

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: INSTRUCTIONAL PROGRAMS SUPPORTING THE STANDARDS OF LEARNING AND OTHER EDUCATIONAL OBJECTIVES.

- 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. Proficiency in the use of computers and related technology
 - d. Scientific concepts and processes.
 - e. 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.
 - f. Health and physical education
 - g. Environmental issues and geography
 - h. Fine and Practical Arts.
 - i. Knowledge and skills needed to qualify for further education or employment, or in the case of certain children with disabilities, to qualify for appropriate training.
 - j. Development of the ability to apply such skills and knowledge in preparation 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 who fail to achieve a passing score on any Standards of Learning assessment in grades three through eight or who fail an end-of-course test required for the award of a verified unit of credit required for the student's graduation.
- C.3. The school division requires students who fail all of the SOL tests at grades three through eight to attend summer school or participate in another form of remediation.
- C.4. The division superintendent shall requires 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.
- C.5. The division superintendent chooses summer school remediation programs of other forms of remediation as appropriate to the academic needs of the student and does not charge tuition to students required to attend such programs.

- 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 and to prevent students from dropping out of school.
 - c. Career education programs infused into the K through 12 curricula that promote knowledge of careers including, but not limited to, apprenticeships, entrepreneurship, and small business ownership, the military, and the teaching profession, and emphasize the advantages of completing school with marketable skills.
 - d. Career exploration opportunities in the middle school grades.
 - e. 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. 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 that 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.
 - m. Identification of students with limited English proficiency and enrollment of such students in appropriate instructional programs.
 - n. Early identification, diagnosis, and assistance for students with reading problems and provision of instructional strategies and reading practices that benefit the development of reading skills for all students.
 - o. Incorporation of art, music, and physical education as a part of the instructional program at the elementary school level.
 - p. A program of student services for grades kindergarten through 12 that shall be designed to aid students in their educational, social, and career development.

STANDARD 2: INSTRUCTIONAL, ADMINISTRATIVE AND SUPPORT PERSONNEL

- B.1 The school board employs licensed instructional personnel qualified in the relevant subject areas.
- C.1. The school division has a ratio of pupils in average daily membership to full-time equivalent teaching positions (excluding special education teachers, principals, assistant 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 grades one, 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.
- C.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. (NOTE: IN THE SECOND YEAR OF THE BIENNIUM, A 21:1 RATIO IS FUNDED AND THE SCHOOL DIVISION MUST PROVIDE ALL MIDDLE AND HIGH SCHOOL TEACHERS WITH ONE PLANNING PERIOD PER DAY OR THE EQUIVALENT, UNENCUMBERED OF ANY TEACHING OR SUPERVISORY DUTIES).
- D.1. The school division employs the required minimum number of licensed, full-time equivalent instructional personnel per 1,000 students in ADM with state and local basic, special education, gifted, and career and technical education as set forth in the appropriation act.
- E.1. The school division employs the minimum number of full-time equivalent instructional positions for each 1,000 students in grades K-12 who are identified as needing prevention, intervention, and remediation services in accordance with funding provided in the appropriation act.
- F.1. The school division employs in addition to the positions supported by basic aid and those in support of regular school year programs of prevention, intervention, and remediation, 10 full-time equivalent instructional positions for each 1,000 students identified as having limited English proficiency. (NOTE: ITEM 146 OF THE APPROPRIATION ACT PROVIDES FUNDING TO SUPPORT THE STATE SHARE OF 17 PROFESSIONAL INSTRUCTIONAL POSITIONS PER 1,000 STUDENTS FOR WHOME ENGLISH IS A SECOND LANGUAGE. THE 17 PER 1,000 STANDARD PREVAILS AND BEGAN ON JULY 1, 2004. LEGISLATION PASSED BY THE 2005 GENERAL ASSEMBLY CODIFIES THE 17 PER 1,000 STANDARD IN THE STANDARDS OF QUALITY.)
- H.1. The school board employs, at a minimum, full-time principals, assistant principals, librarians, guidance counselors, and clerical personnel as delineated in the standards.
- I.1 The school board employs five positions per 1,000 students in grades K-5 to serve as elementary resource teachers in art, music, and physical education. (NOTE: SCHOOL DIVISIONS ARE REQUIRED TO MAINTAIN INSTRUCTIONAL POSITIONS MEETING THIS STANDARD BEGINNING JULY 1, 2005.)
- J.1. The school board employs two positions per 1,000 students in grades K-12, one who provides technology support and one who serves as an instructional technology teacher. NOTE: SCHOOL

DIVISIONS ARE REQUIRED TO MAINTAIN INSTRUCTIONAL POSITIONS MEETING THIS STANDARD BEGINNING JULY 1, 2005.)

- L.1. All combined schools in the school division meet the staffing (except for guidance counselors) requirements for the highest grade level in the school. The requirement for guidance counselors meets the requirements based on enrollment at the various school organization levels.
- M.1. The school board, annually, on or before January 1, reports to the public the actual pupil teacher ratios (excluding resource personnel) in elementary school classrooms by school for the current year. The board shall also report the pupil/teacher ratio including resource teachers in the same report. The report includes identification of the schools but ensures confidentiality of all teacher and pupil identities.
- O.1. The school board provides support services necessary for the efficient and cost-effective operation and maintenance of the schools including services provided by the school board members; the superintendent; assistant superintendents; student services (including guidance counselors, social workers, and homebound, improvement, principal's office, and library- media positions); attendance and health positions; administrative, technical, and clerical positions; operation and maintenance positions; educational technology positions; school nurses; and pupil transportation positions.

STANDARD 3: ACCREDITATION, OTHER STANDARDS AND EVALUATION

- A.1. All schools are fully accredited by the Board of Education.
- A.2. The school board reviews the accreditation status of all schools annually in public session.
- A.3. 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").
- A.4. If the school division has undergone a division-level academic review, the school board has submitted a corrective action plan to the Board of Education and has made the corrective action plan a part of the school division's six-year improvement plan.
- F.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. Standards of Learning assessments, and the National Assessment of Educational Progress state-by-state assessment.
- F.2. The school division analyzes and reports to the public annually the results from the Stanford Achievement Test Series, Ninth Edition assessment, if administered, and the Standards of Learning Assessments.

STANDARD 4: STUDENT ACHIEVEMENT AND GRADUATION REQUIREMENTS

- A.1. The school board awards diplomas to students, including those who transfer from nonpublic schools or home instruction, 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.

- A.2. Provisions are made for students who transfer between secondary schools, non-public schools, and home instruction as outlined in the accreditation standards.
- A.3. Reasonable accommodations are provided for students with disabilities to meet the requirements for a diploma.
- A.4. The school board notifies the parents of rising eleventh and twelfth grade students of (i) the number of standard and verified units of credit required for graduation pursuant to the standards of accreditation and (ii) the remaining number of such units of credit the individual student requires for graduation.
- B.1. The school board awards special diplomas to students who have been identified as disabled who complete the requirements of their individualized education programs.
- B.2. The school board notifies the parents of students with disabilities who have an individualized education program and who fail to meet the requirements for graduation of the student's right to a free and appropriate education to age 21.
- C.1. The school board awards certificates of program completion to students who complete a prescribed course of study as defined by the school board when they do not meet the requirements for a diploma.
- C.2. The school board provides notification of the right to a free public education for students who have not reached 20 years of age on or before August 1 of the school year to the parent of students who fail to graduate or who have failed to achieve the number of verified units of credit required for graduation as provided in the standards of accreditation. If such student who does not graduate or achieve such verified units of credit is a student for whom English is a second language, the school board notifies the parent of the student's opportunity for a free public education to age 22.

STANDARD 5: TEACHER QUALITY AND EDUCATIONAL LEADERSHIP

- D.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.
- D.2. The school board requires the division superintendent to participate annually in professional development activities at the local, state, or national level.
- E.1. The school board provides a program of high quality professional development:
 - (i) in the use and documentation of performance standards and evaluation criteria based on student academic progress and skills for teachers and administrators to clarify roles and performance expectations and to facilitate the successful implementation of instructional programs that promote student achievement at the school and classroom levels;
 - (ii) as part of the license renewal process, to assist teachers and principals in acquiring the skills needed to work with gifted students, students with disabilities, and students who have been identified as having limited English proficiency and to increase student achievement and expand the knowledge and skills students require to meet the standards for academic performance set by the Board of Education;
 - (iii) in educational technology for all instructional personnel which is designed to facilitate integration of computer skills and related technology into the curricula, and

- (iv) for administrative personnel designed to increase proficiency in instructional leadership and management, including training in the evaluation and documentation of teacher and administrator performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel.
- E.2. The school board provides a program of high quality professional development for teachers and principals:
- (i) the preparation of tests and other assessment measures;
 - (ii) methods for assessing the progress of individual students, including Standards of Learning assessment materials or other criterion-referenced tests that match locally developed objectives;
 - (iii) instruction and remediation techniques in English, mathematics, science, and history and social science;
 - (iv) interpreting test data for instructional purposes; and
 - (v) technology applications to implement the Standards of Learning.
- F.1. The school board ensures that schools and the school division include as an integral component of their biennial plans and six-year plans, respectively, high-quality professional development programs that support the recruitment, employment, and retention of qualified teachers and principals.

STANDARD 6: PLANNING AND PUBLIC INVOLVEMENT

- B.1. The school board revises, extends, and adopts a divisionwide six-year improvement plan biennially.
- B.2. The school division's six-year improvement plan is developed with staff and community involvement.
- B.3. The school board shall posts such plan on the division's Internet website if practicable, makes a hard copy of the plan available for public inspection and copying, and conducts at least one public hearing to solicit public comment on the divisionwide plan.
- B.3. The school division's six-year improvement plan includes:
- (i) the objectives of the school division;
 - (ii) an assessment of the extent to which these objectives are being achieved;
 - (iii) a forecast of enrollment changes;
 - (iv) a plan for projecting and managing enrollment changes including consideration of the consolidation of schools to provide for a more comprehensive and effective delivery of instructional services to students and economies in school operations;
 - (v) an evaluation of the appropriateness of establishing regional programs and services in cooperation with neighboring school divisions;

- (vi) a plan for implementing such regional programs and services when appropriate;
 - (vii) a technology plan designed to integrate educational technology into the instructional programs of the school division, including the school division's career and technical education programs, consistent with the six- year technology plan for Virginia adopted by the Board of Education;
 - (viii) an assessment of the needs of the school division and evidence of community participation in the development of the plan; and
 - (ix) any corrective action plan required pursuant to the results of a division-level academic review.
- B.4. The school board reports to the public by November 1 of each odd-numbered year the extent to which the objectives of the divisionwide plan have been met during the previous two school years.
- C.1. Each school in the division prepares a biennial plan that was considered by the board in developing the six-year improvement plan.

STANDARD 7: SCHOOL BOARD POLICIES

- A.1. The school board maintains and follows an up-to-date policy manual that has been reviewed at least every five years and revised as necessary.
- B.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.
 6. Information about procedures for addressing concerns with the school division and recourse available for parents for a judicial review of a school board action as provided for in § 22.1-87 of the *Code*.
 7. A cooperatively developed procedure for personnel evaluation appropriate to tasks performed by those being evaluated.
 8. Valid copies of Article 3 of Chapter 15 (§ 22.1-306 et seq. of the *Code*), concerning grievances, dismissals, etc., of teachers, and the implementation procedure prescribed by the General Assembly and the Board of Education.
- B.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. If maintained online, printed copies are available to citizens who do not have online access.

- C.3. An annual announcement is made advising the public that the policy manual is available in such places.

STANDARD 8: COMPLIANCE

- A.1. The school board provides, as a minimum, the programs and services, as provided in the standards of quality, with state and local funds as apportioned by the General Assembly in the appropriation act and to the extent funding is provided by the General Assembly.
- A.2. The Board of Education is required to identify, in its report to the Governor and General Assembly, any school divisions and the specific schools therein that have failed to establish and maintain schools meeting the Standards of Quality.
- A.3. When the Board of Education determines that a school division has failed or refused, and continues to fail or refuse, to comply with the Standards of Quality, the Board may petition the circuit court to mandate or otherwise enforce compliance.