education field that
398 confers certification from a recognized industry, or trade or professional association; (b)
399 acquire a professional license in a career and technical education field from the
400 Commonwealth of Virginia; or (c) pass an examination approved by the board that
401 confers college-level credit in a technology or computer science area.

402 5. The Board of Education's Seal for Excellence in Civics Education will be awarded to
403 students who earn either a Standard or Advanced Studies Diploma and: i) Complete
404 Virginia and United States History and Virginia and United States Government courses
405 with a grade of "B" or higher; and, ii) Have good attendance and no disciplinary
406 infractions as determined by local school board policies and, iii) Complete 50 hours of
407 voluntary participation in community service or extracurricular activities. Activities that
408 would satisfy the requirements of iii) include: a) Volunteering for a charitable or religious
409 organization that provides services to the poor, sick or less fortunate; b) Participating in

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410 Boy Scouts, Girl Scouts, or similar youth organizations; c) Participating in JROTC; d)
411 Participating in political campaigns or government internships, or Boys State, Girls State,
412 or Model General Assembly; or e) Participating in school-sponsored extracurricular
413 activities that have a civics focus. Any student who enlists in the United States military
414 prior to graduation will be deemed to have met this community service requirement.

415 56. Students may receive other seals or awards for exceptional academic, career and
416 technical, citizenship, or other exemplary performance in accordance with criteria defined
417 by the local school board.

418

419 J. Students completing graduation requirements in a summer school ~~accredited under this~~
420 ~~chapter program~~ shall be eligible for a diploma. The last school attended by the student
421 during the regular session shall award the diploma unless otherwise agreed upon by the
422 principals of the two schools.

423

424 K. Students who complete ~~advanced placement~~ Advanced Placement, college-level, or
425 courses required for an International Baccalaureate Diploma shall be deemed to have
426 completed the requirements for graduation under these standards provided they have
427 earned the standard units of credit and earned verified units of credit in accordance with
428 the requirements of subsections B and C of this section.

429

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430 L. Students shall be counseled annually regarding the opportunities for using additional
431 tests for earning verified credits as provided in accordance with the provisions of
432 8VAC20-131-110 B, and the consequences of failing to fulfill the obligations to complete
433 the requirements for verified units of credit.

- 434
- Language in subsection A regarding Certificates of Program Completion has been moved to subsection F since such certificates are not diplomas. Additional language is modified for clarification.
 - Additional revisions to subsection A remove obsolete language.
 - In subsection A language regarding additional requirements for a diploma is included due to action taken by the Board of Education in 2000 to extend the approval of existing additional requirements indefinitely or until changed by the local school board.
 - In the various diploma requirements charts the term “Practical arts” is changed to “career and technical” to update and clarify terminology.
 - The proposed revisions to subsection B.1 remove obsolete language.
 - The new footnote number 6 in subsection B provides an incentive for students to complete a career and technical program and pursue professional certification as an alternative to the requirement of having to earn verified credits in academic areas.
 - The proposed revisions to subsection C remove obsolete language.
 - In footnote 3 language listing courses has been removed for clarity.
 - In footnote 4 language is added for parallelism with the structure of the other footnotes.
 - In subsection D terminology is corrected regarding the IEP.
 - The deleted language in subsection D removes redundant language requiring written consent. The preceding provision requires the IEP team to make the decision regarding a student’s pursuit of the Modified Standard Diploma. In Virginia, a parent is required to provide written consent to implementation of an IEP pursuant to the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia* at 8 VAC 20-80-10 et seq.
 - Language is reorganized in subsection D removes to emphasize that the Standard or Advanced Studies diploma shall be pursued by all students unless an IEP team determines a student with a disability is unlikely to meet credit requirements for such diplomas. The IEP team must determine that a student with a disability will pursue a Modified Standard Diploma.
 - In subsection F language is added to identify all of Virginia’s diploma types in accordance with the SOQ.
 - Language is added in subsection I.1. to increase the requirements for students to receive the Governor’s Seal on their diploma. New requirements incorporate the Early College Scholars program criteria for the seal.
 - Language in I.2. is amended to award the Board of Education seal to students with an A average who achieve the Advanced Studies Diploma. Language is also added to this section to add the Excellence in Civic Education Seal to the list and description of available awards pursuant to General Assembly action in § 22.1-253.13:4.
 - In subsection I. 3. the inclusion of occupational competency assessments in the Standards of Accreditation is made pursuant to SJ 403 of the 2005 General Assembly, which calls for the study of the permanent use of industry certifications and state tests for the award of verified units of credit.

434 8 VAC 20-131-60. ~~Transfer of credits~~ students.

435 A. The provisions of this section pertain generally to students who transfer into Virginia
436 high schools. Students transferring in grades K-8 shall be placed in grade in accordance
437 with policies adopted by the local school board.

438

439 ~~A.~~ B. For the purposes of this section, the term "beginning" means within the first 20
440 hours of instruction per course. The term "during" means after the first 20 hours of
441 instruction per course.

442

443 C. Standard or verified units of credit earned by a student in a Virginia public school
444 shall be transferable without limitation regardless of the accreditation status of the
445 Virginia public school in which the credits were earned. Virginia public schools shall
446 accept standard and verified units of credit from other Virginia public schools and state
447 operated programs. Standard units of credit also shall be accepted for courses
448 satisfactorily completed in accredited colleges and universities when prior written
449 approval of the principal has been granted or the student has been given credit by the
450 previous school attended.

451

452 ~~B.~~ D. A secondary school shall accept credits toward graduation received from other
453 ~~accredited secondary~~ schools accredited by any of the accrediting agencies recognized by
454 the U.S. Department of Education., including and schools accredited through by one of

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455 the constituent members of the Virginia Council for Private Education (VCPE). The
456 ~~board~~ Board of Education will maintain contact with the VCPE ~~to~~ and may periodically
457 review its accrediting procedures and policies ~~on a periodic basis~~ as part of its policies
458 under this section.

459 Students transferring into a Virginia public school shall be required to meet the
460 requirements prescribed in 8VAC20-131-50 to receive a Standard, Advanced Studies, or
461 Modified Standard Diploma, except as provided by subsection ~~F~~ G of this section. To
462 receive a Special Diploma or Certificate of Program Completion, a student must meet the
463 requirements prescribed by the Standards of Quality. Students who transfer from schools
464 accredited by other non-recognized agencies shall have their records evaluated by the
465 receiving school in accordance with 8 VAC 20-131-60 F.

466
467 ~~C. Standard or verified units of credit earned by a student in a Virginia public school~~
468 ~~shall be transferable without limitation regardless of the accreditation status of the~~
469 ~~Virginia public school in which the credits were earned.~~

470
471 ~~D. Records of transferred students~~ The academic record of a student transferring from
472 other Virginia public schools shall be sent directly to the school receiving the student
473 upon request of the receiving school in accordance with the provisions of the
474 8 VAC 20-150-10 et seq., Management of the Student's Scholastic Records in Virginia.

475

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476 ~~E-F.~~ The academic record of a student transferring into Virginia public schools from
477 other than a Virginia public school, shall be evaluated to determine the number of
478 standard units of credit that have been earned, including credit from schools outside the
479 United States, and the number of verified units of credit needed to graduate in accordance
480 with subsection ~~F G~~ of this section. ~~Virginia public schools shall accept standard and~~
481 ~~verified units of credit from other Virginia public schools and state-operated programs.~~
482 Standard units of credit also shall be accepted for courses satisfactorily completed in
483 accredited colleges and universities when ~~prior written approval of the principal has been~~
484 ~~granted~~ or the student has been given credit by the previous school attended.

485
486 Students transferring above the tenth grade from schools or other education programs that
487 do not require or give credit for health and physical education shall not be required to
488 take these courses to meet graduation requirements.

489
490 ~~FG.~~ Students entering a Virginia public high school for the first time after the tenth grade
491 shall ~~be encouraged to~~ earn as many credits as possible toward the graduation
492 requirements prescribed in 8 VAC 20-131-50. However, schools may substitute courses
493 required in other states in the same content area if the student is unable to meet the
494 specific content requirements of 8 VAC 20-131-50 without taking a heavier than normal
495 course load in any semester, by taking summer school, or by taking courses after the time
496 when he otherwise would have graduated. In any event, no such student shall earn fewer

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497 than the following number of verified units, nor shall such students be required to take
498 SOL tests or additional tests as defined in 8 VAC 20-131-110 ~~B~~ for verified units of
499 credit in courses previously completed at another school or program of study, unless
500 necessary to meet the requirements listed in subdivisions 1 and 2 of this subsection:

501 1. For a Standard Diploma:

502 a. Students entering a Virginia high school for the first time during the ninth grade or at
503 the beginning of the tenth grade shall earn credit as prescribed in 8VAC 20-131-50;

504 b. Students entering a Virginia high school for the first time during the tenth grade or at
505 the beginning of the eleventh grade shall earn a minimum of four verified units of credit:
506 one each in English, mathematics, history, and science ~~except that during the transition~~
507 ~~period 2000-01 through 2002-03, students shall earn one in English and three of the~~
508 ~~student's own choosing; and~~

509 c. Students entering a Virginia high school for the first time during the eleventh grade or
510 at the beginning of the twelfth grade shall earn a minimum of two verified units of credit:
511 one in English and one of the student's own choosing.

512 2. For an Advanced Studies Diploma:

513 a. Students entering a Virginia high school for the first time during the ninth grade or at
514 the beginning of the tenth grade shall earn credit as prescribed in 8VAC 20-131-50;

515 b. Students entering a Virginia high school for the first time during the tenth grade or at
516 the beginning of the eleventh grade shall earn a minimum of six verified units of credit:

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517 two in English and one each in mathematics, history, and science and one of the student's
518 own choosing; and

519 c. Students entering a Virginia high school for the first time during the eleventh grade or
520 at the beginning of the twelfth grade shall earn a minimum of four verified units of credit:
521 one in English and three of the student's own choosing.

522

523 ~~G~~H. Students entering a Virginia high school for the first time after the first semester of
524 their eleventh grade year must meet the requirements of subdivision ~~F~~G1 c or ~~F~~G2 c of
525 this section. Students transferring after 20 instructional hours per course of their senior or
526 twelfth grade year shall be given every opportunity to earn a Standard, Advanced Studies,
527 or Modified Standard Diploma. If it is not possible for the student to meet the
528 requirements for a diploma, arrangements should be made for the student's previous
529 school to award the diploma. If these arrangements cannot be made, a waiver of the
530 verified unit of credit requirements may be available to the student. The Department of
531 Education may grant such waivers upon request by the local school board in accordance
532 with guidelines prescribed by the ~~board~~ Board of Education.

533

534 ~~H~~I. Any local school division receiving approval to increase its course credit
535 requirements for a diploma may not deny either the Standard, Advanced Studies, or
536 Modified Standard Diploma to any transfer student who has otherwise met the
537 requirements contained in these standards if the transfer student can only meet the

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538 division's additional requirements by taking a heavier than normal course load in any
539 semester, by taking summer school, or by taking courses after the time when he otherwise
540 would have graduated.

541

542 I J. The transcript of a student who graduates or transfers from a Virginia secondary
543 school shall conform to the requirements of 8 VAC 20-160-10 et seq., *Regulations*
544 *Governing Secondary School Transcripts.*

545

546 J K. The accreditation status of a high school shall not be included on the student
547 transcript provided to colleges, universities, or employers. The board expressly states that
548 any student who has met the graduation requirements established in 8VAC 20-131-50
549 and has received a Virginia diploma holds a diploma that should be recognized as equal
550 to any other Virginia diploma of the same type, regardless of the accreditation status of
551 the student's high school. It is the express policy of the board that no student shall be
552 affected by the accreditation status of the student's school. The board shall take
553 appropriate action, from time to time, to ensure that no student is affected by the
554 accreditation status of the student's school.

555

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555

- Modifications to 8 VAC 20-131-60 reflect a reorganization of some of the language of the regulation for clarification.
- Language changes to subsection A will clarify to parents of students entering Virginia schools below the high school level that placement in grade is the responsibility of local school boards. Many parents particularly those coming from non-accredited private schools and home-schooling have questioned the Department of Education over the years as to why there is no state policy.
- In the new subsection C this language clarifies specifically the accrediting agencies approved by USED are automatically acceptable for transfer credit. Students who transfer from schools accredited by other non-recognized agencies will have their records evaluated by the receiving school in accordance with 8 VAC 20-131-60.E.
- In the new subsection G the language “be encouraged to” is eliminated because it is not enforceable regulatory language.
- In the new subsection G language is added to clarify options for schools to determine what transfer students need to complete the requirements for a diploma. Guidance counselors and central office personnel stated that they did not understand the intent of this provision when working with transfer students.
- In the new subsection G. 1.b. obsolete language is deleted.

555 Part IV

556 School Instructional Program

557 8 VAC 20-131-70. Program of instruction and learning objectives.

558 A. Each school shall provide a program of instruction that promotes individual student
559 academic achievement in the essential academic disciplines and shall provide additional
560 instructional opportunities that meet the abilities, interests, and educational needs of
561 students. Each school shall establish learning objectives to be achieved by students at
562 successive grade levels that meet or exceed the knowledge and skills contained in the
563 Standards of Learning for English, mathematics, science, and history/social science
564 adopted by the board and shall continually assess the progress of each student in relation
565 to the objectives.

566

567 B. Instruction shall be designed to accommodate all students, including those identified
568 with disabilities in accordance with the Individuals with Disabilities Education Act or
569 § 504 of the Rehabilitation Act, as amended, those identified as gifted/talented, and those
570 who have limited English proficiency. Each school shall provide students identified as
571 gifted/talented with instructional programs taught by teachers with special training or
572 experience in working with gifted/talented students. Students with disabilities shall have
573 the opportunity to receive a full continuum of education services, in accordance with
574 8 VAC20-~~180~~80-10 et seq., *Regulations Governing Special Education Programs for*
575 *Children with Disabilities in Virginia* and other pertinent federal and state regulations.

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576

- In subsection B language is added to emphasize students with disabilities may be those identified under IDEA or § 504.
- In subsection B a correction of typographical error is made to the regulatory citation.

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576 8 VAC 20-131-80. Instructional program in elementary schools.

577 A. The elementary school shall provide each student a program of instruction which
578 corresponds to the Standards of Learning for English, mathematics, science, and
579 history/social science. In addition, each school shall provide instruction in art, music, and
580 physical education and health, ~~and shall provide students with a daily recess during the~~
581 ~~regular school year as determined appropriate by the school.~~

582

583 B. In kindergarten through grade 3, reading, writing, spelling, and mathematics shall be
584 the focus of the instructional program. Schools shall maintain, in a manner prescribed by
585 the board, an early skills and knowledge achievement record in reading and math for each
586 student in grades kindergarten through grade 3 to monitor student progress and to
587 promote successful achievement on the third grade SOL tests. This record shall be
588 included with the student's records if the student transfers to a new school.

589

590 C. To provide students with sufficient opportunity to learn, a minimum of 75% of the
591 annual instructional time of 990 hours shall be given to instruction in the disciplines of
592 English, mathematics, science, and history/social science. Students who are not
593 successfully progressing in early reading proficiency or who are unable to read with
594 comprehension the materials ~~necessary~~ used for instruction shall receive additional
595 instructional time in reading, which may include summer school.

596

- In subsection A language regarding recess was moved to 8 VAC 20-131-200 to clarify that recess is not to be counted as instructional time.
- Language in subsection C is added to parallel language formerly in 8 VAC 20-131-160 to emphasize the importance of reading in the school curriculum at all levels.

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596 8 VAC 20-131-90. Instructional program in middle schools.

597 A. The middle school shall provide each student a program of instruction which
598 corresponds to the Standards of Learning for English, mathematics, science, and
599 history/social science. In addition, each school shall provide instruction in art, music,
600 foreign language, physical education and health, and career and technical exploration.

601

602 B. The middle school shall provide a minimum of eight courses to students in the eighth
603 grade. English, mathematics, science, and history/social science shall be required. Four
604 elective courses shall be available: level one of a foreign language, one in health and
605 physical education, one in fine arts, and one in career and technical exploration.

606

607 C. Level one of a foreign language and an Algebra I course shall be available to all eighth
608 grade students. For any high school credit-bearing course taken in middle school, parents
609 may request that grades be omitted from the student's transcript and the student not earn
610 high school credit for the course in accordance with policies adopted by the local school
611 board. Notice of this provision must be provided to parents with a deadline and format for
612 making such a request. Nothing in ~~this chapter~~ these regulations shall be construed to
613 prevent a middle school from offering any other credit-bearing courses for graduation.

614

615 D. To provide students a sufficient opportunity to learn, each student shall be provided
616 140 clock hours per year of instruction in each of the four disciplines of English, math,

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617 science, and history/social science. Sixth grade students may receive an alternative
618 schedule of instruction provided each student receives at least 560 total clock hours of
619 instruction in the four academic disciplines.

620

621 E. Each school shall ensure that students who are unable to read with comprehension the
622 materials used for instruction receive additional instruction in reading, which may include
623 summer school.

624

- In subsection C Algebra I has been added to the course that must be available to 8th graders.
- Language in new subsection E has been moved from 8 VAC 20-131-160 to emphasize the importance of reading in the school curriculum at all levels.

REGULATIONS ESTABLISHING STANDARDS FOR
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624 8 VAC 20-131-100. Instructional program in secondary schools.

625 A. The secondary school shall provide each student a program of instruction in the
626 academic areas of English, mathematics, science, and history/social science that enables
627 each student to meet the graduation requirements described in 8 VAC 20-131-50 and
628 shall offer opportunities for students to pursue a program of studies in ~~academics~~ foreign
629 languages, fine arts, and career and technical areas including:

- 630 1. Career and technical education choices that prepare the student as a career and
631 technical education program completer in one of three or more occupational areas and
632 that prepare the student for technical or preprofessional postsecondary programs;
- 633 2. Course work and experiences that prepare the student for college-level studies
634 including access to at least ~~two~~ three advanced placement-Advanced Placement courses
635 or ~~two~~ three college-level courses for degree credit, or any combination thereof;
- 636 3. Preparation for college admissions tests; and
- 637 4. Opportunities to study and explore the fine arts and foreign languages.

638

639 B. Minimum course offerings for each secondary school shall provide opportunities for
640 students to meet the graduation requirements stated in 8 VAC 20-131-50 and must
641 include:

642

642

English	4
Mathematics	4
Science (Laboratory)	4
History and Social Sciences	4
Foreign Language	3
Electives	4
Career and Technical Education	11
Fine Arts	2
Health and Physical Education	2
Total Units	38

643

644 C. Classroom driver education may count for 36 class periods of health education.

645 Students shall not be removed from classes other than health and physical education for

646 the in-car phase of driver education.

647

648 D. Each school shall ensure that students who are unable to read with comprehension the

649 materials used for instruction receive additional instruction in reading, which may include

650 summer school.

651

- Language in subsection A was amended to require providing students access to at least three Advanced Placement courses or three college-level courses for credit to make it possible for students to earn the Governor's Early College Scholars Seal on the advanced studies diploma.
- Language in new subsection D has been moved from 8 VAC 20-131-160 to emphasize the importance of reading in the school curriculum at all levels.

REGULATIONS ESTABLISHING STANDARDS FOR
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651 8 VAC 20-131-110. Standard and verified units of credit.

652 A. The standard unit of credit for graduation shall be based on a minimum of 140 clock
653 hours of instruction and successful completion of the requirements of the course. When
654 credit is awarded in less than whole units, the increment awarded must be no greater than
655 the fractional part of the 140 hours of instruction provided. If a school division elects to
656 award credit ~~in a noncore academic course~~ on a basis other than the 140 clock hours of
657 instruction required for a standard unit of credit defined in this subsection, the local
658 school division shall develop a written policy approved by the superintendent and school
659 board which ensures:

- 660 1. That the content of the course for which credit is awarded is comparable to 140 clock
661 hours of instruction; and
662 2. That upon completion, the student will have met the aims and objectives of the course.

663

664 B. A verified unit of credit for graduation shall be based on a minimum of 140 clock
665 hours of instruction, successful completion of the requirements of the course, and the
666 achievement by the student of a passing score on the end-of-course SOL test for that
667 course or additional tests as described in this subsection. A student may also earn a
668 verified unit of credit by the following methods:

- 669 1. In accordance with the provisions of the Standards of Quality, students may earn a
670 standard and verified unit of credit for any elective course in which the core academic
671 SOL course content has been integrated and the student passes the related end-of-course

672 SOL test. Such course and test combinations must be approved by the ~~board~~ Board of
673 Education.

674 2. Upon the recommendation of the division superintendent and demonstration of
675 mastery of course content and objectives, qualified students may receive a standard unit
676 of credit and be permitted to sit for the relevant SOL test to earn a verified credit without
677 having to meet the 140-clock-hour requirement.

678 3. Students who do not pass Standards of Learning tests in science or history and social
679 science may be awarded verified credits by the local school board in accordance with
680 criteria established in guidelines adopted by the Board of Education.

681
682 C. The ~~board~~ Board of Education may from time to time approve additional tests for the
683 purpose of awarding verified credit. Such additional tests, which enable students to earn
684 verified units of credit, must, at a minimum, meet the following criteria:

685 1. The test must be standardized and graded independently of the school or school
686 division in which the test is given;

687 2. The test must be knowledge based;

688 3. The test must be administered on a multistate or international basis, or administered as
689 part of another state's accountability assessment program; and

690 4. To be counted in a specific academic area, the test must measure content that
691 incorporates or exceeds the SOL content in the course for which verified credit is given.

692

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693 The ~~board~~ Board of Education will set the score that must be achieved to earn a verified
694 unit of credit on the additional test options.

695

696 D. With such funds as are appropriated by the General Assembly, the ~~board~~ Board of
697 Education will provide opportunities for students who meet criteria adopted by the board
698 to have an expedited retake of ~~an end-of-course~~ a SOL test to earn verified credit or to
699 meet literacy and numeracy requirements for the Modified Standard Diploma.

700

701 ~~C. A school employing a scheduling configuration of less than 140 clock hours per core~~
702 ~~academic course may retain that scheduling configuration through the end of the 2000-01~~
703 ~~school year unless a waiver is granted by the board under the provisions of 8VAC20-131-~~
704 ~~325 B or 8VAC20-131-330. If the school does not comply following the end of the 2000-~~
705 ~~01 school year, the board may take appropriate action which may include, but not be~~
706 ~~limited to, adjustment or withdrawal of the school's accreditation.~~

707

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707

- In subsection A striking the limitation to noncore academic courses makes this section consistent with the provisions of 8 VAC 20-131-180 Offsite instruction, and supports programs such as dual enrollment, virtual AP school, and other initiatives.
- In subsection B adding the proposed language in B.3. permits the continuation of locally-awarded verified credit in science and history. Locally awarded verified credits were originally provided for by Chapter 577 of the Acts of Assembly of 2002.
- In the new subsection C language is added to permit the board to approve tests for awarding verified credit that are from other states to assist transfer students with achieving credits for graduation. The Board is not required to accept tests from other states but may choose to.
- In subsection D language is added to clarify that students seeking a Modified Standard Diploma may have the opportunity for an expedited retake of a SOL assessment to complete literacy and numeracy requirements.
- The original subsection C contains obsolete language and has been deleted.

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707 8 VAC 20-131-120. Summer school.

708 A. The courses offered and the quality of instruction in the summer school program shall
709 be comparable to that offered during the regular school term. At the middle and
710 secondary school levels, credit for courses taken for credit toward graduation other than a
711 repeat course shall be awarded in accordance with the requirements of 8 VAC 20-131-
712 110. Students must also meet the requirements for SOL testing if appropriate.

713

714 B. At the middle and secondary school levels, credit for repeat courses ordinarily will be
715 granted on the same basis as that for new courses; however, with prior approval of the
716 principal, students may be allowed to enroll in repeat courses to be completed in no less
717 than 70 clock hours of instruction per unit of credit. Students must also meet the
718 requirements for SOL testing if appropriate.

719

720 C. Summer school instruction at any level, which is provided as part of a state-funded
721 remedial program, shall be designed to improve specific identified student deficiencies.
722 Such programs shall be conducted in accordance with regulations adopted by the board.

723

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723 8 VAC 20-131-130. Elective courses.

724 Locally developed elective courses offered for credit toward high school graduation shall
725 be approved by the division superintendent and local school board.

726

REGULATIONS ESTABLISHING STANDARDS FOR
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726 8 VAC 20-131-140. College preparation programs and opportunities for postsecondary
727 credit.

728 Each middle and secondary school shall provide for the early identification and
729 enrollment of students in a college preparation program with a range of educational and
730 academic experiences in and outside the classroom, including an emphasis on
731 experiences that will motivate disadvantaged and minority students to attend college.

732

733 Beginning in the middle school years, students shall be counseled on opportunities for
734 beginning postsecondary education and opportunities for obtaining industry
735 certifications, occupational competency credentials, or professional licenses in a career
736 and technical education field prior to high school graduation. Such opportunities shall
737 include access to at least three Advanced Placement courses or three college-level
738 courses for degree credit pursuant to 8 VAC 20-131-100. Students taking advantage of
739 such opportunities shall not be denied participation in school activities for which they are
740 otherwise eligible. Wherever possible, students shall be encouraged and afforded
741 opportunities to take college courses simultaneously for high school graduation and
742 college degree credit (dual enrollment), under the following conditions:

743 1. Written approval of the high school principal prior to participation in dual enrollment
744 must be obtained;

745 2. The college must accept the student for admission to the course or courses; and

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746 3. The course or courses must be given by the college for degree credits (no remedial
747 courses will be accepted).

748

749 Schools that comply with this standard shall not be penalized in receiving state
750 appropriations.

751

- Language has been added to require the provision of counseling of students in obtaining industry certifications, occupational competency credentials, or professional licenses to help prepare students who may not attend an institution of higher education for entering the workforce.
- Language has been added to require students to have access to at least three AP courses or three college level courses.

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751 8 VAC 20-131-150. Standard school year and school day.

752 A. The standard school year shall be 180 days. The standard school day for students in
753 grades 1 through 12 shall average at least 5-1/2 hours, excluding breaks for meals and
754 recess, and a minimum of three hours for kindergarten. ~~School divisions may develop~~
755 ~~alternative schedules for meeting these requirements as long as a minimum of 990 hours~~
756 ~~of instructional time is provided for grades 1 through 12 and 540 hours for kindergarten.~~
757 ~~Such alternative plans must be approved by the local school board and by the board under~~
758 ~~guidelines established by the board. No alternative plan which reduces the instructional~~
759 ~~time in the core academics shall be approved.~~

760

761 B. All students in grades 1 through 12 shall maintain a full day schedule of classes (5-1/2
762 hours), unless a waiver is granted in accordance with policies defined by the local school
763 board.

764

- In subsection A language is eliminated to reduce confusion among school divisions. Section 22.1-79.1 of the Code provides for alternative schedules including four-day weeks for schools. Section 22.1-98 requires the length of every school's term in every school division to be 180 teaching days or 990 teaching hours in any school year. School divisions may elect to have longer school terms if they choose.
- The addition of the work "recess" is to emphasize that it should not be counted as instructional time.

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764 8 VAC 20-131-160. ~~Additional reading instruction.~~ (Repealed)

765 ~~Each school shall ensure that students who are unable to read with comprehension the~~

766 ~~materials necessary for instruction receive additional instruction in reading, which may~~

767 ~~include summer school.~~

768

This language is being repealed and included in 8 VAC 20-131-80, 8 VAC 20-131-90, and 8 VAC 20-131-100 to emphasize the importance of reading in the school curriculum at all levels.

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768 8 VAC 20-131-170. Family Life Education.

769 Each school may implement the Standards of Learning for the Family Life Education

770 program promulgated by the ~~board~~ Board of Education or a Family Life Education

771 program consistent with the guidelines developed by the board, which shall have the

772 goals of reducing the incidence of pregnancy and sexually-transmitted diseases and

773 substance abuse among teenagers.

774

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774 8 VAC 20-131-180. Off-site instruction.

775 A. Homebound instruction shall be made available to students who are confined at home
776 or in a health care facility for periods that would prevent normal school attendance based
777 upon certification of need by a licensed physician or licensed clinical psychologist. For
778 students eligible for special education or related services, the Individualized Education
779 Program committee must revise the IEP, as appropriate. Credit for the work shall be
780 awarded when it is done under the supervision of a licensed teacher, a person eligible to
781 hold a Virginia license, or other appropriately licensed professional employed by the
782 local school board, and there is evidence that the ~~meets the~~ instructional time
783 requirements or alternative means of awarding credit adopted by the local school board of
784 in accordance with the provisions of 8 VAC 20-131-110 have been met.

785

786 B. Students may enroll in and receive a standard and verified unit of credit for supervised
787 correspondence courses with prior approval of the principal. Standard units of credit shall
788 be awarded for the successful completion of such courses when the course is equivalent
789 to that offered in the regular school program and the work is done under the supervision
790 of a licensed teacher, or a person eligible to hold a Virginia license, approved by the local
791 school board. Verified units of credit may be earned when the student has passed the SOL
792 test associated with the correspondence course completed. The local school board shall
793 develop policies governing this method of instruction in accordance with the provisions

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794 of 8 VAC 20-131-110 and the administration of required SOL tests prescribed by 8 VAC
795 20-131-30.

796

797 C. Schools are encouraged to pursue alternative means to deliver instruction to
798 accommodate student needs through emerging technologies and other similar means.

799 Standard units of credit shall be awarded for successful completion of such courses when
800 the course is equivalent to that offered in the regular school program and the work is done
801 under the supervision of a licensed teacher, or a person eligible to hold a Virginia
802 teaching license and approved by the local school board. Verified units of credit may be
803 earned when the student has successfully completed the requirements and passed the SOL
804 test associated with the course. The local school board shall develop policies governing
805 this method of delivery of instruction that shall include the provisions of 8 VAC 20-131-
806 110 and the administration of required SOL tests prescribed by 8 VAC 20-131-30.

807

- This amendment to subsection A ensures that schools provide an adequate amount of instruction to homebound students at the middle and high school levels when credit is awarded. The guidelines for homebound instruction set a minimum for instructional time and, usually, that is what is provided.
- The addition to subsection C is to correct a clerical error.

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807 8 VAC 20-131-190. Library media, materials and equipment.

808 A. Each school shall maintain an organized library media center as the resource center of
809 the school and provide a unified program of media services and activities for students and
810 teachers before, during, and after school. The library media center shall contain hard
811 copy, electronic technological resources, materials, and equipment that are sufficient to
812 meet research, inquiry, and reading requirements of the instructional program and general
813 student interest.

814

815 B. Each school shall provide a variety of materials and equipment to support the
816 instructional program.

817

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817 8 VAC 20-131-200. Extracurricular and other school activities, recess.

818 A. School sponsored extracurricular activities shall be under the direct supervision of the

819 staff and shall contribute to the educational objectives of the school. Extracurricular

820 activities must be organized to avoid interrupting the instructional program.

821 Extracurricular activities shall not be permitted to interfere with the student's required

822 instructional activities. Extracurricular activities and eligibility requirements shall be

823 established and approved by the superintendent and the school board.

824

825 B. Competitive sports of a varsity nature (scheduled league games) shall be prohibited as

826 a part of the elementary school program.

827

828 C. Each elementary school shall provide students with a daily recess during the regular

829 school year as determined appropriate by the school.

830

Language regarding recess has been moved from the section on instructional programs in elementary schools to subsection C of this regulation to clarify that recess is not intended to be counted as instructional time.

830 Part V

831 School and Instructional Leadership

832 8 VAC 20-131-210. Role of the principal.

833 A. The principal is recognized as the instructional leader of the school and is responsible

834 for effective school management that promotes positive student achievement, a safe and

835 secure environment in which to teach and learn, and efficient use of resources. As a

836 matter of policy, the board, through these standards, recognizes the critically important

837 role of principals to the success of public schools and the students who attend those

838 schools and recommends that local school boards provide principals with the maximum

839 authority available under law in all matters affecting the school including, but not limited

840 to, instruction and personnel, in a manner that allows the principal to be held accountable

841 in a fair and consistent manner for matters under his direct control.

842

843 B. As the instructional leader, the principal is responsible for ensuring that students are

844 provided an opportunity to learn and shall:

845 1. Protect the academic instructional time from unnecessary interruptions and disruptions

846 and enable the professional teaching staff to spend the maximum time possible in the

847 teaching/learning process by keeping to a minimum clerical responsibility and the time

848 students are out of class;

849 2. Ensure that the school division's student code of conduct is enforced and seek to

850 maintain a safe and secure school environment;

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- 851 3. Analyze the school's test scores annually, by grade and by discipline, to:
- 852 a. Direct and require appropriate prevention, intervention, and/or remediation to those
- 853 students performing below grade level or not passing the SOL tests;
- 854 b. Involve the staff of the school in identifying the types of staff development needed to
- 855 improve student achievement and ensure that the staff participate in those activities; and
- 856 c. Analyze classroom practices and methods for improvement of instruction;
- 857 4. Ensure that students' records are maintained and that criteria used in making placement
- 858 and promotion decisions, as well as any instructional interventions used to improve the
- 859 student's performance, are included in the record;
- 860 5. Monitor and evaluate the quality of instruction, provide staff development, provide
- 861 support that is designed to improve instruction, and seek to ensure the successful
- 862 attainment of the knowledge and skills required for students by the SOL tests; and
- 863 6. Maintain records of students who drop out of school, including their reasons for
- 864 dropping out and actions taken to prevent these students from dropping out.
- 865 7. Notify the parents of rising eleventh and twelfth grade students of:
- 866 a. the number of standard and verified units of credit required for graduation; and
- 867 b. the remaining number of such units of credit the individual student requires for
- 868 graduation.
- 869
- 870 C. As the school manager, the principal shall:

871

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- 872 1. Work with staff to create an atmosphere of mutual respect and courtesy and to
873 facilitate constructive communication by establishing and maintaining a current
874 handbook of personnel policies and procedures;
- 875 2. Work with the community to involve parents and citizens in the educational program
876 and facilitate communication with parents by maintaining and disseminating a current
877 student handbook of policies and procedures that includes the school division's standards
878 of student conduct and procedures for enforcement, along with other matters of interest to
879 parents and students;
- 880 3. Maintain a current record of licensure, endorsement, and in-service training completed
881 by staff; and
- 882 4. Maintain records of receipts and disbursements of all funds handled. These records
883 shall be audited annually by a professional accountant approved by the local school
884 board.

885

Language is added to subsection B to address the provision in Standard 4 of the SOQ regarding the responsibility of local school boards to notify parents of student graduation requirements ([§22.1-253.13:4A.](#))

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885 8 VAC 20-131-220. Role of professional teaching staff.

886 The professional teaching staff shall be responsible for providing instruction that is
887 educationally sound in an atmosphere of mutual respect and courtesy, which is conducive
888 to learning, and in which all students are expected to achieve the objectives of the
889 Standards of Learning for the appropriate grade level or course. The staff shall:

890

891 1. Serve as role models for effective oral and written communication with special
892 attention to the correct use of language and spelling;

893 2. Strive to strengthen the basic skills of students in all subjects;

894 3. Establish teaching objectives to achieve the following:

895 a. Identify what students are expected to learn; and

896 b. Inform students of the achievement expected and keep them engaged in learning tasks;

897 4. Provide for individual differences of students through the use of differentiated
898 instruction, varied materials, and activities suitable to their interests and abilities; and

899 5. Assess the progress of students and report promptly and constructively to them and
900 their parents.

901

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901 8 VAC 20-131-230. Role of support staff.

902 The school's support staff shall work with the principal and professional teaching staff to

903 promote student achievement and successful attainment of the school's goals.

904

REGULATIONS ESTABLISHING STANDARDS FOR
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- 904 8 VAC 20-131-240. Administrative and support staff; staffing requirements.
- 905 A. Each school shall have the staff as specified in the Standards of Quality with proper
- 906 licenses and endorsements for the positions they hold, including:
- 907 1. ~~Principal; elementary: one half time to 299, one full time at 300; middle: one full time;~~
- 908 ~~secondary: one full time.~~
- 909 2. ~~Assistant principal; elementary: one half time at 600, one full time at 900; middle: one~~
- 910 ~~full time each 600; secondary: one full time each 600.~~
- 911 3. ~~Librarian; elementary: part time to 299, one full time at 300; middle: one half time to~~
- 912 ~~299, one full time at 300, two full time at 1,000; secondary: one half time to 299, one~~
- 913 ~~full time at 300, two full time at 1,000.~~
- 914 4. ~~Guidance counselors or reading specialists; elementary: one hour per day per 100, one~~
- 915 ~~full time at 500, one hour per day additional time per 100 or major fraction.~~
- 916 5. ~~Guidance counselor; middle: one period per 80, one full time at 400, one additional~~
- 917 ~~period per 80 or major fraction; secondary: one period per 70, one full time at 350, one~~
- 918 ~~additional period per 70 or major fraction.~~
- 919 6. ~~Clerical; elementary: part time to 299, one full time at 300; middle: one full time and~~
- 920 ~~one additional full time for each 600 beyond 200 and one full time for the library at 750;~~
- 921 ~~secondary: one full time and one additional full time for each 600 beyond 200 and one~~
- 922 ~~full time for the library at 750.~~
- 923

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924 B. The principal of each middle and secondary school shall be employed on a 12-month
925 basis.

926

927 C. Each secondary school with 350 or more students and each middle school with 400 or
928 more students shall employ at least one member of the guidance staff for 11 months.

929 Guidance counseling shall be provided for students to ensure that a program of studies

930 contributing to the student's academic achievement and meeting the graduation

931 requirements specified in 8 VAC 20-131-50 is being followed. In addition, the counseling

932 program shall provide for a minimum of 60% of the time of each member of the guidance

933 staff devoted to such counseling of students.

934

935 D. Middle school teachers in schools with a seven-period day may teach 150 student

936 periods per day or 30 class periods per week, provided all teachers with more than 25

937 class periods per week have one period per day or the equivalent unencumbered of any

938 teaching or supervisory duties.

939

940 E. The secondary classroom teacher's standard load shall be no more than 25 class

941 periods per week. One class period each day or the equivalent, unencumbered by

942 supervisory or teaching duties, shall be provided to every full-time classroom teacher for

943 instructional planning. Teachers of block programs with no more than 120 student

944 periods per day may teach 30 class periods per week. Teachers who teach very small

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945 classes may teach 30 class periods per week, provided the teaching load does not exceed
946 75 student periods per day. If a classroom teacher teaches 30 class periods per week with
947 more than 75 student periods-per day, an appropriate contractual arrangement and
948 compensation shall be provided.

949

950 F. Middle or secondary school teachers shall teach no more than 750 student periods per
951 week; however, physical education and music teachers may teach 1,000 student periods
952 per week.

953

954 ~~G. Each school shall report the extent to which an unencumbered lunch is provided for all~~
955 ~~classroom teachers.~~

956

957 ~~H-G.~~ Staff-student ratios in special and career and technical education classrooms shall
958 comply with regulations of the board.

959

960 ~~I-H. Pupil~~ Student services personnel services, including visiting teachers, school social
961 workers, school psychologists, and guidance counselors, as defined in the Standards of
962 Quality shall be available as necessary to promote academic achievement and to provide
963 support services to the school.

964

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964

- Staffing requirements were codified into the SOQ several years ago. Language that is deleted in subsection A is duplicative of the SOQ language and unnecessary here.
- The SOQ was amended to provide for a daily planning period or the equivalent for all middle and high school teachers. The amendments in subsections D and C make the regulation consistent with the requirements of the SOQ.
- The original subsection G is deleted because schools are not required to provide an unencumbered lunch. There is no state requirement for an unencumbered lunch.
- The amendment in subsection I makes the language in the standard consistent with the language in the SOQ.

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964 8 VAC 20-131-250. [Repealed]

965

965 Part VI

966 School Facilities and Safety

967 8 VAC 20-131-260. School facilities and safety.

968 A. Each school shall be maintained in a manner ensuring compliance with the Virginia

969 Uniform Statewide Building Code (13 VAC 5-61-10 et seq.) ~~and regulations of the board~~

970 ~~pertaining to facilities~~. In addition, the school administration shall:

971 1. Maintain a physical plant that is accessible, barrier free, safe, and clean;

972 2. Provide for the proper outdoor display of flags of the United States and of the

973 Commonwealth of Virginia;

974 3. Provide suitable space for classrooms, administrative staff, pupil personnel services,

975 library and media services, and for the needs and safety of physical education; and

976 4. Provide adequate, safe, and properly-equipped laboratories to meet the needs of

977 instruction in the sciences, technology, fine arts, and career and technical programs.

978 5. Provide facilities for the adequate and safe administration and storage of student

979 medications.

980

981 B. Each school shall maintain records of regular safety, health, and fire inspections that

982 have been conducted and certified by local health and fire departments. The frequency of

983 such inspections shall be determined by the local school board in consultation with the

984 local health and fire departments. In addition, the school administration shall:

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- 985 1. Equip all exit doors with panic hardware as required by the Uniform Statewide
986 Building Code (13 VAC 5-61-10 et seq.); and
987
- 988 2. Conduct fire drills at least once a week during the first month of school and at least
989 once each month for the remainder of the school term. Evacuation routes for students
990 shall be posted in each room. Additionally, at least one simulated lock-down and crisis
991 emergency evacuation activity should be conducted early in the school year.
992
- 993 C. Each school shall have contingency plans for emergencies that include staff certified
994 in cardiopulmonary resuscitation (CPR), the Heimlich maneuver, and emergency first
995 aid. In addition, the school administration shall ensure that the school has:
- 996 1. Written procedures to follow in emergencies such as fire, injury, illness, allergic
997 reactions, and violent or threatening behavior. The plan shall be outlined in the student
998 handbook and discussed with staff and students during the first week of each school year;
999 2. Space for the proper care of students who become ill; ~~and~~
- 1000 3. A written procedure, in accordance with guidelines established by the local school
1001 board, for responding to violent, disruptive or illegal activities by students on school
1002 property or during a school sponsored activity: ; and
- 1003 4. Written procedures to follow for the safe evacuation of persons with special physical,
1004 medical, or language needs who may need assistance to exit a facility.

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1005

- Language referencing Board of Education regulations pertaining to facilities is deleted since the board does not maintain any regulations that exceed the Uniform Statewide Building Code.
- The language in subsection A is added to emphasize the need for schools to have policies addressing the handling of student medications.
- The language in subsection C is added to emphasize the need for schools to have plans for evacuating persons who may need assistance due to special physical, or medical needs, or who may need assistance due to limited English proficiency.
- The language regarding allergic reactions is also added to subsection C to address the growing prevalence of student allergies and the dangers that they may pose if not addressed.

1005 Part VII

1006 School and Community Communications

1007 8 VAC 20-131-270. School and community communications.

1008 A. Each school shall promote communication and foster mutual understanding with
1009 parents and the community. Each school shall:

1010 1. Involve parents, citizens, community agencies, and representatives from business and
1011 industry in developing, disseminating, and explaining the biennial school plan; on
1012 advisory committees; in curriculum studies; and in evaluating the educational program.

1013 2. Provide annually to the parents and the community the School Performance Report
1014 Card in a manner prescribed by the board. The information contained therein will be for
1015 the most recent three-year period. Such information shall include but not be limited to:

1016 a. ~~SOL test scores and scores on the literacy and numeracy tests required for the Modified~~
1017 ~~Standard Diploma for the school, school division, and state.~~ Virginia assessment
1018 program results including the

1019 ~~b. Percentage~~ percentage of students tested, as well as the percentage of students not
1020 tested, ~~to include a breakout of students with disabilities and limited English proficient~~
1021 ~~students.~~

1022 ~~c. Percentage of students who are otherwise eligible, but do not take, the SOL tests due to~~
1023 ~~enrollment in an alternative, or any other program not leading to a Standard, Advanced~~
1024 ~~Studies, Modified Standard, or International Baccalaureate Diploma.~~

- 1025 ~~d-b.~~ Performance of ~~students with disabilities or students with limited English~~
1026 ~~proficiency~~ student subgroups on ~~SOL tests and alternate assessments~~ the Virginia
1027 assessment program as appropriate.
- 1028 e-c. The accreditation rating awarded to the school.
- 1029 ~~f-d.~~ Attendance rates for students.
- 1030 g-e. Information related to school safety to include, but not limited to, incidents of
1031 physical violence (including fighting and other serious offenses), possession of firearms,
1032 and possession of other weapons.
- 1033 h-f. Information related to qualifications and experience of the teaching staff including
1034 the percentage of the school's teachers endorsed in the area of their primary teaching
1035 assignment.
- 1036 i-g. In addition, secondary schools' School Performance Report Cards shall include the
1037 following:
- 1038 (1) Advanced Placement (AP) information to include percentage of students who take AP
1039 courses and percentage of those students who take AP tests;
- 1040 (2) International Baccalaureate (IB) information to include percentage of students who
1041 are enrolled in IB programs and percentage of students who receive IB Diplomas;
- 1042 (3) College-level course information to include percentage of students who take college-
1043 level courses including dual enrollment courses;
- 1044 (4) Percentage of (i) diplomas, (ii) certificates awarded to the senior class including GED
1045 credentials, and (iii) students who do not graduate;

1046 (5) ~~Percentage of students in alternative programs that do not lead to a Standard,~~
1047 ~~Advanced Studies, or Modified Standard Diploma;~~ Information on the number of
1048 students obtaining industry certifications, and passing state licensure examinations and
1049 occupational competency assessments while still in high school; and
1050 ~~(6) Percentage of students in academic year Governor's Schools; and~~
1051 ~~(7) (6) Percentage of drop-outs.~~

1052 3. Cooperate with business and industry in formulating career and technical educational
1053 programs and conducting joint enterprises involving personnel, facilities, training
1054 programs, and other resources.

1055 4. Encourage and support the establishment and/or continuation of a parent-teacher
1056 association or other organization and work cooperatively with it.

1057

1058 B. At the beginning of each school year, each school shall provide to its students' parents
1059 or guardians information on the availability of and source for receiving:

1060 1. The learning objectives developed in accordance with the provisions of 8 VAC 20-
1061 131-70 to be achieved at their child's grade level or, in high school, a copy of the syllabus
1062 for each of their child's courses, and a copy of the school division promotion, retention,
1063 and remediation policies;

1064 2. ~~A copy of the~~ The Standards of Learning applicable to the child's grade or course
1065 requirements and the approximate date and potential impact of the child's next SOL
1066 testing; and

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1067 3. An annual notice to students in all grade levels of all requirements for Standard,
1068 Advanced Studies, and Modified Standard Diplomas, and the board's policies on
1069 promotion and retention as outlined in 8 VAC 20-131-30.

1070

1071 ~~No later than the end of the first semester of each school year, the~~ The division
1072 superintendent shall ~~certify~~ report to the department compliance with this subsection
1073 through the preaccreditation eligibility procedures in 8 VAC 20-131-290 of these
1074 regulations.

1075

- In subsection A language is eliminated because no separate requirement is needed since Virginia assessment program scores are already reported and the English and mathematics SOL tests are used to meet the literacy and numeracy requirements.
- In subsection A language regarding the percentage of students who are eligible but do not take the SOL tests is eliminated as obsolete due to the requirements of NCLB that all students be assessed.
- Dual enrollment language is added to information collected on students taking college-level courses.
- In subsection A language regarding the percentage of students in alternative programs that do not lead to diplomas is eliminated. This information is not required under NCLB.
- In subsection A language regarding the academic year Governor's Schools is eliminated since this information is already included in the Gifted Education Annual Report under the Data and Reports section of the DOE website.
- In subsection A language is added to address § 22.1-253.13:4 of the Code, which requires school boards to report annually to the Board of Education the number of industry certifications obtained and state licensure examinations passed, and the number shall be reported as a category on the School Performance Report Card. (SB 1045 2005 General Assembly.)
- In subsection B language is amended because the requirement to provide this information annually to parents places a financial burden on localities. School divisions should tell parents where the information is available and how to get copies of the information if desired. Much of the information could be contained in the student handbook required by 8 VAC 20-131-210.C.2. of the standards.
- In subsection B the annual notice requirement is included with pre-accreditation to eliminate a separate certification process.

1075 Part VIII

1076 School Accreditation

1077 8 VAC20-131-280. Expectations for school accountability.

1078 A. Schools will be accredited annually based on compliance with pre-accreditation

1079 eligibility requirements and achievement of the school accountability requirements of

1080 8VAC20-131-300 C.

1081

1082 ~~B. These standards apply to schools for all grade levels, kindergarten through 12, as listed~~

1083 ~~below:~~

1084 ~~1. Schools with grades kindergarten through 5 shall be classified as elementary schools;~~

1085 ~~2. Schools with grades 6 through 8 shall be classified as middle schools;~~

1086 ~~3. Schools with grades 9 through 12 shall be classified as secondary schools.~~

1087 ~~4. Schools with grade configurations other than these shall be classified in accordance~~

1088 ~~with policies and practices of the Department of Education.~~

1089

1090 ~~€~~ B. Each school shall be accredited based, primarily, on achievement of the criteria

1091 established in 8 VAC 20-131-30 as specified below:

1092 ~~1. All students enrolled in a grade or course in which a SOL test is administered shall~~

1093 ~~take each applicable SOL test, unless exempted from participating in all or part of the~~

1094 ~~testing program by one of the following:~~

1095 ~~a. IEP team;~~

- 1096 ~~b. LEP committee;~~
- 1097 ~~c. Use of additional tests for verified units of credit as outlined in 8 VAC 20-131-110 B;~~
- 1098 ~~or~~
- 1099 ~~d. In accordance with 8 VAC 20-131-30 B.~~
- 1100 ~~2. In a manner prescribed by the board, the evaluation of the performance of schools shall~~
- 1101 ~~take into consideration:~~
- 1102 ~~a. The percentage of eligible students who achieve a passing score on the prescribed SOL~~
- 1103 ~~tests or additional tests used for verified units of credit as outlined in 8 VAC 20-131-110~~
- 1104 ~~B;~~
- 1105 ~~b. The percentage of students who pass the literacy and numeracy tests required for the~~
- 1106 ~~Modified Standard Diploma;~~
- 1107 ~~c. The percentage of those students with disabilities whose IEPs specify their~~
- 1108 ~~participation in alternate assessment who attain a proficient level score (beginning with~~
- 1109 ~~the 2001-02 school year); and~~
- 1110 ~~d. The school's attainment of the provisional accreditation benchmarks as described in~~
- 1111 ~~8 VAC 20-131-320.~~
- 1112 ~~e. The number of students who successfully complete a remediation/recovery program,~~
- 1113 ~~and subsequently pass SOL tests in English (Reading, Literature, and Research) and/or~~
- 1114 ~~mathematics during any scheduled administration by the end of the following school~~
- 1115 ~~year.~~

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1116 ~~3-1. The awarding of an accreditation rating shall be based on the percentage of students~~
1117 ~~passing the Virginia assessment program SOL tests or approved additional tests described~~
1118 ~~in 8 VAC 20-131-110 B in the four core academic areas administered in the school, or~~
1119 ~~with the accreditation rating calculated on a trailing three-year average that includes the~~
1120 ~~current year scores and the scores from the two most recent years in each applicable~~
1121 ~~academic area, or on the current year's scores, whichever is higher.~~

1122 2. The number of students who successfully complete a remediation recovery program.

1123 ~~4. Eligible students shall be defined as the total number of students of school age enrolled~~
1124 ~~in the school at a grade or course for which a SOL test is required unless excluded under~~
1125 ~~subsection E of this section and those students with disabilities who participate in the~~
1126 ~~alternate assessment program.~~

1127 ~~5. Schools shall be evaluated by the percentage of the school's eligible students who~~
1128 ~~achieve a passing score on the SOL tests or other additional tests approved by the board~~
1129 ~~as outlined in 8 VAC 20-131-110 B in the four core academic areas administered in the~~
1130 ~~school.~~

1131 6.3. Schools, with grade configurations that do not house a grade or offer courses for
1132 which SOL tests or other additional tests approved by the ~~board~~ Board of Education as
1133 outlined in 8 VAC 20-131-110 B are administered, will be paired with another school in
1134 the division housing one or more of the grades in which SOL tests are administered. The
1135 pairing of such schools will be made upon the recommendation of the local

1136 superintendent. The schools should have a "feeder" relationship and the grades should be
1137 contiguous.

1138

1139 ~~D.C.~~ Subject to the provisions of 8 VAC 20-131-330, the governing school board of
1140 ~~special~~ special purpose schools such as those provided for in § 22.1-26 of the Code,
1141 regional, Governor's schools, special education schools, alternative schools, or career and
1142 technical schools that serve as the student's school of principal enrollment may seek
1143 approval of an alternative accreditation plan from the Board of Education. Special
1144 purpose schools with alternative accreditation plans shall be evaluated on standards
1145 appropriate to the programs offered in the school and approved by the board prior to
1146 August 1 of the school year for which approval is requested. Any student graduating from
1147 a special purpose school with a Standard, Advanced Studies, or Modified Standard
1148 Diploma must meet the requirements prescribed in 8 VAC 20-131-50.

1149

1150 ~~E.D.~~ When calculating the passing rates on SOL tests for the purpose of school
1151 accountability, the following tolerances for limited English proficient (LEP) and transfer
1152 students will apply:

1153 ~~1. LEP students shall have a one time exemption in each of the four core areas for SOL~~
1154 ~~tests designed to assess SOL content in grades kindergarten through 8.~~

1155 ~~2. LEP students shall not be exempted from participating in the SOL end-of-course~~
1156 ~~testing.~~

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1157 ~~3-1.~~ The scores of LEP students enrolled in Virginia public schools fewer than 11
1158 semesters may be removed from the calculation used for the purpose of school
1159 accreditation required by 8 VAC 20-131-280 ~~C~~ B and 8 VAC 20-131-300 C. Completion
1160 of a semester shall be based on school membership days. Membership days are defined as
1161 the days the student is officially enrolled in a Virginia public school, regardless of days
1162 absent or present. For a semester to count as a completed semester, a student must have
1163 been in membership for a majority of the membership days of the semester. These
1164 semesters need not be consecutive.

1165 ~~4-2.~~ In accordance with the provisions of 8 VAC 20-131-30, all students who transfer into
1166 Virginia public schools are expected to take and pass all applicable SOL tests ~~unless they~~
1167 ~~have been exempted as defined in subdivision C 1 of this section~~ in the content areas in
1168 which they receive instruction.

1169 ~~5-3.~~ All students who transfer within a school division shall have their scores counted in
1170 the calculation of the school's ~~accountability (accreditation)~~ rating. Students who transfer
1171 into a Virginia school from home instruction, another Virginia school division, another
1172 state, or another country, in grades kindergarten through 8 shall be expected to take all
1173 applicable SOL tests or other additional tests approved by the board as outlined in 8 VAC
1174 20-131-110 ~~B~~. If the transfer takes place after the 20th instructional day following the
1175 opening of school, the scores on these tests may be used in calculating school
1176 ~~accountability (accreditation)~~ ratings.

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1177 ~~6-4.~~ Students who transfer into a Virginia middle or high school from home instruction,
1178 or from another state or country, and enroll in a course for which there is an end-of-
1179 course SOL test, shall be expected to take the test or other additional tests for that course
1180 approved by the board as outlined in 8 VAC 20-131-110 ~~B~~. If the transfer takes place
1181 after 20 instructional hours per course have elapsed following the opening of school or
1182 beginning of the semester, if applicable, the scores on those tests may be used in
1183 calculating school accountability (accreditation) ratings in the year the transfer occurs.

1184 ~~7-5.~~ Students who enroll on the first day of school and subsequently transfer to a school
1185 outside of the division for a total amount of instructional time equal to or exceeding 50%
1186 of a current school year or semester, whether the transfer was a singular or multiple
1187 occurrence, and return during the same school year shall be expected to take any
1188 applicable SOL test. The scores of those tests may be used in calculating the school
1189 ~~accountability (accreditation)~~ rating in the year in which the transfers occur.

1190 ~~8. The scores of LEP and transfer students will be used in the calculation of a school's~~
1191 ~~accountability (accreditation) rating if it will benefit the school.~~

1192 ~~9-6.~~ The board may alter the inclusions and exclusions from the ~~accountability~~
1193 accreditation calculations by providing adequate notice to local school boards.

1194

1195 E. The Board of Education may enact special provisions related to the administration and
1196 use of any SOL test or tests in a content area as applied to these regulations.

1197

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1198 F. As a prerequisite to the awarding of an accreditation rating as defined in 8 VAC 20-
1199 131-300, each new or existing school shall document, in a manner prescribed by the
1200 board, the following: (i) the division's promotion/retention policies developed in
1201 accordance with the requirements of 8 VAC 20-131-30, (ii) compliance with the
1202 requirements to offer courses that will allow students to complete the graduation
1203 requirements in 8 VAC 20-131-50, (iii) the ability to offer the instructional program
1204 prescribed in 8 VAC 20-131-70 through 8 VAC 20-131-100, (iv) the leadership and
1205 staffing requirements of 8 VAC 20-131-210 through 8 VAC 20-131-240, and (v) the
1206 facilities and safety provisions of 8 VAC 20-131-260.

1207

- The entire section has been reorganized for clarity, consistency, and brevity.
- The original subsection B is deleted and the definition of a school will be covered in the proposed definitions section.
- In the new subsection B the language clarifies what accreditation ratings are based.
- The additional language in the new subsection B provides further definition of how student test scores are included in the calculation of accreditation ratings.
- Language regarding including students who are remediated in the accreditation calculation has been moved from the old subsection C into the new subsection B. This is not a new requirement.
- In the new subsection B the definition of eligible student has been deleted because it has been incorporated into the new definitions section.
- In the new subsection C clarifying language has been added to the section on special purpose schools. This language clarifies that special purpose schools must seek approval from the Board before implementing an alternative accreditation plan. Please note that special purpose schools would be defined in the definitions section of the regulations. The Board's approval of an alternative accreditation plan is not guaranteed. Section 22.1-26 addresses regional, joint, and continuation schools.
- In the new subsection D redundant language regarding LEP students has been eliminated. Language regarding the LEP one time exemption is already stated in 8 VAC 20-131-30 G.
- Language is added in the new subsection D.2. to clarify that if a transfer student has received instruction in the content area the student must take the applicable SOL test.
- In the new subsection D.3. and D.4 home instruction has been added to the list of transfer students who are expected to take the tests.
- The new section E contains language moved from 8 VAC 20-131-340 B. This language was moved as part of a reorganization of the regulations to provide clarity. Due to the constant evolution of testing requirements mandated by federal law this provision permits the board to address new testing requirements, create and administer new tests, and provide for the consideration of such requirements and new tests in the calculation of accreditation.

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- 1207 8 VAC 20-131-290. Procedures for certifying accreditation eligibility.
- 1208 A. Schools will be accredited under these standards annually based, in part, on
- 1209 compliance with the pre-accreditation criteria described in 8 VAC 20-131-280 F.
- 1210
- 1211 B. To be eligible for accreditation, the principal of each school and the division
- 1212 superintendent shall ~~certify~~ report to the Department of Education:
- 1213 1. The extent to which each school continues to meet standards reported as met in the
- 1214 previous year described in 8 VAC 20-131-280 F.
- 1215 2. That the SOL have been fully incorporated into the school division's curriculum in all
- 1216 accreditation-eligible schools and the SOL material is being taught to all students eligible
- 1217 to take the SOL tests. This shall be certified ~~in writing to the board no later than July 1 of~~
- 1218 ~~every year~~, by each school division superintendent as part of the pre-accreditation
- 1219 eligibility determination process.
- 1220 3. Actions taken to correct any noncompliance issues cited in the previous year.
- 1221 The principal of each school and the division superintendent shall submit pre-
- 1222 accreditation eligibility reports in a manner prescribed by the board to the Department of
- 1223 Education. Failure to submit the reports on time will constitute grounds for denying
- 1224 accreditation to the school.
- 1225
- 1226 C. In keeping with provisions of the Standards of Quality, and in conjunction with the
- 1227 six-year plan of the division, each school shall prepare and implement a biennial school

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1228 plan which shall be available to students, parents, staff, and the public. Each biennial
1229 school plan shall be evaluated as part of the development of the next biennial plan.
1230 Schools may use other plans to satisfy the requirement for the biennial plan with prior
1231 written approval from the Department of Education.

1232

1233 D. With the approval of the local school board, local schools seeking to implement
1234 experimental or innovative programs, or both, that are not consistent with these standards
1235 shall submit a waiver request, on forms provided, to the board for evaluation and
1236 approval prior to implementation. The request must include the following:

- 1237 1. Purpose and objectives of the experimental/innovative programs;
- 1238 2. Description and duration of the programs;
- 1239 3. Anticipated outcomes;
- 1240 4. Number of students affected;
- 1241 5. Evaluation procedures; and
- 1242 6. Mechanisms for measuring goals, objectives, and student academic achievement.

1243

1244 Except as specified below, the board may grant, for a period up to five years, a waiver of
1245 these regulations that are not mandated by state or federal law or designed to promote
1246 health or safety. The board may grant all or a portion of the request. Waivers of
1247 requirements in 8 VAC 20-131-30, 8 VAC 20-131-50, 8 VAC 20-131-70, and 8 VAC 20-

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1248 131-280 through 8 VAC 20-131-340 shall not be granted, and no waiver may be
1249 approved for a program which would violate the provisions of the Standards of Quality.

1250

- In subsection A Student achievement on SOL and other tests form the primary basis for determining the accreditation status of a school.
- In subsection B this amendment removes a separate reporting requirement for division superintendents and comports to existing practice.

- 1250 8 VAC 20-131-300. Application of the standards.
- 1251 A. Schools that meet the pre-accreditation requirements prescribed in 8 VAC 20-131-
- 1252 280 F shall be assigned one of the following ratings as described in this section:
- 1253 ~~1. Earned During Academic Years Ending in 2000 through 2003:~~
- 1254 ~~a. Fully Accredited;~~
- 1255 ~~b. Provisionally Accredited/Meets State Standards;~~
- 1256 ~~c. Provisionally Accredited/Needs Improvement;~~
- 1257 ~~d. Accredited with Warning in (specified academic area or areas);~~
- 1258 ~~e. Conditionally Accredited.~~
- 1259 ~~2. Earned During Academic Years Ending in 2004 and 2005:~~
- 1260 ~~a. Fully Accredited;~~
- 1261 ~~b. Accredited with Warning in (specified academic area or areas);~~
- 1262 ~~c. Conditionally Accredited.~~
- 1263 ~~3. Earned During Academic Years Ending in 2006 and Beyond:~~
- 1264 ~~a~~ 1. Fully Accredited;
- 1265 ~~b~~ 2. Accredited with Warning in (specified academic area or areas);
- 1266 ~~c~~ 3. Accreditation Denied;
- 1267 ~~d~~ 4. Conditionally Accredited;
- 1268 ~~e. Accreditation Withheld/Improving School Near Accreditation (not to be used after~~
- 1269 ~~academic year ending in 2009).~~
- 1270

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1271 B. Compliance with the student academic achievement expectations shall be documented
1272 to the board directly through the reporting of the results of student performance on SOL
1273 tests and other alternative means of assessing student academic achievement as outlined
1274 in 8 VAC 20-131-110 B. Compliance with other provisions of these regulations will be
1275 documented in accordance with procedures prescribed by the board.

1276

1277 C. Accreditation ratings defined.

1278 1. Fully accredited.

1279 a. For school years 2004-05 through 2008-09 a ~~A~~ school will be rated Fully Accredited
1280 when its eligible students meet the pass rate of 70% in each of the four core academic
1281 areas except, ~~effective with ratings earned in the academic year 2003-04 and beyond~~, the
1282 pass rates required shall be 75% in third ~~and~~ through fifth grade English and 50% in third
1283 grade science and history/social science. In schools housing grades kindergarten through
1284 5, the English and mathematics pass rates for accreditation purposes shall be calculated
1285 for these grades as single rates by combining the scores of all third grade ~~and~~ through
1286 fifth grade SOL tests administered in English and by combining the scores of all third
1287 grade ~~and~~ through fifth grade SOL tests administered in mathematics.

1288 b. ~~During the transition period covering ratings earned during 1999-2000 through 2002-~~
1289 ~~03, in schools housing grades kindergarten through 5, the science and history/social~~
1290 ~~science pass rates for accreditation purposes shall be calculated by using the fifth grade~~
1291 ~~scores alone, or by combining the scores of all SOL tests administered in grades 3~~

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1292 ~~through 5 in science and by combining the scores of all SOL tests administered in grades~~
1293 ~~3 through 5 in history/social science, whichever is higher. If the third grade scores are~~
1294 ~~combined with the fifth grade scores, the required passing rate shall be 70% for full~~
1295 ~~accreditation. In schools housing grades kindergarten through 3, the accreditation rating~~
1296 ~~shall be calculated using the English and mathematics scores only. For schools housing~~
1297 ~~grade configurations where multiple pass rates apply, the results of the tests may be~~
1298 ~~combined in each of the four core academic areas for the purpose of calculating the~~
1299 ~~school's accreditation rating provided the school chooses to meet the higher pass rate.~~

1300 c. With tests administered in the academic year 2009-10 for the accreditation ratings in
1301 school year 2010-2011 and beyond a school will be rated Fully Accredited when its
1302 eligible students meet the pass rate of 75% in English and the pass rate of 70% in
1303 mathematics, science, and history and social science.

1304 d. For accreditation purposes the pass rate will be calculated as single rates for each of
1305 the four core academic areas by combining all scores of all tests administered in each
1306 subject area.

1307

1308 ~~2. Provisionally Accredited/Meets State Standards. For ratings earned during the~~
1309 ~~academic years 1999-2000 through 2002-03, a school will be rated Provisionally~~
1310 ~~Accredited/Meets State Standards when it has met the provisional accreditation~~
1311 ~~benchmarks as defined in accordance with 8 VAC 20-131-320 but has not met the~~
1312 ~~requirement to be rated Fully Accredited.~~

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1313 ~~3. Provisionally Accredited/Needs Improvement. For ratings earned during the academic~~
1314 ~~years 1999-2000 through 2002-03, a school will be rated Provisionally Accredited/Needs~~
1315 ~~Improvement when it fails to meet the provisional accreditation benchmarks as defined in~~
1316 ~~8 VAC 20-131-320 in one or more academic areas.~~

1317 4.2. Accredited with Warning (in specific academic area or areas).

1318 a. ~~For ratings earned during academic years ending in 1999-2000 through 2002-03, a~~
1319 ~~school will be Accredited with Warning (in specific academic area or areas) if its pass-~~
1320 ~~rate performance on SOL tests is 20 or more percentage points below any of the~~
1321 ~~provisional accreditation benchmarks set forth in the appendix to these standards.~~

1322 b. ~~For ratings earned during academic years 2003-04 and 2004-05, a school will be~~
1323 ~~Accredited with Warning in (specific academic area or areas) if it does not meet the pass-~~
1324 ~~rate requirements to be Fully Accredited.~~

1325 e. ~~For ratings earned during academic years 2005-06 and beyond, a A school will be~~
1326 ~~Accredited with Warning in (specific academic area or areas) if it has ~~achieved~~ failed to~~
1327 ~~achieve Fully Accredited status but has failed to meet the requirements to maintain that~~
1328 ~~status in any one year. Following the academic year 2005-06, such Such a school may~~
1329 ~~remain in the Accredited with Warning status for no more than three consecutive years.~~

1330 5.3. Accreditation Denied. Based on a school's academic performance during academic
1331 years ending in 2006 and beyond, a school shall be rated Accreditation Denied if it fails
1332 to meet the requirements to be rated Fully Accredited for the preceding three consecutive

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1333 ~~years or for three consecutive years anytime thereafter, except for schools rated~~

1334 ~~Accredited with Warning as set forth in subdivision 4 c of this subsection.~~

1335 In any school division in which 1/3 or more of the schools have been rated Accreditation

1336 Denied, the superintendent shall be evaluated by the local school board with a copy of

1337 such evaluation submitted to the ~~board~~ Board of Education no later than December 1 of

1338 each year in which such condition exists. In addition, the Board of Education may take

1339 action against the local school board as permitted by the Standards of Quality due to the

1340 failure of the local board to maintain accredited schools.

1341 ~~6. Accreditation Withheld/Improving School Near Accreditation. A school that has never~~

1342 ~~met the requirements to be rated Fully Accredited by end of the academic year ending in~~

1343 ~~2006 may apply to the board for this accreditation designation. To be eligible, the school~~

1344 ~~must meet the following criteria:~~

1345 a. ~~By the year ending in 2006, at least 70% of its students must have passed the~~

1346 ~~applicable English SOL tests except at third and fifth grade where the requirement is~~

1347 ~~75%.~~

1348 b. ~~By the year ending in 2006, a combined pass rate of 60% of its students must have~~

1349 ~~passed the SOL tests in the other three core academic areas.~~

1350 c. ~~In each academic area in which the pass rate is below the rate required to be rated Fully~~

1351 ~~Accredited, the school's pass rate must have increased by at least 25 percentage points as~~

1352 ~~compared to the pass rates on tests taken during the academic year ending in 1999.~~

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1353 ~~To retain this rating, a school must continue to show annual improvement in each~~
1354 ~~academic area in which the pass rate is below the rate required for full accreditation. This~~
1355 ~~rating will cease to exist after the academic year ending in 2009.~~

1356 7 4. Conditionally Accredited. New schools that are comprised of students from one or
1357 more existing schools in the division will be awarded this status for one year pending an
1358 evaluation of the school's eligible students' performance on SOL tests or additional tests
1359 ~~described in 8 VAC 20-131-110-B~~ approved by the Board of Education to be rated Fully
1360 Accredited. This rating may also be awarded to a school that is being reconstituted in
1361 accordance with the provisions of 8 VAC 20-131-340 of these regulations upon
1362 agreement by the Board of Education. A school awarded this rating under those
1363 circumstances will revert to a status of Accreditation Denied if it fails to meet the
1364 requirements to be rated Fully Accredited by the end of the agreed upon term.

1365

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1365

- In subsection A obsolete language has been deleted due to the period of time having passed.
- In the new subsection A language is struck for clarification.
- In subsection C1.b. “through” is added to address implementation of annual testing.
- In subsection C1.b. these changes will allow schools to adjust to implementation of annual testing and time to prepare for increased pass rates. Amendments in subsection C provide for a phase-in of higher standards for accreditation ratings earned in the 2009-10 school year to be applied to the 2010-2011 school year.
- In subsection C the Provisionally Accredited/Meets State Standards language is obsolete and has been deleted due to the period of time having passed.
- In subsection C. 2. language in the Accredited with Warning rating is obsolete and has been deleted due to the period of time having passed. Language is also deleted for clarification.
- Language is added in subsection C.3. to clarify that beginning with accreditation ratings earned in 2005-06 a school may be rated Accreditation Denied for the 2006-07 school year if it has been Accredited with Warning for the three years preceding 2006-07.
- It is proposed that in the former subsection C.6., the Board consider eliminating the Accreditation Withheld/Improving School Near Accreditation rating due to a number of factors:
 1. There will likely be very few schools that have never been fully accredited in 2006. Also, if after 8 years a school has never reached full accreditation, accreditation denied may be the most appropriate rating for the school.
 2. The data sets used to calculate accreditation ratings in 1999 are vastly different than those likely to be used in 2006. The 1999 sets were unadjusted pass rates (excluding only LEP by the Board’s directive) and, more than likely the 2006 pass rates will have many adjustments making the two data sets like comparing apples to oranges. In addition, there will likely be few schools that cannot demonstrate a 25% increase over 1999.
- Language regarding alternate assessments or alternative tests is added in the new subsection C. 4. for consistency with 8 VAC 20-131-280 and clarity.
- In the new subsection C.4. a new provision allowing reconstituted schools to be rated Conditionally Accredited would grant some relief to localities whose schools may be rated Accreditation Denied under circumstances outlined in 8 VAC 20-131-340.C.

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1365 8 VAC 20-131-310. Action requirements for schools that are accredited with warning.

1366 A. With such funds as are appropriated by the General Assembly, the Department of

1367 Education shall develop a school academic review process and monitoring plan designed

1368 to assist schools rated as Accredited with Warning. All procedures and operations for the

1369 academic review process shall be approved and adopted by the board.

1370

1371 B. Any school that is rated Accredited with Warning in English or mathematics ~~is~~

1372 ~~expected to~~ shall adopt ~~an~~ a research based instructional method intervention that has a

1373 proven track record of success at raising student achievement in those areas as

1374 appropriate.

1375

1376 C. The superintendent and principal shall certify in writing to the ~~board~~ Board of

1377 Education that such a ~~method~~ an intervention has been adopted and implemented.

1378

1379 D. The board shall publish a list of recommended instructional ~~methods~~ interventions,

1380 which may be amended from time to time.

1381

1382 E. Adoption of instructional ~~methods~~ interventions referenced in subsections B and D of

1383 this section shall be funded by eligible local, state, and federal funds.

1384

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1385 F. A three-year School Improvement Plan must be developed and implemented, based on
1386 the results of an academic review of each school that is rated Accredited with Warning
1387 upon receipt of notification of the awarding of this rating and receipt of the results of the
1388 academic review. The plan:

1389 1. Shall be developed with the assistance of parents and teachers and made available to
1390 the public;

1391 2. Must include the components outlined in subsection G of this section; and

1392 3. Must be approved by the division superintendent and the local school board and be
1393 designed to assist the school in meeting the student achievement standard to be Fully
1394 Accredited as outlined in 8 VAC 20-131-300.

1395

1396 G. The improvement plan shall include the following:

1397 1. A description of how the school will meet the ~~provisional accreditation benchmarks, or~~
1398 ~~the~~ requirements to be Fully Accredited, for each of the years covered by the plan;

1399 2. Specific measures for achieving and documenting student academic improvement;

1400 3. A description of the amount of time in the school day devoted to instruction in the core
1401 academic areas;

1402 4. Instructional practices designed to remediate students who have not been successful on
1403 SOL tests;

1404 5. Intervention strategies designed to prevent further declines in student performance;

1405 6. Staff development needed;

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1406 7. Strategies to involve and assist parents in raising their child's academic performance;

1407 8. The need for flexibility or waivers to state or local regulations to meet the objectives of
1408 the plan; and

1409 9. A description of the manner in which local, state, and federal funds are used to support
1410 the implementation of the components of this plan.

1411 As part of its approval of the school improvement plan, the board may grant a local
1412 school board a waiver from the requirements of any regulations promulgated by the board
1413 when such a waiver is available.

1414

1415 H. The school improvement plan and related annual reports submitted to the board shall
1416 provide documentation of the continuous efforts of the school to achieve the requirements
1417 to become rated Fully Accredited. The board shall adopt and approve all policies and
1418 formats for the submission of annual reports under this section. The reports shall be due
1419 no later than October 1 of the school year.

1420

- In subsection G the language has been eliminated as obsolete since the benchmarks no longer exist.
- Through out the regulation language regarding research based interventions have been added to clarify that schools must adopt interventions that have a proven track record of success.

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- 1420 ~~8 VAC 20-131-320. Provisional accreditation benchmarks.~~
- 1421 ~~The board will set the minimum acceptable pass rates required for a school to achieve the~~
- 1422 ~~rating of Provisionally Accredited/Meets State Standards in the academic years 1999-~~
- 1423 ~~2003. These benchmarks are outlined in the appendix to these standards.~~

1424

The language of this regulation has been eliminated as obsolete since the benchmarks no longer exist.

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1424 8 VAC 20-131-325. Recognitions and rewards for school accountability performance.

1425 A. Schools may be recognized by the ~~board~~ Board of Education in accordance with

1426 ~~procedures~~ guidelines it shall establish. Such recognition may include:

1427 1. Public announcements recognizing individual schools;

1428 2. Tangible rewards;

1429 3. Waivers of certain board regulations;

1430 4. Exemptions from certain reporting requirements; or

1431 5. Other commendations deemed appropriate to recognize high achievement.

1432 In addition to board recognition, local school boards shall adopt policies to recognize

1433 individual schools through public announcements, media releases, participation in

1434 community activities for input purposes when setting policy relating to schools and

1435 budget development, as well as other appropriate recognition.

1436

1437 ~~B. A school that maintains a passing rate on SOL tests or other additional tests approved~~

1438 ~~by the board as outlined in 8 VAC 20-131-110 B of 80% or above may, upon application~~

1439 ~~to the Department of Education, receive a waiver from some or all provisions of the~~

1440 ~~following regulations and reporting requirements for a period of up to three years:~~

1441 ~~8 VAC 20-131-80. Instructional program in elementary schools. (clock hour requirement~~

1442 ~~only)~~

1443 ~~8 VAC 20-131-90. Instructional program in middle schools. (clock hour requirement~~

1444 ~~only)~~

- 1445 ~~8 VAC 20-131-100. Instructional program in secondary schools.~~
- 1446 ~~8 VAC 20-131-110. Standard and verified units of credit. (clock hour requirement only)~~
- 1447 ~~8 VAC 20-131-120. Summer school. (clock hour requirement only)~~
- 1448 ~~8 VAC 20-131-130. Elective courses.~~
- 1449 ~~8 VAC 20-131-140. College preparation programs and opportunities for postsecondary~~
- 1450 ~~credit.~~
- 1451 ~~8 VAC 20-131-150. Standard school year and school day.~~
- 1452 ~~8 VAC 20-131-190. Library media, materials and equipment.~~
- 1453 ~~8 VAC 20-131-200. Extracurricular and other school activities.~~
- 1454 ~~8 VAC 20-131-210. Role of the principal.~~
- 1455 ~~8 VAC 20-131-220. Role of professional teaching staff.~~
- 1456 ~~8 VAC 20-131-230. Role of support staff.~~
- 1457 ~~8 VAC 20-131-240. Administrative and support staff; staffing requirements.~~
- 1458
- 1459 B. A school that maintains a passing rate on SOL tests or other additional tests approved
- 1460 by the board as outlined in 8 VAC 20-131-110 of 95% or above in the four core academic
- 1461 areas for two consecutive years may, upon application to the Department of Education,
- 1462 receive a waiver from annual accreditation. A school receiving such a waiver shall be
- 1463 Fully Accredited for a three-year period. However, such school shall continue to
- 1464 annually submit documentation in compliance with the pre-accreditation requirements
- 1465 described in 8 VAC 20-131-280 F.

1466

1467 C. Schools may be eligible to receive the Governor's Award for Outstanding
1468 ~~Improvement~~ Achievement. This award will be given to schools ~~in each classification~~
1469 ~~defined in 8 VAC 20-131-280 B-rated below Fully Accredited~~ that significantly increase
1470 the achievement of students within student subgroups in accordance with guidelines
1471 prescribed by the Board of Education ~~exceed the improvement levels defined in 8 VAC~~
1472 ~~20-131-320 by 10 percentage points or more in one year during the school years 2000-01~~
1473 ~~through 2002-03. In addition, any school that raises its rating from Accredited with~~
1474 ~~Warning to Fully Accredited in one year will receive this award when it was 10~~
1475 ~~percentage points or more below the performance level to be rated Fully Accredited.~~

1476

- In subsection B language is proposed to allow schools maintaining a pass rate of 95% or more on SOL or other tests to be accredited for a three-year period. Schools would continue to comply with the annual submission of preaccreditation documentation. This is designed to reward consistently high achieving institutions.
- Language regarding waivers of certain specified sections of the regulations has been eliminated due to the fact that few if any schools have requested such waivers since their availability.
- In subsection C the timeframe established for this award has expired making the language obsolete. A new award is established to recognize schools that are high achieving institutions that are addressing the achievement needs of the student subgroup population.

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1476 8 VAC 20-131-330. Waivers.
1477 Waivers of some of the requirements of ~~this chapter~~ these regulations may be granted by
1478 ~~the board~~ Board of Education based on submission of a request from the division
1479 superintendent and chairman of the local school board. The request shall include
1480 documentation of the need for the waiver. In no event will waivers be granted to the
1481 requirements of Part III (8 VAC 20-131-30 et seq.) of ~~this chapter~~ these regulations.
1482

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- 1482 8 VAC 20-131-340. Academic reviews, special provisions and sanctions.
- 1483 A. ~~Beginning with the 2000-01 school year, schools~~ Schools rated Accredited with
- 1484 Warning must undergo an academic review in accordance with guidelines adopted by the
- 1485 board and prepare a school improvement plan as required by 8 VAC 20-131-310.
- 1486
- 1487 B. Any school rated Accreditation Denied in accordance with 8 VAC 20-131-300 shall be
- 1488 subject to sanctions prescribed by the Board of Education and affirmed through a
- 1489 memorandum of understanding between the Board of Education and the local school
- 1490 board. The memorandum of understanding shall be entered into no later than 30 days
- 1491 after the opening of school. The memorandum or understanding may include but not be
- 1492 limited to:
- 1493 1. Submitting status reports detailing implementation of corrective actions to the Board
- 1494 of Education. The status reports shall be signed by the school principal, division
- 1495 superintendent, and the chair of the local school board. The Board of Education may
- 1496 require the school principal, division superintendent, and the chair of the local school
- 1497 board to appear before the Board to present such status reports.
- 1498 2. Undergoing an educational service delivery and management review. The Board of
- 1499 Education shall prescribe the content of such review and approve the reviewing authority
- 1500 retained by the school division.

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1501 3. Employing a turnaround specialist credentialed by the state to address those conditions
1502 at the school that may impede educational progress and effectiveness and academic
1503 success.

1504

1505 C. Any school rated Accreditation Denied shall provide parents of enrolled students and
1506 other interested parties with the following:

1507 1. Written notice of the school's accreditation rating within 30 calendar days of the
1508 notification of the rating from the Department of Education;

1509 2. A copy of the school division's proposed corrective action plan, including a timeline
1510 for implementation, to improve the school's accreditation rating; and

1511 3. An opportunity to comment on the division's proposed corrective action plan.

1512 Such public comment shall be received and considered by the school division prior to
1513 finalizing the school division's corrective action plan and memorandum of understanding
1514 with the Board of Education.

1515

1516 D. As an alternative to the memorandum of understanding outlined in subsection B, a
1517 local school board may choose to enter into an agreement with the Board of Education to
1518 reconstitute a school rated Accreditation Denied. The reconstitution agreement may
1519 include any of the provisions of subsection B along with one or more of the following
1520 actions:

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- 1521 1. Replacing all or a majority of the administrative staff and at least fifty percent of the
1522 instructional staff; or
- 1523 2. Hiring a private management firm from a Board of Education reviewed list; or
- 1524 3. Converting the school to a charter school in accordance with § 22.1-212.6 of the Code
1525 of Virginia, with consideration given to collaboration with an institution of higher
1526 education or other suitable entity.

1527 If a local school board chooses to reconstitute a school, it may apply for an accreditation
1528 rating of Conditionally Accredited as provided for in 8 VAC 20-131-300.D.6. The
1529 Conditionally Accredited rating may be extended for a period not to exceed three years if
1530 the school is making progress toward a rating of Fully Accredited in accordance with the
1531 terms of the agreement with the Board of Education. The school will revert to a status of
1532 Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited by
1533 the end of the term of the agreement.

1534

1535 E. The local school board may choose to close a school rated Accreditation Denied or to
1536 combine such school with a higher performing school in the division.

1537

1538 F. A local school board that has any school with the status of Accreditation Denied shall
1539 annually report each school's progress toward meeting the requirements to be rated Fully
1540 Accredited to the Board of Education. The local board shall submit such report in a
1541 manner prescribed by the Board of Education no later than October 1 of each year. Such

1542 reports on each school's progress shall be included in the Board of Education's annual
1543 report on the condition and needs of public education to the Governor, and the General
1544 Assembly submitted on November 15 of each year.

1545

1546 ~~B. The board may enact special provisions related to the administration and use of any~~
1547 ~~SOL test or tests in a content area as applied to this chapter for any period during which~~
1548 ~~the SOL content in that area is being revised and phased in.~~

1549

1550 ~~EG. Any school in violation of this chapter~~ these regulations shall be subject to
1551 appropriate action by the ~~board~~ Board of Education including, but not limited to, the
1552 ~~adjustment or withdrawal~~ withholding or denial of a school's accreditation.

1553

1554 H. A school's accreditation rating may be withheld by action of the Board of Education
1555 for any school found to be in violation of test security procedures pursuant to § 22.1-19.1
1556 of the Code of Virginia.

1557

1558 I. The Board of Education may exercise its authority to seek school division compliance
1559 with school laws pursuant to relevant provisions of the Code of Virginia when any school
1560 within a division is rated Accreditation Denied.

1561

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1561

- In subsection A obsolete language has been eliminated.
- In the new subsection B language regarding possible sanctions for schools rated Accreditation Denied has been added. The sanctions include requiring the local school board to enter into a memorandum of understanding with the Board to take steps to make major changes in a school.
- In the new subsection C language is added to require schools rated Accreditation Denied to communicate its status to parents and other interested parties, to provide copies of the school's plan to achieve Fully Accredited status, and to provide the public an opportunity to comment on the plan before it is finalized.
- In the new subsection D language is added to permit a school board to choose to take more drastic steps to improve the school by undertaking a reconstitution of the school through other means.
- In the new subsection D language is also added to allow a school to apply for a rating of Conditionally Accredited. This would relieve some of the community pressure and stigma of having a rating of Accreditation Denied during the period of the reconstitution and may encourage a school board to take this option. Granting the status or not would be the prerogative of the Board.
- In the new subsection E language is added to emphasize that a local school board may choose to close a school rated Accreditation Denied or to combine such school with a higher performing school.
- In the new subsection F a reporting requirement is added to ensure that the General Assembly and Governor are informed of schools rated Accreditation Denied and their progress toward achieving Fully Accredited status.
- In subsection G language is amended to emphasize the Board's authority to withhold or deny accreditation for any school in violation of the accrediting regulations.
- Language is added in the new subsection H to permit a school's accreditation to be withheld when any school violates test security procedures pursuant to § 22.1-19.1 of the Code of Virginia.
- In the new subsection I language is added to reaffirm the Board's authority to seek compliance with the school laws.