

## Crosswalk: Standards of Accreditation to Code of Virginia

Standards of Accreditation (SOA)	Code of Virginia
<p><b>8VAC20-131-5. Definitions.</b>                      "Standard school year" means a school year of at least 180 teaching days or a total of at least 990 teaching hours per year.</p>	<p>§ 22.1-98(B) - Except as provided in this section: ... (1) The length of every school's term in every school division shall be at least 180 teaching days or 990 teaching hours in any school year.</p> <p>§ 22.1-79.1(C) - Individual schools may propose, and local school boards may approve, pursuant to guidelines developed by the Board of Education, alternative school schedule plans providing for the operation of schools on a four-day weekly calendar, so long as a minimum of 990 hours of instructional time is provided for grades one through twelve and 540 hours for kindergarten. No alternative plan that reduces the instructional time in the core academics of English, mathematics, social studies, and science shall be approved.</p>
<p><b>8VAC20-131-10. Purpose.</b>                      Section 22.1-253.13:3 B of the <i>Code of Virginia</i> requires the Virginia Board of Education (hereinafter "board") promulgate regulations establishing standards for accreditation.</p>	<p>§ 22.1-253.13:3(B) - The Superintendent of Public Instruction shall develop and the Board of Education shall approve criteria for determining and recognizing educational performance in the Commonwealth's public school divisions and schools. Such criteria, when approved, shall become an integral part of the accreditation process and shall include student outcome measurements. The Superintendent of Public Instruction shall annually identify to the Board those school divisions and schools that exceed or do not meet the approved criteria. Such identification shall include an analysis of the strengths and weaknesses of public education programs in the various school divisions in Virginia and recommendations to the General Assembly for further enhancing student learning uniformly across the Commonwealth. In recognizing educational performance in the school divisions, the Board shall include consideration of special school division accomplishments, such as numbers of dual enrollments and students in Advanced Placement and International Baccalaureate courses, and participation in academic year Governor's Schools.</p>

	<p>The Superintendent of Public Instruction shall assist local school boards in the implementation of action plans for increasing educational performance in those school divisions and schools that are identified as not meeting the approved criteria. The Superintendent of Public Instruction shall monitor the implementation of and report to the Board of Education on the effectiveness of the corrective actions taken to improve the educational performance in such school divisions and schools.</p>
<p><b>8VAC20-131-10. Purpose.</b> The statutory authority for these regulations is delineated in § 22.1-19 of the <i>Code of Virginia</i>, which includes the requirement that the board shall provide for the accreditation of public elementary, middle and secondary schools in accordance with regulations prescribed by it.</p>	<p>§ 22.1-19 - The Board shall provide for the accreditation of public elementary, middle, and high schools in accordance with standards prescribed by it...</p>
<p><b>8VAC20-131-20. Philosophy, goals, and objectives.</b> (A) Each school shall have a current philosophy, goals, and objectives that shall serve as the basis for all policies and practices and shall be developed using the following criteria:</p> <ol style="list-style-type: none"> <li>1. The philosophy, goals, and objectives shall be developed with the advice of professional and lay people who represent the various populations served by the school and in consideration of the needs of the community and shall serve as a basis for the creation and review of the biennial school plan.</li> <li>2. The school's philosophy, goals and objectives shall be consistent with the Standards of Quality.</li> <li>3. The goals and objectives shall (i) be written in plain language so as to be understandable to noneducators, including parents; (ii) to the extent possible, be stated in measurable terms; and (iii) consist primarily of measurable objectives to raise student and school achievement in the core academic areas of the Standards of Learning (SOL), to improve student and staff attendance, to reduce student drop-out rates, to increase graduation rates, and to increase the quality of instruction through professional staff development and licensure.</li> <li>4. The school staff and community representatives shall review</li> </ol>	<p>§ 22.1-253.13:3(A) - The Board of Education shall promulgate regulations establishing standards for accreditation pursuant to the Administrative Process Act (§ 2.2-4000 et seq.), which shall include, but not be limited to, student outcome measures, requirements and guidelines for instructional programs and for the integration of educational technology into such instructional programs, administrative and instructional staffing levels and positions, including staff positions for supporting educational technology, student services, auxiliary education programs such as library and media services, course and credit requirements for graduation from high school, community relations, and the philosophy, goals, and objectives of public education in Virginia.</p>

<p>annually the extent to which the school has met its prior goals and objectives, analyze the school's student performance data including data by grade level or academic department as necessary, and report these outcomes to the division superintendent and the community in accordance with local school board policy. This report shall be in addition to the school report card required by 8VAC20-131-270 B.</p> <p>(B) Copies of the school's philosophy, goals and objectives shall be available upon request.</p>	
<p><b>8VAC20-131-30. Student achievement expectations.</b></p> <p>(A) Each student should learn the relevant grade level/course subject matter before promotion to the next grade. The division superintendent shall certify to the Department of Education that the division's promotion/retention policy does not exclude students from membership in a grade, or participation in a course, in which SOL tests are to be administered. Each school shall have a process, as appropriate, to identify and recommend strategies to address the learning, behavior, communication, or development of individual children who are having difficulty in the educational setting.</p> <p>(B) In kindergarten through eighth grade, where the administration of Virginia assessment program tests are required by the Board of Education, each student shall be expected to take the tests; students who are accelerated shall take the tests of the grade level enrolled or the tests for the grade level of the content received in instruction. No student shall take more than one test in any content area in each year. Schools shall use the Virginia assessment program test results in kindergarten through eighth grade as part of a set of multiple criteria for determining the promotion or retention of students. Students promoted to high school from eighth grade should have attained basic mastery of the Standards of Learning in English, history and social science, mathematics, and science and should be prepared for high school work. Students shall not be required to retake the Virginia assessment program tests unless they are retained in grade</p>	<p><b>22.1-253.13:3(C)</b> - ... With such funds as are available for this purpose, the Board of Education shall prescribe assessment methods to determine the level of achievement of the Standards of Learning objectives by all students. Such assessments shall evaluate knowledge, application of knowledge, critical thinking, and skills related to the Standards of Learning being assessed. The Board shall (i) in consultation with the chairpersons of the eight regional superintendents' study groups, establish a timetable for administering the Standards of Learning assessments to ensure genuine end-of-course and end-of-grade testing and (ii) with the assistance of independent testing experts, conduct a regular analysis and validation process for these assessments.</p> <p>In prescribing such Standards of Learning assessments, the Board shall provide local school boards the option of administering tests for United States History to 1877, United States History: 1877 to the Present, and Civics and Economics. The last administration of the cumulative grade eight history test will be during the 2007-2008 academic school year. Beginning with the 2008-2009 academic year, all school divisions shall administer the United States History to 1877, United States History: 1877 to the Present, and Civics and Economics tests. The Board shall also provide the option of industry certification and state licensure examinations as a student-selected verified credit.</p> <p>The Board of Education shall make publicly available such assessments in a timely manner and as soon as practicable following the</p>

<p>and have not previously passed the related tests.</p> <p>(C) In kindergarten through grade 12, students may participate in a remediation recovery program as established by the board in English (Reading) or mathematics or both.</p> <p>(D) The board recommends that students in kindergarten through grade 8 not be required to attend summer school or weekend remediation classes solely based on failing a SOL test in science or history/social science.</p> <p>(E) Each student in middle and secondary schools shall take all applicable end-of-course SOL tests following course instruction. Students who achieve a passing score on an end-of-course SOL test shall be awarded a verified unit of credit in that course in accordance with the provisions of 8VAC20-131-110. Students may earn verified units of credit in any courses for which end-of-course SOL tests are available. Middle and secondary schools may consider the student's end-of-course SOL test score in determining the student's final course grade. However, no student who has failed an end-of-course SOL test but passed the related course shall be prevented from taking any other course in a content area and from taking the applicable end-of-course SOL test. The board may approve additional tests to verify student achievement in accordance with guidelines adopted for verified units of credit described in 8VAC20-131-110.</p> <p>(F) Participation in the Virginia assessment program by students with disabilities shall be prescribed by provisions of their Individualized Education Program (IEP) or 504 Plan. All students with disabilities shall be assessed with appropriate accommodations and alternate assessments where necessary.</p> <p>(G) All students identified as limited English proficient (LEP) shall participate in the Virginia assessment program. A school-based committee shall convene and make determinations regarding the</p>	<p>administration of such tests, so long as the release of such assessments does not compromise test security or deplete the bank of assessment questions necessary to construct subsequent tests, or limit the ability to test students on demand and provide immediate results in the web-based assessment system.</p> <p>The Board shall include in the student outcome measures that are required by the Standards for Accreditation end-of-course or end-of-grade tests for various grade levels and classes, as determined by the Board, in accordance with the Standards of Learning. These Standards of Learning assessments shall include, but need not be limited to, end-of-course or end-of-grade tests for English, mathematics, science, and history and social science.</p> <p>In addition, to assess the educational progress of students, the Board of Education shall (i) develop appropriate assessments, which may include criterion-referenced tests and alternative assessment instruments that may be used by classroom teachers; (ii) select appropriate industry certification and state licensure examinations and (iii) prescribe and provide measures, which may include nationally normed tests to be used to identify students who score in the bottom quartile at selected grade levels. An annual justification that includes evidence that the student meets the participation criteria defined by the Virginia Department of Education shall be provided for each student considered for the Virginia Grade Level Alternative. Each Individual Education Program team shall review such justification and make the final determination as to whether or not the Virginia Grade Level Alternative is appropriate for the student. The superintendent and the school board chairman shall certify to the Board of Education, as a part of certifying compliance with the Standards of Quality, that there is a justification in the Individual Education Program for every student who takes the Virginia Grade Level Alternative. Compliance with this requirement shall be monitored as a part of the special education monitoring process conducted by the Department of Education. The Board shall report to the Governor and General Assembly in its annual reports pursuant to § 22.1-18 any school division that is not in compliance with this requirement.</p>
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<p>participation level of LEP students in the Virginia assessment program. In kindergarten through eighth grade, limited English proficient students may be granted a one-time exemption from SOL testing in the areas of writing, science, and history and social science.</p> <p>(H) Students identified as foreign exchange students taking courses for credit shall be required to take the relevant Virginia assessment program tests. Foreign exchange students who are auditing courses and who will not receive a standard unit of credit for such courses shall not be required to take the Standards of Learning tests for those courses.</p>	<p>The Standards of Learning requirements, including all related assessments, shall be waived for any student awarded a scholarship under the Brown v. Board of Education Scholarship Program, pursuant to § 30-231.2, who is enrolled in a preparation program for the General Education Development (GED) certificate or in an adult basic education program to obtain the high school diploma.</p> <p>The Board of Education may adopt special provisions related to the administration and use of any SOL test or tests in a content area as applied to accreditation ratings for any period during which the SOL content or assessments in that area are being revised and phased in. Prior to statewide administration of such tests, the Board of Education shall provide notice to local school boards regarding such special provisions.</p>
<p><b>8VAC20-131-30. Student achievement expectations.</b></p> <p>(C) In kindergarten through grade 12, students may participate in a remediation recovery program as established by the board in English (Reading) or mathematics or both.</p>	<p>§ 22.1-253.13:1(C) - Local school boards shall also develop and implement programs of prevention, intervention, or remediation for students who are educationally at risk including, but not limited to, those 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. Such programs shall include components that are research-based.</p> <p>Any student who achieves a passing score on one or more, but not all, of the Standards of Learning assessments for the relevant grade level in grades three through eight may be required to attend a remediation program.</p> <p>Any student who fails to achieve a passing score on all of the Standards of Learning assessments for the relevant grade level in grades three through eight or who fails an end-of-course test required for the award of a verified unit of credit shall be required to attend a remediation program or to participate in another form of remediation. 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 clause (ii) of subsection A of § 22.1-254 and § 22.1-254.01.</p>

	<p>Remediation programs shall include, when applicable, a procedure for early identification of students who are at risk of failing the Standards of Learning assessments in grades three through eight or who fail an end-of-course test required for the award of a verified unit of credit. Such programs may also include summer school for all elementary and middle school grades and for all high school academic courses, as defined by regulations promulgated by the Board of Education, or other forms of remediation. Summer school remediation programs or other forms of remediation shall be chosen by the division superintendent to be appropriate to the academic needs of the student. Students who are required to attend such summer school programs or to participate in another form of remediation shall not be charged tuition by the school division.</p> <p>The requirement for remediation may, however, be satisfied by the student's attendance in a program of prevention, intervention or remediation that has been selected by his parent, in consultation with the division superintendent or his designee, and is either (i) conducted by an accredited private school or (ii) a special program that has been determined to be comparable to the required public school remediation program by the division superintendent. The costs of such private school remediation program or other special remediation program shall be borne by the student's parent.</p> <p>The Board of Education shall establish standards for full funding of summer remedial programs that shall include, but not be limited to, the minimum number of instructional hours or the equivalent thereof required for full funding and an assessment system designed to evaluate program effectiveness. Based on the number of students attending and the Commonwealth's share of the per pupil instructional costs, state funds shall be provided for the full cost of summer and other remediation programs as set forth in the appropriation act, provided such programs comply with such standards as shall be established by the Board, pursuant to § 22.1-199.2.</p>
<p><b>8VAC20-131-30. Student achievement expectations.</b> (F) Participation in the Virginia assessment program by students</p>	<p>§ 22.1-253.13:1(D) - ...Local school boards shall also implement the following: ... (5) Early identification of students with disabilities and</p>

<p>with disabilities shall be prescribed by provisions of their Individualized Education Program (IEP) or 504 Plan. All students with disabilities shall be assessed with appropriate accommodations and alternate assessments where necessary.</p>	<p>enrollment of such students in appropriate instructional programs consistent with state and federal law.</p>
<p><b>8VAC20-131-30. Student achievement expectations.</b> (G) All students identified as limited English proficient (LEP) shall participate in the Virginia assessment program. A school-based committee shall convene and make determinations regarding the participation level of LEP students in the Virginia assessment program. In kindergarten through eighth grade, limited English proficient students may be granted a one-time exemption from SOL testing in the areas of writing, science, and history and social science.</p>	<p>§ 22.1-253.13:1(D) - ...Local school boards shall also implement the following: ... (12) Identification of students with limited English proficiency and enrollment of such students in appropriate instructional programs.</p>
<p><b>8VAC20-131-50. Requirements for graduation.</b> (A) The requirements for a student to earn a diploma and graduate from a Virginia high school shall be those in effect when that student enters the ninth grade for the first time. Students shall be awarded a diploma upon graduation from a Virginia high school.</p>	<p>§ 22.1-253.13:4(A) - Each local school board shall award diplomas to all secondary school students, including students who transfer from nonpublic schools or from home instruction, who earn the units of credit prescribed by the Board of Education, pass the prescribed tests, and meet such other requirements as may be prescribed by the local school board and approved by the Board of Education...</p> <p>§ 22.1-253.13:4(D) - In establishing course and credit requirements for a high school diploma, the Board shall:</p> <ol style="list-style-type: none"> <li>1. Provide for the selection of integrated learning courses meeting the Standards of Learning and approved by the Board to satisfy graduation credit requirements, which shall include Standards of Learning testing, as necessary.</li> <li>2. Establish the requirements for a standard and an advanced studies high school diploma, which shall each include at least one credit in fine or performing arts or career and technical education and one credit in United States and Virginia history...</li> </ol>
<p><b>8VAC20-131-50. Requirements for graduation.</b> <i>(A)...The Advanced Studies Diploma shall be the recommended</i></p>	<p>§ 22.1-253.13:4(D)(2) - ...The advanced studies diploma shall be the recommended diploma for students pursuing baccalaureate study. Both</p>

<p><i>diploma for students pursuing baccalaureate study. Both the Standard and the Advanced Studies Diploma shall prepare students for postsecondary education and the career readiness required by the Commonwealth's economy.</i></p>	<p>the standard and the advanced studies diploma shall prepare students for post-secondary education and the career readiness required by the Commonwealth's economy.</p>
<p><b>8VAC20-131-50. Requirements for graduation.</b> (B)(1) Requirements for a Standard Diploma.</p> <p>Beginning with the ninth-grade class of <del>2011-2012</del> <u>2013-2014</u> and beyond, students shall earn the required standard and verified units of credit described in subdivision 2 of this subsection.</p>	<p>§ 22.1-253.13:4(D)(2) - ...Beginning with first-time ninth grade students in the 2013-2014 school year, requirements for the standard diploma shall include a requirement to earn a career and technical education credential that has been approved by the Board, that could include, but not be limited to, the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness skills assessment.</p>
<p><b>8VAC20-131-50. Requirements for graduation.</b> (B)(2) Credits required for graduation with a Standard Diploma.</p> <p>Electives</p> <p>Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.</p>	<p>§ 22.1-253.13:4 (D)(2) - ...The requirements for a standard high school diploma shall, however, include at least two sequential electives chosen from a concentration of courses selected from a variety of options that may be planned to ensure the completion of a focused sequence of elective courses. Such focused sequence of elective courses shall provide a foundation for further education or training or preparation for employment.</p>
<p><b>8VAC20-131-50. Requirements for graduation.</b> (B)(2) Credits required for graduation with a Standard Diploma.</p> <p>Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association, or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (i) the student-selected verified credit and (ii) either a science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement.</p>	<p>§ 22.1-253.13:4(D) - ...In establishing course and credit requirements for a high school diploma, the Board shall: ... (6) Provide for the award of verified units of credit for passing scores on industry certifications, state licensure examinations, and national occupational competency assessments approved by the Board of Education.</p>

<p><b>8VAC20-131-50. Requirements for graduation.</b>  (B)(2) Credits required for graduation with a Standard Diploma.   Foreign Language, Fine Arts or Career and Technical Education   Pursuant to § 22.1-253.13:4 of the <i>Code of Virginia</i>, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education.</p>	<p>§ 22.1-253.13:4(D) - ...In establishing course and credit requirements for a high school diploma, the Board shall: ... (2) Establish the requirements for a standard and an advanced studies high school diploma, which shall each include at least one credit in fine or performing arts or career and technical education...</p>
<p><b>8VAC20-131-50. Requirements for graduation.</b>  (B)(2) Credits required for graduation with a Standard Diploma.   <u><i>Students shall earn a career and technical education credential approved by the Board of Education that could include, but not be limited to, the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness assessment.</i></u></p>	<p>§ 22.1-253.13:4(D)(2) - ...Beginning with first-time ninth grade students in the 2013-2014 school year, requirements for the standard diploma shall include a requirement to earn a career and technical education credential that has been approved by the Board, that could include, but not be limited to, the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness skills assessment.</p>
<p><b>8VAC20-131-50. Requirements for graduation.</b>  (B)(2) Credits required for graduation with a Standard Diploma.   <u><i>3. The Board of Education shall establish, through guidelines, credit accommodations to the standard and verified credit requirements for a Standard Diploma. Such credit accommodations for students with disabilities may include:</i></u></p> <ul style="list-style-type: none"> <li><i>a. Approval of alternative courses to meet the standard credit requirements;</i></li> <li><i>b. Modifications to the requirements for local school divisions to award locally awarded verified credits;</i></li> <li><i>c. Approval of additional tests to earn a verified credit;</i></li> <li><i>d. Adjusted cut scores required to earn verified credit; and</i></li> <li><i>e. Allowance of work-based learning experiences.</i></li> </ul> <p><u><i>The student's Individual Education Program (IEP) or 504 Plan would specify any credit accommodations that would be applicable for the student.</i></u></p>	<p>§ 22.1-253.13:4 (D)(2) - ...The Board shall make provision in its regulations for students with disabilities to earn a standard diploma.</p>

<p><b>8VAC20-131-50. Requirements for graduation.</b>  (B)(2) Credits required for graduation with a Standard Diploma.</p> <p><i>Students shall successfully complete one virtual course, which may be a noncredit-bearing course or a required or elective credit-bearing course that is offered online.</i></p>	<p>§ 22.1-253.13:4(D) - ...In establishing course and credit requirements for a high school diploma, the Board shall: ... (3) Provide, in the requirements to earn a standard or advanced studies diploma, the successful completion of one virtual course. The virtual course may be a noncredit-bearing course.</p>
<p><b>8VAC20-131-50. Requirements for graduation.</b>  (C)(2) Credits required for graduation with an Advanced Studies Diploma.</p> <p><i>Students shall successfully complete one virtual course, which may be a noncredit-bearing course, or may be a course required to earn this diploma that is offered online.</i></p>	<p>§ 22.1-253.13:4(D) - ...In establishing course and credit requirements for a high school diploma, the Board shall: ... (3) Provide, in the requirements to earn a standard or advanced studies diploma, the successful completion of one virtual course. The virtual course may be a noncredit-bearing course.</p>
<p><b>8VAC20-131-50. Requirements for graduation.</b>  (D) In accordance with the requirements of the Standards of Quality, students with disabilities who complete the requirements of their Individualized Education Program (IEP) and do not meet the requirements for other diplomas shall be awarded Special Diplomas.</p>	<p>§ 22.1-253.13:4(A) - Further, reasonable accommodation to meet the requirements for diplomas shall be provided for otherwise qualified students with disabilities as needed...</p> <p>§ 22.1-253.13:4(B) - Students identified as disabled who complete the requirements of their individualized education programs shall be awarded special diplomas by local school boards...</p>
<p><b>8VAC20-131-50. Requirements for graduation.</b>  (E) In accordance with the requirements of the Standards of Quality, students who complete prescribed programs of studies defined by the local school board but do not qualify for Standard, <del>Standard Technical, Advanced Studies, Advanced Technical, Modified Standard,</del> <u>or</u> Special, <del>or</del> General Achievement diplomas shall be awarded Certificates of Program Completion. The requirements for Certificates of Program Completion are developed by local school boards in accordance with the Standards of Quality.</p>	<p>§ 22.1-253.13:4(C) - Students who have completed a prescribed course of study as defined by the local school board shall be awarded certificates of program completion by local school boards if they are not eligible to receive a Board of Education-approved diploma...</p>
<p><b>8VAC20-131-50. Requirements for graduation.</b>  (H) Awards for exemplary student performance. Students who demonstrate academic excellence and/or outstanding achievement may be eligible for one or more of the following awards:</p> <p>(3) The Board of Education's Career and Technical Education Seal</p>	<p>§ 22.1-253.13:4(E) - ...In the exercise of its authority to recognize exemplary academic performance by providing for diploma seals, the Board of Education shall develop criteria for recognizing exemplary performance in career and technical education programs by students who have completed the requirements for a Board of Education-approved diploma and shall award seals on the diplomas of students meeting such</p>

<p>will be awarded to students who earn a Standard Diploma, <del>Standard Technical Diploma</del>, <i>or</i> Advanced Studies Diploma <del>or Advanced Technical Diploma</del> and complete a prescribed sequence of courses in a career and technical education concentration or specialization that they choose and maintain a "B" or better average in those courses; or (i) pass an examination or an occupational competency assessment in a career and technical education concentration or specialization that confers certification or occupational competency credential from a recognized industry, trade or professional association or (ii) acquire a professional license in that career and technical education field from the Commonwealth of Virginia. The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements.</p>	<p>criteria.</p>
<p><b>8VAC20-131-50. Requirements for graduation.</b>  (H) Awards for exemplary student performance. Students who demonstrate academic excellence and/or outstanding achievement may be eligible for one or more of the following awards:</p> <p>(4) The Board of Education's Seal of Advanced Mathematics and Technology will be awarded to students who earn either a Standard Diploma, <del>Standard Technical Diploma</del>, <i>or an</i> Advanced Studies Diploma <del>or Advanced Technical Diploma</del> and (i) satisfy all of the mathematics requirements for the Advanced Studies Diploma <del>or Advanced Technical Diploma</del> (four units of credit including Algebra II; two verified units of credit) with a "B" average or better; and (ii) either (a) pass an examination in a career and technical education field that confers certification from a recognized industry, or trade or professional association; (b) acquire a professional license in a career and technical education field from the Commonwealth of Virginia; or (c) pass an examination approved by the board that confers college-level credit in a technology or computer science area. The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements.</p>	<p>§ 22.1-253.13:4(E) - ...In addition, the Board shall establish criteria for awarding a diploma seal for advanced mathematics and technology for the Board of Education-approved diplomas. The Board shall consider including criteria for (i) technology courses; (ii) technical writing, reading, and oral communication skills; (iii) technology-related training; and (iv) industry, professional, and trade association national certifications.</p>
<p><b>8VAC20-131-50. Requirements for graduation.</b>  (H) Awards for exemplary student performance. Students who demonstrate academic excellence and/or outstanding achievement</p>	<p>§ 22.1-253.13:4(E) - ...The Board shall also establish criteria for awarding a diploma seal for excellence in civics education and understanding of our state and federal constitutions and the democratic</p>

<p>may be eligible for one or more of the following awards:</p> <p>(5) The Board of Education's Seal for Excellence in Civics Education will be awarded to students who earn either a <del>Modified Standard Diploma</del>, Standard Diploma, <del>Standard Technical Diploma</del>, <del>or an</del> Advanced Studies Diploma, <del>or Advanced Technical Diploma</del> and (i) complete Virginia and United States History and Virginia and United States Government courses with a grade of "B" or higher; (ii) have good attendance and no disciplinary infractions as determined by local school board policies; and (iii) complete 50 hours of voluntary participation in community service or extracurricular activities. Activities that would satisfy the requirements of clause (iii) of this subdivision include: (a) volunteering for a charitable or religious organization that provides services to the poor, sick or less fortunate; (b) participating in Boy Scouts, Girl Scouts, or similar youth organizations; (c) participating in JROTC; (d) participating in political campaigns or government internships, or Boys State, Girls State, or Model General Assembly; or (e) participating in school-sponsored extracurricular activities that have a civics focus. Any student who enlists in the United States military prior to graduation will be deemed to have met this community service requirement.</p>	<p>model of government for the Board of Education-approved diplomas. The Board shall consider including criteria for (i) successful completion of history, government, and civics courses, including courses that incorporate character education; (ii) voluntary participation in community service or extracurricular activities that includes the types of activities that shall qualify as community service and the number of hours required; and (iii) related requirements as it deems appropriate.</p>
<p><b>8VAC20-131-60. Transfer students.</b></p> <p>(A) The provisions of this section pertain generally to students who transfer into Virginia high schools. Students transferring in grades K-8 from Virginia public schools or nonpublic schools accredited by one of the approved accrediting constituent members of the Virginia Council for Private Education shall be given recognition for all grade-level work completed. The academic record of students transferring from all other schools shall be evaluated to determine appropriate grade placement in accordance with policies adopted by the local school board. The State Testing Identifier (STI) for students who transfer into a Virginia public school from another Virginia public school shall be retained by the receiving school.</p>	<p>§ 22.1-253.13:4(A) - ...Provisions shall be made to facilitate the transfer and appropriate grade placement of students from other public secondary schools, from nonpublic schools, or from home instruction as outlined in the standards for accreditation.</p>
<p><b>8VAC20-131-60. Transfer students.</b></p> <p>(C) Standard or verified units of credit earned by a student in a Virginia public school shall be transferable without limitation</p>	<p>§ 22.1-253.13:4(A) - ...Course credits earned for online courses taken in the Department of Education's Virtual Virginia program shall transfer to Virginia public schools in accordance with provisions of the standards for</p>

<p>regardless of the accreditation status of the Virginia public school in which the credits were earned. Virginia public schools shall accept standard and verified units of credit from other Virginia public schools, Virginia's virtual learning program, Virtual Virginia, and state-operated programs. Standard units of credit also shall be accepted for courses satisfactorily completed in accredited colleges and universities when prior written approval of the principal has been granted or the student has been given credit by the previous school attended.</p>	<p>accreditation.</p> <p>§ 22.1-212.2 - From such funds as are appropriated, the Department of Education shall establish a statewide electronic classroom to be known as the Virtual Virginia Program. Virtual Virginia shall be made available to every public high school... The services of this program shall be limited to educational purposes. Educational purposes shall include, but not be limited to, instruction in subject areas that are not available in all schools and inservice training for instructional, administrative and support personnel...</p>
<p><b>8VAC20-131-60. Transfer students.</b> (D) A secondary school shall accept credits toward graduation received from Virginia nonpublic schools accredited by one of the approved accrediting constituent members of the Virginia Council for Private Education (VCPE). The Board of Education will maintain contact with the VCPE and may periodically review its accrediting procedures and policies as part of its policies under this section.</p>	<p>§ 22.1-19 - ...For the purposes of facilitating the transfer of academic credits for students who have attended private schools and are enrolling in public schools, and to meet the requirements of § 63.2-1717, the Board of Education shall authorize, in a manner it deems appropriate, the Virginia Council for Private Education to accredit private nursery, preschool, elementary, and secondary schools.</p>
<p><b>8VAC20-131-70. Program of instruction and learning objectives.</b> (A) Each school shall provide a program of instruction that promotes individual student academic achievement in the essential academic disciplines and shall provide additional instructional opportunities that meet the abilities, interests, and educational needs of students. Each school shall establish learning objectives to be achieved by students at successive grade levels that meet or exceed the knowledge and skills contained in the Standards of Learning for English, mathematics, science, and history/social science adopted by the board and shall continually assess the progress of each student in relation to the objectives.</p>	<p>§ 22.1-253.13:1(C) - Local school boards shall develop and implement a program of instruction for grades K through 12 that is aligned to the Standards of Learning and meets or exceeds the requirements of the Board of Education. The program of instruction shall emphasize reading, writing, speaking, mathematical concepts and computations, proficiency in the use of computers and related technology, and scientific concepts and processes; essential skills and concepts of citizenship, including knowledge of Virginia history and world and United States history, economics, government, foreign languages, international cultures, health and physical education, environmental issues and geography necessary for responsible participation in American society and in the international community; fine arts, which may include, but need not be limited to, music and art, and practical arts; knowledge and skills needed to qualify for further education, gainful employment, or training in a career or technical field; and development of the ability to apply such skills and knowledge in preparation for eventual employment and lifelong learning and to achieve economic self-sufficiency...</p>
<p><b>8VAC20-131-80. Instructional program in elementary schools.</b> (A) The elementary school shall provide each student a program of</p>	<p>§ 22.1-253.13:1(B) - ...School boards shall implement the Standards of Learning or objectives specifically designed for their school divisions that</p>

<p>instruction that corresponds to the Standards of Learning for English, mathematics, science, and history/social science. In addition, each school shall provide instruction in art, music, and physical education and health and shall require students to participate in a program of physical fitness during the regular school year in accordance with guidelines established by the Board of Education.</p>	<p>are equivalent to or exceed the Board's requirements. Students shall be expected to achieve the educational objectives established by the school division at appropriate age or grade levels. The curriculum adopted by the local school division shall be aligned to the Standards of Learning.</p> <p>§ 22.1-253.13:1(D) - ...Local school boards shall also implement the following: ... (14) Incorporation of art, music, and physical education as a part of the instructional program at the elementary school level. (15) A program of physical fitness available to all students with a goal of at least 150 minutes per week on average during the regular school year. Such program may include any combination of (i) physical education classes, (ii) extracurricular athletics, or (iii) other programs and physical activities deemed appropriate by the local school board. Each local school board shall incorporate into its local wellness policy a goal for the implementation of such program during the regular school year.</p>
<p><b>8VAC20-131-90. Instructional program in middle schools.</b>  (A) The middle school shall provide each student a program of instruction which corresponds to the Standards of Learning for English, mathematics, science, and history/social science. In addition, each school shall provide instruction in art, music, foreign language, physical education and health, and career and technical exploration and shall require students to participate in a program of physical fitness during the regular school year in accordance with guidelines established by the Board of Education.</p>	<p>§ 22.1-253.13:1(B) - ...School boards shall implement the Standards of Learning or objectives specifically designed for their school divisions that are equivalent to or exceed the Board's requirements. Students shall be expected to achieve the educational objectives established by the school division at appropriate age or grade levels. The curriculum adopted by the local school division shall be aligned to the Standards of Learning.</p>
<p><b>8VAC20-131-100. Instructional program in secondary schools.</b>  (B) Minimum course offerings for each secondary school shall provide opportunities for students to meet the graduation requirements stated in 8VAC20-131-50 and must include:</p> <p>Fine Arts</p>	<p>§ 22.1-253.13:4(D) - ...In establishing course and credit requirements for a high school diploma, the Board shall: ... (2) Establish the requirements for a standard and an advanced studies high school diploma, which shall each include at least one credit in fine or performing arts or career and technical education...</p>
<p><b>8VAC20-131-100. Instructional program in secondary schools.</b>  (C) Classroom driver education may count for 36 class periods of health education. Students shall not be removed from classes other than health and physical education for the in-car phase of driver education.</p>	<p>§ 22.1-205(C) - Each school board shall determine whether to offer the program of driver education in the safe operation of motor vehicles and, if offered, whether such program shall be an elective or a required course.</p>

<p><b>8VAC20-131-110. Standard and verified units of credit.</b>  (A) The standard unit of credit for graduation shall be based on a minimum of 140 clock hours of instruction and successful completion of the requirements of the course. When credit is awarded in less than whole units, the increment awarded must be no greater than the fractional part of the 140 hours of instruction provided. If a school division elects to award credit on a basis other than the 140 clock hours of instruction required for a standard unit of credit defined in this subsection, the local school division shall develop a written policy approved by the superintendent and school board which ensures:</p> <ol style="list-style-type: none"> <li>1. That the content of the course for which credit is awarded is comparable to 140 clock hours of instruction; and</li> <li>2. That upon completion, the student will have met the aims and objectives of the course.</li> </ol>	<p><b>§ 22.1-253.13:4(D)</b> - In establishing course and credit requirements for a high school diploma, the Board shall: ... (5) Establish a procedure to facilitate the acceleration of students that allows qualified students, with the recommendation of the division superintendent, without completing the 140-hour class, to obtain credit for such class upon demonstration of mastery of the course content and objectives. Having received credit for the course, the student shall be permitted to sit for the relevant Standards of Learning assessment and, upon receiving a passing score, shall earn a verified credit. Nothing in this section shall preclude relevant school division personnel from enforcing compulsory attendance in public schools.</p>
<p><b>8VAC20-131-110. Standard and verified units of credit.</b>  (B) A verified unit of credit for graduation shall be based on a minimum of 140 clock hours of instruction, successful completion of the requirements of the course, and the achievement by the student of a passing score on the end-of-course SOL test for that course or additional tests as described in this subsection. A student may also earn a verified unit of credit by the following methods:</p> <ol style="list-style-type: none"> <li>1. In accordance with the provisions of the Standards of Quality, students may earn a standard and verified unit of credit for any elective course in which the core academic SOL course content has been integrated and the student passes the related end-of-course SOL test. Such course and test combinations must be approved by the Board of Education.</li> <li>2. Upon the recommendation of the division superintendent and demonstration of mastery of course content and objectives, qualified students may receive a standard unit of credit and be permitted to sit for the relevant SOL test to earn a verified credit without having to meet the 140-clock-hour requirement.</li> <li>3. Students who do not pass Standards of Learning tests in</li> </ol>	<p><b>§ 22.1-253.13:4(D)</b> - In establishing course and credit requirements for a high school diploma, the Board shall: ... (4) Provide, in the requirements for the verified units of credit stipulated for obtaining the standard or advanced studies diploma, that students completing elective classes into which the Standards of Learning for any required course have been integrated may take the relevant Standards of Learning test for the relevant required course and receive, upon achieving a satisfactory score on the specific Standards of Learning assessment, a verified unit of credit for such elective class that shall be deemed to satisfy the Board's requirement for verified credit for the required course.</p> <p><b>Chapter 473 of the Acts of Assembly of 2004</b> - § 1. The provisions of the Standards of Accreditation (8 VAC 20-131-10 et seq.) governing diploma requirements notwithstanding, the Board of Education shall establish guidelines for local school boards to award verified units of credit for standard diplomas to students who have (i) entered the ninth grade for the first time during the school years of 2000-2001, 2001-2002, and 2002-2003; and (ii) passed the relevant coursework. Local school boards shall adopt procedures for the award of verified units of credit for such students based on the Board's guidelines. Such students shall meet such additional criteria established by the Board for the award of such</p>

<p>science or history and social science may receive locally awarded verified credits from the local school board in accordance with criteria established in guidelines adopted by the Board of Education.</p>	<p>verified units which may include, but shall not be limited to, performance on Standards of Learning assessments or other tests, including subsequent administrations of such assessments or tests; attendance and conduct requirements; and participation in remediation programs.</p> <p>The guidelines shall set forth procedures for the award of such verified units by local school boards and shall be applicable only to the award of the four student-selected verified units of credit required for a standard diploma pursuant to the Standards of Accreditation (8 VAC 20-131-50 B). Students shall be required to earn the two verified units of credit in English for a standard diploma as provided in the Standards of Accreditation.</p> <p>The guidelines issued by the Board shall not be subject to the Administrative Process Act (§ 2.2-4000 et seq.) and shall be applicable to students who have entered the ninth grade for the first time during the school years of 2000-2001, 2001-2002, and 2002-2003.</p>
<p><b>8VAC20-131-140. College and career preparation programs and opportunities for postsecondary credit.</b> Beginning with the 2013-2014 academic year, all schools shall begin development of a personal Academic and Career Plan for each seventh-grade student with completion by the fall of the student's eighth-grade year. Students who transfer from other than a Virginia public school into the eighth grade shall have the Plan developed as soon as practicable following enrollment. Beginning with the 2014-2015 academic year, students who transfer into a Virginia public school after their eighth-grade year shall have an Academic and Career Plan developed upon enrollment. The components of the Plan shall include, but not be limited to, the student's program of study for high school graduation and a postsecondary career pathway based on the student's academic and career interests. The Academic and Career Plan shall be developed in accordance with guidelines established by the Board of Education and signed by the student, student's parent or guardian, and school official(s) designated by the principal. The Plan shall be included in the student's record and shall be reviewed and updated, if necessary, before the student enters the</p>	<p>In a letter to the Board President dated December 20, 2007, Governor Kaine requested that the Board consider including the requirement for an academic and career plan for all students, beginning in the middle school years.</p>

<p>ninth and eleventh grades. The school shall have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the Plan. Any personal academic and career plans prescribed by local school boards for students in grades 7 through 12 and in effect as of June 30, 2009, are approved to continue without further action by the board...</p>	
<p><b>8VAC20-131-150. Standard school year and school day.</b>  (A) The standard school year shall be 180 instructional days. The standard school day for students in grades 1 through 12 shall average at least 5-1/2 instructional hours, excluding breaks for meals and recess, and a minimum of three hours for kindergarten.</p>	<p>§ 22.1-98(B) - Except as provided in this section: ... (1) The length of every school's term in every school division shall be at least 180 teaching days or 990 teaching hours in any school year.</p>
<p><b>8VAC20-131-170. Family Life Education.</b>  Each school may implement the Standards of Learning for the Family Life Education program promulgated by the Board of Education or a Family Life Education program consistent with the guidelines developed by the board, which shall have the goals of reducing the incidence of pregnancy and sexually-transmitted diseases and substance abuse among teenagers.</p>	<p>§ 22.1-207.1 - The Board of Education shall develop by December 1, 1987, standards of learning and curriculum guidelines for a comprehensive, sequential family life education curriculum in grades K through 12. Such curriculum guidelines shall include instruction as appropriate for the age of the student in family living and community relationships; the benefits, challenges, responsibilities, and value of marriage for men, women, children, and communities; abstinence education; the value of postponing sexual activity; the benefits of adoption as a positive choice in the event of an unwanted pregnancy; human sexuality; human reproduction; dating violence, the characteristics of abusive relationships, steps to take to avoid sexual assault, and the availability of counseling and legal resources, and, in the event of such sexual assault, the importance of immediate medical attention and advice, as well as the requirements of the law; the etiology, prevention and effects of sexually transmitted diseases; and mental health education and awareness.</p> <p>All such instruction shall be designed to promote parental involvement, foster positive self concepts and provide mechanisms for coping with peer pressure and the stresses of modern living according to the students' developmental stages and abilities. The Board shall also establish requirements for appropriate training for teachers of family life education, which shall include training in instructional elements to support the various curriculum components.</p>

	<p>For the purposes of this section, "abstinence education" means an educational or motivational component which has as its exclusive purpose teaching the social, psychological, and health gains to be realized by teenagers' abstaining from sexual activity before marriage.</p> <p><b>§ 22.1-207.1:1</b> - Any family life education curriculum offered by a local school division shall require the Standards of Learning objectives related to dating violence and the characteristics of abusive relationships to be taught at least once in middle school and at least twice in high school, as described in the Board of Education's family life education guidelines.</p>
<p><b>8VAC20-131-210. Role of the principal.</b>  (B) As the instructional leader, the principal is responsible for ensuring that students are provided an opportunity to learn and shall:</p> <p>(7) Notify the parents of rising eleventh-grade and twelfth-grade students of:</p> <ol style="list-style-type: none"> <li>a. The number of standard and verified units of credit required for graduation; and</li> <li>b. The remaining number of such units of credit the individual student requires for graduation.</li> </ol>	<p><b>§ 22.1-253.13:4(A)</b> - ...Each local school board shall notify the parents of rising eleventh and twelfth grade students of (i) the number and subject area requirements of standard and verified units of credit required for graduation pursuant to the standards for accreditation and (ii) the remaining number and subject area requirements of such units of credit the individual student requires for graduation.</p>
<p><b>8VAC20-131-240. Administrative and support staff; staffing requirements.</b>  (A) Each school shall have at a minimum the staff as specified in the Standards of Quality with proper licenses and endorsements for the positions they hold.</p>	<p><b>§ 22.1-253.13:2(H)</b> - Each local school board shall employ, at a minimum, the following full-time equivalent positions for any school that reports fall membership, according to the type of school and student enrollment:</p> <ol style="list-style-type: none"> <li>1. Principals in elementary schools, one half-time to 299 students, one full-time at 300 students; principals in middle schools, one full-time, to be employed on a 12-month basis; principals in high schools, one full-time, to be employed on a 12-month basis;</li> <li>2. Assistant principals in elementary schools, one half-time at 600 students, one full-time at 900 students; assistant principals in middle schools, one full-time for each 600 students; assistant principals in high schools, one full-time for each 600 students; and school divisions that employ a sufficient number of assistant principals to meet this staffing</li> </ol>

	<p>requirement may assign assistant principals to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary;</p> <p>3. Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one-half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full-time at 300 students, two full-time at 1,000 students; and</p> <p>4. Guidance counselors in elementary schools, one hour per day per 100 students, one full-time at 500 students, one hour per day additional time per 100 students or major fraction thereof; guidance counselors in middle schools, one period per 80 students, one full-time at 400 students, one additional period per 80 students or major fraction thereof; guidance counselors in high schools, one period per 70 students, one full-time at 350 students, one additional period per 70 students or major fraction thereof.</p> <p>I. Local school boards shall employ five full-time equivalent positions per 1,000 students in grades kindergarten through five to serve as elementary resource teachers in art, music, and physical education.</p> <p>J. Local school boards shall employ two full-time equivalent positions per 1,000 students in grades kindergarten through 12, one to provide technology support and one to serve as an instructional technology resource teacher.</p> <p>To provide flexibility, school divisions may use the state and local funds for instructional technology resource teachers to employ a data coordinator position, an instructional technology resource teacher position, or a data coordinator/instructional resource teacher blended position. The data coordinator position is intended to serve as a resource to principals and classroom teachers in the area of data analysis and interpretation for instructional and school improvement purposes, as well as for overall data management and administration of state assessments.</p>
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	<p>School divisions using these funds in this manner shall employ only instructional personnel licensed by the Board of Education.</p> <p>K. Local school boards may employ additional positions that exceed these minimal staffing requirements. These additional positions may include, but are not limited to, those funded through the state's incentive and categorical programs as set forth in the appropriation act.</p>
<p><b>8VAC20-131-240. Administrative and support staff; staffing requirements.</b>  (H) Notwithstanding the provisions of subsections E, F, and G, each full-time middle and secondary classroom teacher shall be provided one planning period per day or the equivalent, unencumbered of any teaching or supervisory duties.</p>	<p><b>§ 22.1-253.13:2(C)</b> ... Further, school boards shall assign instructional personnel in a manner that produces schoolwide ratios of students in average daily memberships to full-time equivalent teaching positions of 21 to one in middle schools and high schools. School divisions shall provide all middle and high school teachers with one planning period per day or the equivalent, unencumbered of any teaching or supervisory duties.</p>
<p><b>8VAC20-131-260. School facilities and safety.</b>  (A) Each school shall be maintained in a manner ensuring compliance with the Virginia Statewide Building Code (13VAC5-63). In addition, the school administration shall:</p> <ol style="list-style-type: none"> <li>1. Maintain a physical plant that is accessible, barrier free, safe, and clean;</li> <li>2. Provide for the proper outdoor display of flags of the United States and of the Commonwealth of Virginia;</li> <li>3. Provide suitable space for classrooms, administrative staff, pupil personnel services, library and media services, and for the needs and safety of physical education;</li> <li>4. Provide adequate, safe, and properly-equipped laboratories to meet the needs of instruction in the sciences, technology, fine arts, and career and technical programs; and</li> <li>5. Provide facilities for the adequate and safe administration and storage of student medications.</li> </ol>	<p><b>§ 36-98</b> - The Board [of Housing and Community Development] is hereby directed and empowered to adopt and promulgate a Uniform Statewide Building Code. Such building code shall supersede the building codes and regulations of the counties, municipalities and other political subdivisions and state agencies...</p> <p><b>§ 22.1-138(A)</b> - The Board of Education shall prescribe by regulation minimum standards for the erection of or addition to public school buildings governing instructional, operational, health and maintenance facilities where these are not specifically addressed in the Uniform Statewide Building Code...</p>
<p><b>8VAC20-131-270. School and community communications.</b></p>	<p><b>§ 22.1-253.13:4(D)(6)</b> - ...School boards shall report annually to the</p>

<p>(A) Each school shall promote communication and foster mutual understanding with parents and the community. Each school shall:</p> <ol style="list-style-type: none"> <li>1. Involve parents, citizens, community agencies, and representatives from business and industry in developing, disseminating, and explaining the biennial school plan; on advisory committees; in curriculum studies; and in evaluating the educational program.</li> <li>2. Provide annually to the parents and the community the School Performance Report Card in a manner prescribed by the board. The information contained therein will be for the most recent three-year period. Such information shall include but not be limited to: <ol style="list-style-type: none"> <li>a. Virginia assessment program results by percentage of participation and proficiency and disaggregated by student subgroups.</li> <li>b. The accreditation rating earned by the school.</li> <li>c. Attendance rates for students.</li> <li>d. Information related to school safety to include, but not limited to, incidents of crime and violence.</li> <li>e. Information related to qualifications and educational attainment of the teaching staff.</li> <li>f. In addition, secondary schools' School Performance Report Cards shall include the following: <ol style="list-style-type: none"> <li>(1) Advanced Placement (AP) information to include percentage of students who take AP courses and percentage of students who take AP tests;</li> <li>(2) International Baccalaureate (IB) and Cambridge course information to include percentage of students who are enrolled in IB or Cambridge programs and percentage of students who receive IB or Cambridge Diplomas;</li> <li>(3) College-level course information to include percentage of students who take college-level courses including dual enrollment courses;</li> </ol> </li> </ol> </li> </ol>	<p>Board of Education the number of Board-approved industry certifications obtained, state licensure examinations passed, national occupational competency assessments passed, Virginia workplace readiness skills assessments passed, and the number of career and technical education completers who graduated. These numbers shall be reported as separate categories on the School Performance Report Card.</p> <p>For the purposes of this subdivision, a "career and technical education completer" is a student who has met the requirements for a career and technical concentration or specialization and all requirements for high school graduation or an approved alternative education program.</p> <p>In addition, the Board may:</p> <ol style="list-style-type: none"> <li>a. For the purpose of awarding verified units of credit, approve the use of additional or substitute tests for the correlated Standards of Learning assessment, such as academic achievement tests, industry certifications or state licensure examinations; and</li> <li>b. Permit students completing career and technical education programs designed to enable such students to pass such industry certification examinations or state licensure examinations to be awarded, upon obtaining satisfactory scores on such industry certification or licensure examinations, the appropriate verified units of credit for one or more career and technical education classes into which relevant Standards of Learning for various classes taught at the same level have been integrated. Such industry certification and state licensure examinations may cover relevant Standards of Learning for various required classes and may, at the discretion of the Board, address some Standards of Learning for several required classes.</li> </ol> <p><b>§ 22.1-253.13:3(F)</b> - ...The Board shall include requirements for the reporting of the Standards of Learning assessment scores and averages for each year as part of the Board's requirements relating to the School Performance Report Card. Such scores shall be disaggregated for each school by student subgroups on the Virginia assessment program as</p>
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<p>(4) Number and percentage of (i) graduates by diploma type as prescribed by the Board of Education, (ii) certificates awarded to the senior class including GED credentials, and (iii) students who do not complete high school;</p> <p>(5) As a separate category on the school report card, the number of students obtaining board-approved industry certifications, and passing state licensure examinations, national occupational competency assessments and Virginia workplace readiness skills assessments while still in high school and the number of career and technical education completers who graduated; and</p> <p>(6) Number and percentage of drop-outs.</p>	<p>appropriate and shall be reported to the public within three months of their receipt. These reports (i) shall be posted on the portion of the Department of Education's website relating to the School Performance Report Card, in a format and in a manner that allows year-to-year comparisons, and (ii) may include the National Assessment of Educational Progress state-by-state assessment.</p>
<p><b>Part VIII</b> <b>School Accreditation</b></p>	<p>§ 22.1-253.13:3(A) - ...The Board of Education shall promulgate regulations establishing standards for accreditation pursuant to the Administrative Process Act (§ 2.2-4000 et seq.), which shall include, but not be limited to, student outcome measures, requirements and guidelines for instructional programs and for the integration of educational technology into such instructional programs, administrative and instructional staffing levels and positions, including staff positions for supporting educational technology, student services, auxiliary education programs such as library and media services, course and credit requirements for graduation from high school, community relations, and the philosophy, goals, and objectives of public education in Virginia.</p>
<p><b>8VAC20-131-280. Expectations for school accountability.</b> (A) Schools will be accredited annually based on compliance with preaccreditation eligibility requirements and achievement of the school accountability requirements of 8VAC20-131-300 C.</p>	<p>§ 22.1-253.13:3(A) - ...The Board shall review annually the accreditation status of all schools in the Commonwealth.</p>
<p><b>8VAC20-131-280. Expectations for school accountability.</b> (B) Each school shall be accredited based, primarily, on achievement of the criteria established in 8VAC20-131-30 and in 8VAC20-131-50 as specified below:</p> <ol style="list-style-type: none"> <li>1. The percentage of students passing the Virginia assessment program tests in the four core academic areas administered</li> </ol>	<p>§ 22.1-253.13:3(B) - ...The Superintendent of Public Instruction shall develop and the Board of Education shall approve criteria for determining and recognizing educational performance in the Commonwealth's public school divisions and schools. Such criteria, when approved, shall become an integral part of the accreditation process and shall include student outcome measurements. The Superintendent of Public Instruction shall annually identify to the Board those school divisions and schools that</p>

<p>in the school with the accreditation rating calculated on a trailing three-year average that includes the current year scores and the scores from the two most recent years in each applicable academic area, or on the current year's scores, whichever is higher.</p> <p>2. The percentage of students graduating from or completing high school based on a graduation and completion index prescribed by the Board of Education. The accreditation rating of any school with a twelfth grade shall be determined based on achievement of required SOL pass rates and percentage points on the board's graduation and completion index. School accreditation shall be determined by the school's current year index points or a trailing three-year average of index points that includes the current year and the two most recent years, whichever is higher. The Board of Education's graduation and completion index shall include weighted points for diploma graduates (100 points), GED recipients (75 points), students not graduating but still in school (70 points), and students earning certificates of program completion (25 points). The Board of Education's graduation and completion index shall account for all students in the graduating class's ninth-grade cohort, plus students transferring in, minus students transferring out and deceased students. Those students who are not included in one of the preceding categories will also be included in the index...</p>	<p>exceed or do not meet the approved criteria. Such identification shall include an analysis of the strengths and weaknesses of public education programs in the various school divisions in Virginia and recommendations to the General Assembly for further enhancing student learning uniformly across the Commonwealth. In recognizing educational performance in the school divisions, the Board shall include consideration of special school division accomplishments, such as numbers of dual enrollments and students in Advanced Placement and International Baccalaureate courses, and participation in academic year Governor's Schools.</p> <p>The Superintendent of Public Instruction shall assist local school boards in the implementation of action plans for increasing educational performance in those school divisions and schools that are identified as not meeting the approved criteria. The Superintendent of Public Instruction shall monitor the implementation of and report to the Board of Education on the effectiveness of the corrective actions taken to improve the educational performance in such school divisions and schools.</p>
<p><b>8VAC20-131-280. Expectations for school accountability.</b>  (C) Subject to the provisions of 8VAC20-131-350, the governing school board of special purpose schools such as those provided for in § 22.1-26 of the <i>Code of Virginia</i>, Governor's schools, special education schools, alternative schools, or career and technical schools that serve as the student's school of principal enrollment may seek approval of an alternative accreditation plan from the Board of Education. Schools offering alternative education programs and schools with a graduation cohort of 50 or fewer students as defined</p>	<p>§ 22.1-253.13:3(H) - Any school board, on behalf of one or more of its schools, may request the Board of Education for releases from state regulations and for approval of an Individual School Accreditation Plan for the evaluation of the performance of one or more of its schools as authorized for certain other schools by the Standards of Accreditation pursuant to 8 VAC 20-131-280 C of the Virginia Administrative Code.</p>

<p>by the graduation rate formula adopted by the board may request that the board approve an alternative accreditation plan to meet the graduation and completion index benchmark. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, <del>Standard Technical</del>, <i>or an</i> Advanced Studies, <del>Advanced Technical</del>, or <del>Modified Standard</del> Diploma must meet the requirements prescribed in 8VAC20-131-50.</p> <p>In addition, pursuant to § 22.1-253.13:3 of the <i>Code of Virginia</i>, any school board, on behalf of one or more of its schools, may request the Board of Education for approval of an Individual School Accreditation Plan for the evaluation of the performance of one or more of its schools as authorized for special purpose schools.</p>	
<p><b>8VAC20-131-290. Procedures for certifying accreditation eligibility.</b></p> <p>(C) In keeping with provisions of the Standards of Quality, and in conjunction with the long-range comprehensive plan of the division, each school shall prepare and implement a biennial school plan which shall be available to students, parents, staff, and the public. Each biennial school plan shall be evaluated as part of the development of the next biennial plan. Schools may use other plans to satisfy the requirement for the biennial plan with prior written approval from the Department of Education.</p>	<p><b>§ 22.1-253.13:6(B)</b> - Each local school board shall adopt a divisionwide comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement. The plan shall be developed with staff and community involvement and shall include, or be consistent with, all other divisionwide plans required by state and federal laws and regulations. Each local school board shall review the plan biennially and adopt any necessary revisions. Prior to the adoption of any divisionwide comprehensive plan or revisions thereto, each local school board shall post such plan or revisions on the division's Internet website if practicable, and, in any case, shall make a hard copy of the plan or revisions available for public inspection and copying and shall conduct at least one public hearing to solicit public comment on the divisionwide plan or revisions.</p> <p>The divisionwide comprehensive plan shall include, but shall not be limited to, (i) the objectives of the school division, including strategies for first improving student achievement, particularly the achievement of educationally at-risk students, then maintaining high levels of student achievement; (ii) an assessment of the extent to which these objectives</p>

	<p>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, or as a part of, the comprehensive 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, including parental participation, in the development of the plan; (ix) any corrective action plan required pursuant to § 22.1-253.13:3; and (x) a plan for parent and family involvement to include building successful school and parent partnerships that shall be developed with staff and community involvement, including participation by parents.</p> <p>A report shall be presented by each school board to the public by November 1 of each odd-numbered year on the extent to which the objectives of the divisionwide comprehensive plan have been met during the previous two school years.</p> <p>C. Each public school shall also prepare a comprehensive, unified, long-range plan, which the relevant school board shall consider in the development of its divisionwide comprehensive plan.</p>
<p><b>8VAC20-131-310. Action requirements for schools that are Accredited with Warning or Provisionally Accredited-Graduation Rate.</b>  (A) With such funds as are appropriated by the General Assembly, the Department of Education shall develop a school academic review process and monitoring plan designed to assist schools rated as Accredited with Warning. All procedures and operations for the academic review process shall be approved and adopted by the board.</p>	<p>§ 22.1-253.13:3(A) - ... With such funds as are appropriated or otherwise received for this purpose, the Board shall adopt and implement an academic review process, to be conducted by the Department of Education, to assist schools that are accredited with warning. The Department shall forward a report of each academic review to the relevant local school board, and such school board shall report the results of such academic review and the required annual progress reports in public session. The local school board shall implement any actions identified through the academic review and utilize them for improvement</p>

<p><b>8VAC20-131-315. Action requirements for schools that are denied accreditation.</b></p> <p>(A) Any school rated Accreditation Denied in accordance with 8VAC20-131-300 shall be subject to actions prescribed by the Board of Education and shall provide parents of enrolled students and other interested parties with the following:</p> <ol style="list-style-type: none"> <li>1. Written notice of the school's accreditation rating within 30 calendar days of the notification of the rating from the Department of Education;</li> <li>2. A copy of the school division's proposed corrective action plan, including a timeline for implementation, to improve the school's accreditation rating; and</li> <li>3. An opportunity to comment on the division's proposed corrective action plan. Such public comment shall be received and considered by the school division prior to finalizing the school's corrective action plan and a Board of Education memorandum of understanding with the local school board</li> </ol>	<p>planning.</p> <p>§ 22.1-253.13:3(A) - ...Each local school board shall maintain schools that are fully accredited pursuant to the standards for accreditation as prescribed by the Board of Education. Each local school board shall review the accreditation status of all schools in the local school division annually in public session. Within the time specified by the Board of Education, each school board shall submit corrective action plans for any schools within its school division that have been designated as not meeting the standards as approved by the Board.</p> <p>When the Board of Education has obtained evidence through the school academic review process that the failure of schools within a division to achieve full accreditation status is related to division level failure to implement the Standards of Quality, the Board may require a division level academic review. After the conduct of such review and within the time specified by the Board of Education, each school board shall submit for approval by the Board a corrective action plan, consistent with criteria established by the Board and setting forth specific actions and a schedule designed to ensure that schools within its school division achieve full accreditation status. Such corrective action plans shall be part of the relevant school division's comprehensive plan pursuant to § 22.1-253.13:6.</p>
<p><b>8VAC20-131-325. Recognitions and rewards for school and division accountability performance.</b></p> <p>(A) Schools and divisions may be recognized by the Board of Education in accordance with guidelines it shall establish for the Virginia Index of Performance (VIP) incentive program. In order to encourage school divisions to promote student achievement in science, technology, engineering, and mathematics (STEM), the board shall take into account in its guidelines a school division's increase in enrollments and elective course offerings in these STEM areas. Such recognition may include:</p> <ol style="list-style-type: none"> <li>1. Public announcements recognizing individual schools and divisions;</li> </ol>	<p>§ 22.1-253.13:9(A) - Schools and local school divisions shall be recognized by the Board of Education in accordance with guidelines it shall establish for the Virginia Index of Performance (VIP) incentive program. The VIP incentive program shall be designed to recognize and reward fully accredited schools and school divisions that make significant progress toward achieving advanced proficiency levels in reading, mathematics, science, and history and social science, and on other indicators of school and student performance that are aligned with the Commonwealth's goals for public education. Such recognition may include:</p> <ol style="list-style-type: none"> <li>1. Public announcements recognizing individual schools and divisions;</li> <li>2. Tangible rewards;</li> <li>3. Waivers of certain board regulations;</li> <li>4. Exemptions from certain reporting requirements; or</li> </ol>

<p>2. Tangible rewards;</p> <p>3. Waivers of certain board regulations;</p> <p>4. Exemptions from certain reporting requirements; or</p> <p>5. Other commendations deemed appropriate to recognize high achievement.</p> <p>In addition to board recognition, local school boards shall adopt policies to recognize individual schools through public announcements, media releases, participation in community activities for input purposes when setting policy relating to schools and budget development, as well as other appropriate recognition.</p>	<p>5. Other commendations deemed appropriate to recognize high achievement.</p> <p>In addition to Board recognition, local school boards shall adopt policies to recognize individual schools through public announcements or media releases as well as other appropriate recognition.</p> <p>In order to encourage school divisions to promote student achievement in science, technology, engineering, and mathematics, the Board of Education shall take into account in its guidelines a school division's increase in enrollments and elective course offerings in these areas.</p> <p><b>§ 22.1-253.13:9(D)</b> - In its guidelines for calculating an award under the Virginia Index of Performance incentive program pursuant to this section, the Department of Education shall take into account the number of high school students who earn the one-year Uniform Certificate of General Studies or an associate's degree from a community college in the Commonwealth concurrent with a high school diploma.</p>
<p><b>8VAC20-131-325. Recognitions and rewards for school and division accountability performance.</b></p> <p>(B) A school that maintains a passing rate on Virginia assessment program tests or additional tests approved by the board as outlined in 8VAC20-131-110 of 95% or above in each of the four core academic areas for two consecutive years may, upon application to the Department of Education, receive a waiver from annual accreditation. A school receiving such a waiver shall be Fully Accredited for a three-year period. However, such school shall continue to annually submit documentation in compliance with the preaccreditation eligibility requirements described in 8VAC20-131-280 F.</p>	<p><b>§ 22.1-253.13:9(B)</b> - A school that maintains a passing rate on Virginia assessment program tests or additional tests approved by the Board of 95 percent or above in each of the four core academic areas for two consecutive years may, upon application to the Department of Education, receive a waiver from annual accreditation. A school receiving such a waiver shall be fully accredited for a three-year period. However, such school shall continue to annually submit documentation in compliance with the pre-accreditation eligibility requirements.</p>
<p><b>8VAC20-131-325. Recognitions and rewards for school and division accountability performance.</b></p> <p>(C) Schools may be eligible to receive the Governor's Award for Outstanding Achievement. This award will be given to schools rated Fully Accredited that significantly increase the achievement of students within student subgroups in accordance with guidelines</p>	<p><b>§ 22.1-253.13:9(C)</b> - Schools may be eligible to receive the Governor's Award for Outstanding Achievement. This award will be given to schools rated fully accredited that significantly increase the achievement of students within student subgroups in accordance with guidelines prescribed by the Board of Education.</p>

<p>prescribed by the Board of Education.</p>	
<p><b>8VAC20-131-340. Special provisions and sanctions.</b>  (B) A school's accreditation rating may be withheld by action of the Board of Education for any school found to be in violation of test security procedures pursuant to § 22.1-19.1 of the <i>Code of Virginia</i>. Withholding of a school's accreditation rating shall not be considered an interruption of the three-consecutive-year period for purposes of receiving an Accreditation Denied status pursuant to 8VAC20-131-300.</p>	<p><b>22.1-253.13:3(D)</b> - ...The Board of Education may pursue all available civil remedies pursuant to § 22.1-19.1 or administrative action pursuant to § 22.1-292.1 for breaches in test security and unauthorized alteration of test materials or test results.</p> <p>The Board may initiate or cause to be initiated a review or investigation of any alleged breach in security, unauthorized alteration, or improper administration of tests, including the exclusion of students from testing who are required to be assessed, by local school board employees responsible for the distribution or administration of the tests.</p> <p>Records and other information furnished to or prepared by the Board during the conduct of a review or investigation may be withheld pursuant to subdivision 12 of § 2.2-3705.3. However, this section shall not prohibit the disclosure of records to (i) a local school board or division superintendent for the purpose of permitting such board or superintendent to consider or to take personnel action with regard to an employee or (ii) any requester, after the conclusion of a review or investigation, in a form that (a) does not reveal the identity of any person making a complaint or supplying information to the Board on a confidential basis and (b) does not compromise the security of any test mandated by the Board. Any local school board or division superintendent receiving such records or other information shall, upon taking personnel action against a relevant employee, place copies of such records or information relating to the specific employee in such person's personnel file.</p> <p>Notwithstanding any other provision of state law, no test or examination authorized by this section, including the Standards of Learning assessments, shall be released or required to be released as minimum competency tests, if, in the judgment of the Board, such release would breach the security of such test or examination or deplete the bank of questions necessary to construct future secure tests.</p>
<p><b>8VAC20-131-350. Waivers.</b>  Waivers of some of the requirements of these regulations may be granted by the Board of Education based on submission of a request</p>	<p><b>§ 22.1-253.13:4(D)</b> - In establishing course and credit requirements for a high school diploma, the Board shall: ... (7) Provide for the waiver of certain graduation requirements (i) upon the Board's initiative or (ii) at the</p>

<p>from the division superintendent and chairman of the local school board. The request shall include documentation of the need for the waiver. In no event shall waivers be granted to the requirements of Part III (8VAC20-131-30 et seq.) of these regulations except that the Board of Education may provide for the waiver of certain graduation requirements in 8VAC20-131-50 (i) upon the board's initiative or (ii) at the request of a local school board on a case-by-case basis. The board shall develop guidelines for implementing these requirements.</p>	<p>request of a local school board. Such waivers shall be granted only for good cause and shall be considered on a case-by-case basis.</p>
<p><b>8VAC20-131-360. Effective date.</b>  (B) Graduation requirements prescribed in 8VAC20-131-50 B and Graduation requirements prescribed in 8VAC20-131-50 B and <del>D</del> <u>C</u>, <i>for the Standard and Advanced Studies Diplomas</i>, shall become effective with the ninth-grade class of <del>2011-2012</del> <u>2013-2014</u>...</p>	<p><b>§ 22.1-253.13:4(D)(2)</b> - ...Beginning with first-time ninth grade students in the 2013-2014 school year, requirements for the standard diploma shall include a requirement to earn a career and technical education credential that has been approved by the Board, that could include, but not be limited to, the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness skills assessment.</p>
<p><b>8VAC20-131-360. Effective date.</b>  (F) The Academic and Career Plan prescribed in 8VAC20-131-140 shall become effective in [<del>2012-2013</del> <u>2013-2014</u>].</p>	<p><b>Chapter 744 of the Acts of Assembly of 2012</b> - § 1. That no statutes or regulations related to the implementation of an Academic and Career Plan prescribing additional requirements upon which the accreditation rating of schools in the Commonwealth is based, pursuant to § 22.1-253.13:3 of the Code of Virginia, beyond those already in effect on July 1, 2008, shall become effective before July 1, 2013, unless such statutes or regulations are also specifically required by federal code, federal regulation, or court action...</p>