

**COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION**

SIMPLIFIED LISTING OF REQUIREMENTS IN THE STANDARDS OF QUALITY

NOTE: The letter identifies the paragraph in the standards; however, the numbering does not correspond to a numbering scheme in the Standards themselves. The number enumerates the various requirements contained in the standard. Please refer to the full text of the standards for the complete language of the requirement.

STANDARD 1: BASIC SKILLS, SELECTED PROGRAMS AND INSTRUCTIONAL PERSONNEL

- B.1. The school division has implemented Standards of Learning objectives or the equivalent for the development of the basic skills.
- B.2. The school division requires students to demonstrate achievement of the educational objectives utilized by the school division at each grade level.
- C.1. The school division has developed and implemented a program of instruction in grades K-12 which emphasizes:
 - a. Reading, writing, and speaking.
 - b. Mathematical concepts and computations.
 - c. Scientific concepts and processes.
 - d. Essential skills and concepts of citizenship, including knowledge of history, economics, government, foreign languages, international cultures, environmental issues and geography necessary for responsible participation in American society and in the international community.
 - e. Fine and Practical Arts.
 - f. Knowledge and skills needed to qualify for further education or employment, or in the case of certain children with disabilities, to qualify for eventual employment and lifelong learning.
- C.2. The school division provides programs of prevention, intervention, or remediation for students who are at risk including, but not limited to, students whose scores are in the bottom national quartile on VSAPT, who do not pass the literacy tests, or fail any SOL test in grades three, five, and eight.
- C.3. The school division requires students who do not pass the literacy tests or fails all of the SOL tests at grades three, five, and eight to attend summer school or participate in another form of remediation.
- C.4. The division superintendent requires any student who passes one or more, but not all, of the Standards of Learning assessments in grades three, five, or eight may be required to attend a remediation program. Division superintendents shall require such students to take special programs of prevention, intervention, or remediation, which may include attendance in public summer school programs, in accordance with subsection A of § 22.1-254 and § 22.1-254.01 of the Code of Virginia.

- D.1. The school division has implemented the following:
- a. Programs in grades K through 3, which emphasize developmentally appropriate learning to enhance success.
 - b. Programs based on prevention, intervention, or retrieval to increase the number of students who earn a high school diploma or general education development (GED) certificate.
 - c. Career education programs infused into the K through 12 curricula that promote knowledge of careers and all types of employment opportunities and emphasize the advantages of completing school with marketable skills.
 - d. Competency-based career and technical education programs, according to a plan approved by the local board, which integrate academic outcomes, career guidance, and job-seeking skills for all secondary students including those with disabilities.
 - f. Academic and career and technical preparation for students who plan to continue their education beyond secondary school or who plan to enter employment.
 - g. Early identification of students with disabilities and enrollment of such students in appropriate instructional programs consistent with state and federal law.
 - h. Early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs.
 - i. Educational alternatives for students whose needs are not met in programs prescribed elsewhere in the standards.
 - j. Adult education programs for individuals functioning below the high school completion level.
 - k. A plan to make achievement for students who are educationally at-risk a divisionwide priority which includes procedures for measuring the progress of such students.
 - l. A plan to notify students and their parents of the availability of advanced placement classes, the International Baccalaureate program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the advanced placement and International Baccalaureate examinations.
- E.1. The school division employs the required minimum number of licensed, full-time equivalent instructional personnel per 1000 students in ADM with state and local basic, special education, gifted, and career and technical education funds.
- F.1. The school division employs the minimum number of full-time equivalent instructional positions for each 1,000 students in grades K-12 estimated to score in the bottom national quartile on the statewide assessment program tests and who fail the literacy tests or Standards of Learning assessments for grades three, five, and eight in accordance with funding provided in the appropriation act.
- G.1. The school division has a ratio of pupils in average daily membership to full-time equivalent teaching positions (excluding special education teachers, principals, counselors, and librarians) no greater than the following ratios.
- a. Twenty-four to one in kindergarten, with no class larger than twenty-nine, twenty-four to one in grade one, and twenty-four to one in grades two and three with no class being larger than thirty at any of these levels.
 - b. A full-time teacher's aide is assigned to any kindergarten class where the average daily membership exceeds twenty-four pupils.

- c. Twenty-five to one in grades four through six with no class being larger than thirty-five pupils.
 - d. Twenty-four to one in English classes in grades six through twelve.
- G.2. The school division assigns instructional personnel in a manner that produces schoolwide ratios of students in average daily memberships to full-time equivalent positions of twenty-five to one in middle and high schools.
- G.3. The school board, annually, on or before January 1, reports to the public the actual pupil teacher ratios in elementary school classrooms by school for the current year.

STANDARD 2: SUPPORT SERVICES

- C.1. The school division provides support services as prescribed by the standards.
- D.1. The school division has a program of pupil personnel services which has been designed to aid students in grades K-12 in their educational, social, and career development.

STANDARD 3: ACCREDITATION, OTHER STANDARDS AND EVALUATION

- B.4. Schools in the division were properly staffed in accordance with the standards.
- F.1. All schools are fully accredited by the Board of Education.
- F.2. School boards have submitted corrective action (improvement) plans for any schools within its school division that have been designated as not meeting the criteria for determining effectiveness as defined by the Board (i.e., rated "Accredited with Warning").
- F.3. The school board reviews the accreditation status of all schools annually in public session.
- G.1. The school board provides teachers and principals with:
- a. Periodic inservice training in preparing tests and other assessment measures.
 - b. Methods for assessing the progress of individual students, including SOL assessment materials or other criterion-referenced tests which match locally developed objectives.
- H.1. To assess the educational progress of students as individuals and as groups, the school division requires the administration of appropriate assessments including:
- a. Criterion-referenced tests.
 - b. Teacher-made tests and alternative assessment instruments.
 - c. Virginia State Assessment Program Tests, Standards of Learning assessments, and the National Assessment of Educational Progress state-by-state assessment.
 - d. The Virginia Literacy Testing Program.
- H.2. The school division analyzes the results from the Virginia State Assessment Program and the Virginia State Literacy Testing programs and reports this analysis to the public on an annual basis.

STANDARD 4: LITERACY PASSPORTS, DIPLOMAS, AND CERTIFICATES

- B.1. The local school board awards Literacy Passports to all students, including students with disabilities, who achieve passing scores on literacy tests established by the Board of Education.
- B.2. The local school board analyzes its pass and fail rates and evaluates the needs of students to design the remediation programs required in Standard 1.

- C.1. The school board awards diplomas to students who earn the units of credit prescribed by the Board of Education and meet such other requirements as may be prescribed by the local school board and approved by the Board of Education.
- C.2. Provisions are made for students who transfer between secondary schools, non-public schools, and home instruction as outlined in the accreditation standards.
- C.3. Reasonable accommodations are provided for students with disabilities to meet the requirements for a diploma.
- D.1. The school board awards special diplomas to students who have been identified as disabled who complete the requirements of their individualized education programs.
- E.1. The local school board awards certificates of program completion to students who complete a prescribed course of study as defined by the local school board when they do not meet the requirements for a diploma.

STANDARD 5: TRAINING AND PROFESSIONAL DEVELOPMENT

- E.1. Each member of the school board is required to participate annually in in-service programs on personnel, curriculum and current issues in education as a part of their service on the board.
- E.2. The division superintendent participates annually in professional development activities at the local, state, or national level.
- F.1. The school board provides a program of professional development, as part of the licensure renewal process, to assist teachers and principals in acquiring the skills needed work with gifted students and students with disabilities.
- F.2. The school board provides a program of professional development in educational technology for all instructional personnel.
- F.3. The school board provides a program of professional development for administrative personnel designed to increase proficiency in instructional leadership and management.

STANDARD 6: PLANNING AND PUBLIC INVOLVEMENT*

- C.1. The school board revises, extends, and adopts a divisionwide six-year improvement plan biennially.
- C.2. The school division's six-year improvement plan is developed with staff and community involvement.
- C.3. The division's six-year improvement plan has been approved by the local school board.
- C.4. A public hearing was held to solicit public comment and the plan made available to the public prior to approval.
- C.5. Each school in the division prepares a biennial plan which was considered by the board in developing the six-year improvement plan.
- C.6. The school division's six-year improvement plan includes:
 - a. Objectives of the school division and an assessment of the extent to which these objectives are being achieved.
 - b. A forecast of enrollment changes and a plan for managing enrollment changes including consideration of the consolidation of schools to improve efficiency and economies in cooperation with neighboring divisions.

- c. A technology plan designed to integrate educational technology into the instructional program consistent with the six-year technology plan for Virginia adopted by the Board of Education.
 - d. An assessment of the needs of the school division.
 - e. Evidence of community participation in the development of the plan.
- C.7. A report on the extent to which the objectives of the plan were achieved during the previous two school years was made by the local school board to the public by November 1 of each odd-numbered year.

STANDARD 7: POLICY MANUAL*

- C.1. The school board maintains and follows an up-to-date policy manual which has been reviewed at least every five years and revised as necessary.
- C.2. The school board's policy manual contains:
- 1. Valid copies of Article 3 of Chapter 15 of Title 22.1, concerning grievances, dismissals, etc., of teachers, and the implementation procedure prescribed by the General Assembly and the Board of Education.
 - 2. A cooperatively developed procedure for personnel evaluation appropriate to tasks performed by those being evaluated.
- D.1. The school board's policy manual, which has been developed giving consideration to the views of teachers, parents and other concerned citizens, includes the following:
- 1. A system of two-way communication between employees and the school board and its administrative staff whereby matters of concern can be discussed in an orderly and constructive manner.
 - 2. A policy for selection and evaluation of all instructional materials with clear procedures for handling challenged controversial materials.
 - 3. The standards of student conduct and attendance and procedures for enforcement.
 - 4. A policy for school-community communications and community involvement.
 - 5. Guidelines to encourage parents to provide instructional assistance to their children in the home, which may include voluntary training for parents of children in grades K-3.
- D.2. An up-to-date copy of the school division's policy manual is kept in the library of each school and in any public library in the division and is available to employees and to the public.
- D.3. An annual announcement is made advising the public that the policy manual is available in such places.

*Please refer to the "Affidavit Affirming Compliance with the Standards of Quality" for specific instructions for documenting compliance with these standards.