

# Virginia School Accreditation Report

## for School Year 2024-2025

8VAC20-132-300

### **I. Promotion and Retention Policies (8VAC20-132-300 B. 1)**

**1. The division's promotion and retention policies have been developed in accordance with the requirements of 8VAC20-132-40.**

- Does the school division's promotion and retention policies ensure that students are not excluded from membership in a grade or participation in a course in which SOL tests are administered? (8VAC20-132-40)
- Does the school 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? (8VAC20-132-40)
- In kindergarten through grade eight, where the administration of Virginia Assessment Program tests is required by the board, is each student expected to take the tests following instruction? (8VAC20-132-40)
- Do students who are accelerated take the test aligned with the highest grade level, following instruction in the content? (8VAC20-132-40)
- Does the school use the Virginia Assessment Program test results in kindergarten through grade eight as part of a set of multiple criteria for determining the promotion or retention of students?
- Does the school have a process in place which does not require a student to retake the Virginia Assessment Program tests unless they are retained in a grade or content and have not previously passed the related tests? (8VAC20-132-40)
- Are students permitted to participate in remediation recovery in reading and mathematics? (8VAC20-132-40)
- Are students who fail to achieve a passing score on all Standard of Learning assessments for the relevant grade level in grades three through eight required to attend a remediation program or to participate in another form of remediation? (8VAC20-132-40)
- Are students who fail an end-of-course test required for the award of a verified unit of credit required to attend a remediation program or to participate in another form of remediation? (8VAC20-132-40)
- Are students who achieve a passing score on an end-of-course SOL test awarded a verified unit of credit in that course in accordance with the provisions of 8VAC20-132-110? (8VAC20-132-40)
- Does the school have a process in place to ensure that students are not required to take an end-of-course SOL test in an academic subject after they have earned the number of verified credits required for that academic content area for graduation, unless such test is necessary in order for the school to meet federal accountability requirements? (8VAC20-132-40)
- Students who failed an end-of-course SOL test but passed the related course are not prevented from taking any other course in a content area and from taking the applicable end-of-course SOL test? (8VAC20-132-40)
- Is participation in the Virginia Assessment Program by students with disabilities prescribed by provisions of their Individualized Education Program (IEP) or 504 Plan? (8VAC20-132-40)

- Are all students with disabilities assessed with appropriate accommodations and alternate assessments where necessary? ([8VAC20-132-40](#))
- Does a school-based committee convene and make determinations regarding the participation level of EL students in the Virginia Assessment Program? ([8VAC20-132-40](#))
- Are students identified as foreign exchange students who are taking courses for credit required to take the relevant Virginia Assessment Program tests? ([8VAC20-132-40](#))

**These items do not require a response as school divisions submit data to satisfy compliance:**

Item	Data Source
Does each student learn the relevant grade level or course subject matter before promotion to the next grade? ( <a href="#">8VAC20-132-40</a> )	Student Record Collection
Do students take more than one test in any content area in each year, except in the case of expedited retakes as provided for in this section? ( <a href="#">8VAC20-132-40</a> )	Student Test Records
Does each student in the middle and secondary school take all applicable end-of-course SOL tests following course instruction? The division superintendent shall certify to the Department of Education that the division's policy for dropping courses ensures that student course schedules are not changed to avoid end-of-course SOL tests. ( <a href="#">8VAC20-132-40</a> )	Master Schedule Collection
Do students identified as an English Learner (EL) participate in the Virginia Assessment Program? ( <a href="#">8VAC20-132-40</a> )	Student Record Collection; Student Test Records

## II. Graduation Requirements ([8VAC20-132-300 B. 2](#))

**2. Compliance with the requirements to offer courses that shall allow students to complete the graduation requirements in [8VAC20-132-50](#) and [8VAC20-132-51](#), as applicable.**

- Are students below grade nine who successfully complete courses offered for credit in grades nine through 12 that are equivalent in content and academic rigor as those courses offered at the secondary level awarded high school credit? ([8VAC20-132-51](#))
- Does the school offer courses and opportunities that satisfy the additional requirements for graduation that include AP, IB, Honors, or dual enrollment; high-quality work-based learning experience; a career and technical education credential approved by the board; a virtual course; training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED); and demonstration of the five Cs? ([8VAC20-132-51](#))
- Are students in your school who complete a prescribed program of studies defined by the local school board but do not qualify for a Standard Diploma, an Advanced Studies Diploma, or an Applied Studies Diploma awarded Certificates of Program Completion? ([8VAC20-132-51](#))
- Are students in your school who do not qualify for a diploma provided the opportunity to earn a high school equivalency credential? ([8VAC20-132-51](#))
- Does the school offer diploma seals to students who show exemplary performance, to include: the Governor’s Seal, the Board of Education Seal, the Board of Education’s Career and Technical Education seal, the Board of Education’s Science, Technology, Engineering, and Mathematics (STEM) Seal, the Board of Education’s Seal for Excellence in Civics Education, the Board of

Education's Seal of Biliteracy, the Board of Education's Seal for Excellence in Science and the Environment, or other seals or awards for exceptional academic, career and technical, citizenship, or other exemplary performance in accordance with criteria defined by the local school board? ([8VAC20-132-51](#))

- Are students in your school offered the opportunity to earn a diploma by completing graduation requirements in a summer school program? ([8VAC20-132-51](#))
- Are students counseled annually regarding the opportunities for using additional tests for earning verified credits, as provided in accordance with the provisions of [8VAC20-132-110](#), and the consequences of failing to fulfill the obligations to complete the requirements for verified units of credit? ([8VAC20-132-51](#))

**These items do not require a response as school divisions submit data to satisfy compliance:**

Item	Data Source
Does the school offer courses that allow students to complete the graduation requirements in 8VAC20-132-50 and 8VAC20-132-51, as applicable, including course offerings and completion of different diplomas? ( <a href="#">8VAC20-132-300</a> )	Master Schedule Collection

### **III. Instructional Program ([8VAC20-132-300 B. 3-4](#))**

**3. The school and school division's ability to offer the instructional program prescribed in [8VAC20-132-70](#) through [8VAC20-132-100](#).**

**4. The school and school division's offering of history and social science and English, to include writing, as prescribed in [8VAC20-132-70 C](#).**

- As required by the Standards of Quality, has the school developed and implemented a program of instruction for kindergarten through grade 12 that is aligned to the Standards of Learning and meets or exceeds the requirements of the board? ([8VAC20-132-70](#))
- As described in [8VAC20-132-51](#) and in accordance with the Profile of a Virginia Graduate approved by the board, do the instructional program and learning objectives ensure that students (i) attain the knowledge, skills, competencies, and experiences necessary to be successful in the evolving global economy whether immediately entering the world of work or pursuing a postsecondary education and (ii) acquire and are able to demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship? ([8VAC20-132-70](#))
- Consistent with the Profile of a Virginia Graduate, do the instructional program and learning objectives ensure that, as age appropriate, during the kindergarten through grade 12 experience, students achieve and apply appropriate career development and technical knowledge? ([8VAC20-132-70](#))
- During the elementary and middle school years, do students explore personal interests, different types of careers, and plan for career development? ([8VAC20-132-70](#))
- In high school, do students attain and demonstrate productive workplace skills, qualities, and behaviors; align knowledge, skills, and personal interests with career opportunities; and understand and demonstrate civic responsibility and community engagement? ([8VAC20-132-70](#))
- Has the school established 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 and social science adopted by the board and continually assess the progress of each student in relation to the objectives? ([8VAC20-132-70](#))

- Is instruction designed to accommodate all students, including those identified with disabilities in accordance with the Individuals with Disabilities Education Act (20 USC § 1400 et seq.) or § 504 of the Rehabilitation Act, as amended, those identified as gifted or talented, and those who are ELs? ([8VAC20-132-70](#))
- Do students with disabilities have the opportunity to receive a full continuum of education services in accordance with [8VAC20-81](#), Regulations Governing Special Education Programs for Children with Disabilities in Virginia, and other pertinent federal and state laws and regulations? ([8VAC20-132-70](#))
- Does the elementary school provide each student a program of instruction that corresponds to the Standards of Learning for English, mathematics, science, and history and social science?
- In kindergarten through grade three, are reading, writing, spelling, and mathematics the focus of the instructional program? ([8VAC20-132-80](#))
- Does the elementary school maintain an early skills and knowledge achievement record in reading and mathematics for each student in kindergarten through grade three to monitor student progress and to promote successful achievement on the third-grade SOL tests? ([8VAC20-132-80](#))
- In accordance with the Standards of Quality, does the elementary school implement early identification, diagnosis, and assistance for students with reading and mathematics problems and provide instructional strategies and reading and mathematics practices that benefit the development of reading and mathematics skills for all students? ([8VAC20-132-80](#))
- To provide students with sufficient opportunity to learn, does the school provide a minimum of 680 hours of the required 990 hours of instructional time to students in elementary school in the four academic disciplines of English, mathematics, science, and history and social science? ([8VAC20-132-80](#))
- In accordance with the Standards of Quality, does the elementary school provide reading intervention services to students in kindergarten through grade three who demonstrate deficiencies based on their individual performance on the SOL reading test or any reading diagnostic test that meets criteria established by the Department of Education? ([8VAC20-132-80](#))
- Does the middle school provide each student a program of instruction that corresponds to the Standards of Learning for English, mathematics, science, and history and social science? ([8VAC20-132-90](#))
- Does the middle school provide a course in career investigation in accordance with the provisions of [8VAC20-132-140](#)? ([8VAC20-132-90](#))
- Is each middle school student provided a total of 560 instructional hours per year in the four academic disciplines of English, mathematics, science, and history and social science? ([8VAC20-132-90](#))
- Do middle school students who are unable to read with comprehension the materials used for instruction receive additional instruction in reading, which may include summer school? ([8VAC20-132-90](#))
- Does the secondary school, in accordance with the Profile of a Virginia Graduate approved by the board, provide a program of instruction to ensure that students (i) attain the knowledge, skills, competencies, and experiences necessary to be successful in the evolving global economy whether immediately entering the world of work or pursuing a postsecondary education and (ii) acquire and are able to demonstrate foundational skills in critical thinking and creative thinking,

collaboration, communication, and citizenship in accordance with [8VAC20-132-70](#) and the Profile of a Virginia Graduate? ([8VAC20-132-100](#))

- Does the secondary school provide each student a program of instruction in the four core academic areas of English, mathematics, science, and history and social science that identifies the knowledge and skills that students should attain, giving due consideration to critical thinking, creative thinking, collaboration, communication, and citizenship in the early years of high school, and enable each student to meet the prescribed graduation requirements? ([8VAC20-132-100](#))
- Does the secondary school offer opportunities for career and technical education choices that incorporate knowledge of regional workforce needs and opportunities; prepare the student as a career and technical education program completer in one of three or more occupational areas; and prepare the student for technical or preprofessional postsecondary programs? ([8VAC20-132-100](#))
- Does the secondary school offer opportunities for preparation for college admissions tests? ([8VAC20-132-100](#))
- Does the school provide opportunities for students to meet the graduation requirements set forth in [8VAC20-132-100](#)?
- Does each school ensure that students who are unable to read with comprehension the materials used for instruction receive additional instruction in reading, which may include summer school? ([8VAC20-132-100](#))

**These items do not require a response as school divisions submit data to satisfy compliance:**

Item	Data Source
Does the program of instruction emphasize reading, writing, speaking, mathematical concepts and computations, proficiency in the use of computers and related technology, computer science and computational thinking, including computer coding, and scientific concepts and processes; essential skills and concepts of citizenship, including knowledge of Virginia history and world and United States history, economics, government, world 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 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? ( <a href="#">8VAC20-132-70</a> )	Master Schedule Collection; CTE Credential Collection (CTECC); Student Record Collection
Does the school provide a program of instruction that promotes individual student academic achievement in the essential academic disciplines and provide additional instructional opportunities that meet the abilities, interests, and educational needs of students? ( <a href="#">8VAC20-132-70</a> )	Student Record Collection
Does the elementary school provide instruction in art, music, and physical education and health and require students to participate in a program of physical fitness during the regular school year in accordance with guidelines established by the board? In addition, does each school provide instruction in career exploration in accordance with the provisions of <a href="#">8VAC20-132-140</a> . ( <a href="#">8VAC20-132-80</a> )?	Master Schedule Collection
Does the middle school provide instruction in art, music, world language, physical education and health, and career and technical exploration and require students to	Master Schedule Collection

participate in a program of physical fitness during the regular school year in accordance with guidelines established by the board? ( <a href="#">8VAC20-132-90</a> )	
Does the middle school provide a minimum of eight courses to students in grade eight? English, mathematics, science, and history and social science shall be required. Four elective courses shall be available: level one of a world language, one in health and physical education, one in fine arts, and one in career and technical exploration. ( <a href="#">8VAC20-132-90</a> )	Master Schedule Collection
Is Level one of any world language and an Algebra I course available to all eighth-grade students? ( <a href="#">8VAC20-132-90</a> )	Master Schedule Collection
Does the secondary school offer opportunities for coursework and experiences that prepare the student for college-level studies, including access to at least three Advanced Placement (AP) courses, college-level courses for degree credit, International Baccalaureate (IB) courses, Cambridge courses, or any combination thereof? ( <a href="#">8VAC20-132-100</a> )	Master Schedule Collection
Does the secondary school offer opportunities for study and exploration of the fine arts and world languages? ( <a href="#">8VAC20-132-100</a> )	Master Schedule Collection
Does the secondary school offer opportunities for participation in work experiences, such as internships, externships, and other work-based learning experiences, and attaining workforce and career readiness and industry credentials? ( <a href="#">8VAC20-132-100</a> )	Master Schedule Collection; CTE Credential Collection (CTECC); Student Record Collection
Does each student in grades six through nine who needs targeted mathematics remediation or intervention, including remediation or intervention for computational deficiencies as demonstrated by their individual performance on any diagnostic test or grade-level SOL mathematics test, receive additional instruction in mathematics, which may include summer school? ( <a href="#">8VAC20-132-90</a> , <a href="#">8VAC20-132-100</a> ) Are students in grades six through nine who are at risk of failing the Algebra I end-of-course test, as demonstrated by their individual performance on any diagnostic test that has been approved by the department, provided Algebra readiness intervention services? ( <a href="#">8VAC20-132-90</a> , <a href="#">8VAC20-132-100</a> )	Standards of Quality Compliance Report; Algebra Readiness Report

#### **IV. Leadership and Staffing Requirements ([8VAC20-132-300 B. 5](#))**

##### **5. Compliance with the leadership and staffing requirements of [8VAC20-132-200](#) through [8VAC20-132-230](#).**

##### **1. Principal ([8VAC20-132-200](#))**

- Is the principal recognized as the instructional leader and manager of the school and responsible for the following?
  1. Fostering the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic progress and school improvement;

2. Fostering the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders;
3. Fostering effective human resources management by appropriately assigning, selecting, inducting, supporting, evaluating, and retaining quality instructional and support personnel;
4. Fostering the success of all students by communicating and collaborating effectively with stakeholders;
5. Fostering the success of all students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession; and
6. Providing leadership that results in acceptable, measurable student academic progress based on established standards. ([8VAC20-132-200](#))

- Does the principal lead the collaborative development and maintenance of a student-centered shared vision for educational improvement and work collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs for effective teaching and learning, consistent with the division's strategic plan and the school's goals? ([8VAC20-132-200](#))
- Does the principal collaboratively plan, implement, support, monitor, and evaluate instructional programs that enhance teaching and student academic progress and lead to school improvement? ([8VAC20-132-200](#))
- Does the principal analyze current academic achievement data and instructional strategies and monitor and evaluate the use of diagnostic, formative, and summative assessment by grade and by discipline to do the following? ([8VAC20-132-200](#))
  - Make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness; provide timely and accurate feedback to students and parents and to inform instructional practices; and direct and require appropriate prevention, intervention, or remediation to those students performing below grade level or not meeting expectations, including passing the SOL tests;
  - Involve the staff of the school in identifying and evaluating professional development needed to improve student achievement and provide professional development opportunities and ensure that the staff participate in those activities;
  - Evaluate and improve classroom practices and instruction; and
  - Seek to ensure students' successful attainment of knowledge and skills set forth in the Standards of Learning.
- Does the principal ensure that student records are maintained and that criteria used in making placement and promotion decisions, as well as any instructional interventions used to improve a student's performance, are included in the record? ([8VAC20-132-200](#))
- Does the principal protect the academic instructional time from unnecessary interruptions and disruptions and provide collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time? ([8VAC20-132-200](#))
- Does the principal involve students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment that enforces state, division, and local rules, policies, and procedures and consistently models and collaboratively promotes high expectations, mutual respect, care, and concern for students, staff, parents, and the community? ([8VAC20-132-200](#))

- Does the principal create a culture of shared accountability and continuous school improvement? ([8VAC20-132-200](#))
  - Does the principal involve students, families, staff, and other stakeholders to promote community engagement? ([8VAC20-132-200](#))
  - Does the principal maintain records of students who drop out of school, including their reasons for dropping out and actions taken to prevent these students from dropping out? ([8VAC20-132-200](#))
  - Does the principal notify the parents of rising eleventh-grade and twelfth-grade students of (a) the number of standard and verified units of credit required for graduation and (b) the remaining number of such units of credit the individual student requires for graduation? ([8VAC20-132-200](#))
  - Does the principal notify the parent or guardian of students removed from class for disciplinary reasons for two or more consecutive days in whole or in part? ([8VAC20-132-200](#))
  - Does the principal do the following?
    1. Support, manage, and oversee the school's organization, operation, and use of resources;
    2. Demonstrate and communicate a knowledge and understanding of Virginia public education rules, regulations, laws, and school division policies and procedures;
    3. Work with staff to create an atmosphere of mutual respect and courtesy and to facilitate constructive communication by establishing and maintaining a current handbook of personnel policies and procedures;
    4. Ensure the use of data systems and technology to support goals;
    5. Disseminate information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources;
    6. Work with the community to involve parents and citizens in the educational program;
    7. Facilitate communication with parents by maintaining and disseminating a current student handbook of policies and procedures that include the school division's standards of student conduct and procedures for enforcement, along with other matters of interest to parents and students;
    8. Manage the supervision and research-based evaluation of staff in accordance with local and state requirements;
    9. Maintain a current record of staff's licenses and endorsements to ensure compliance and professional development completed by staff;
    10. Follow local and state laws and policies with regard to finances, school accountability, and reporting;
    11. Maintain records of receipts and disbursements of all funds handled, which shall be audited annually by a professional accountant approved by the local school board; and
    12. Ensure the security of all tests administered to students, including those required by the board and the local school division. This includes:
      - a. The requirement that all schools adhere to a policy that prohibits students' access to cell phones and other electronic devices with texting or camera capabilities during the administration of the SOL tests;
      - b. The requirement that, to the extent possible, no teacher should administer the SOL test associated with the grade level content or class such teacher taught;
      - c. Notification to teachers of the penalties for breaching security on SOL tests, including actions against the teacher's license and civil penalties; and
      - d. Establishment of penalties for students who breach security on SOL tests.
- [\(8VAC20-132-200\)](#)

## 2. Professional Teaching Staff ([8VAC20-132-210](#))

- Do professional teaching staff serve as role models for effective oral and written communication with special attention to the use of standard English? ([8VAC20-132-210](#))
- Do professional teaching staff strive to strengthen the basic skills of students in all subjects and to close any achievement gaps among groups of students in the school? ([8VAC20-132-210](#))
- Do professional teaching staff establish teaching objectives to identify what students are expected to learn and inform students of the achievement expected and keep them engaged in learning tasks? ([8VAC20-132-210](#))
- Do professional teaching staff provide for individual differences of students through the use of differentiated instruction, varied materials, and activities suitable to student interests and abilities? ([8VAC20-132-210](#))
- Do professional teaching staff assess the progress of students and report promptly and constructively to students and their parents? ([8VAC20-132-210](#))

## 3. Support Staff ([8VAC20-132-220](#))

- Do support staff work with the principal and professional teaching staff to promote student achievement and successful attainment of the school's goals? ([8VAC20-132-220](#))

## 4. Administrative and Support Staff ([8VAC20-132-230](#))

- Does the school have, at a minimum, the staff as specified in the Standards of Quality with proper licenses and endorsements for the positions they hold? ([8VAC20-132-230](#))
- Is the principal of each middle and secondary school employed on a 12-month basis? ([8VAC20-132-230](#))
- Does each member of the school counseling staff in the counseling program for elementary, middle, and secondary schools spend at least 80% of the member's staff time during normal school hours in direct counseling of individual students or groups of students? ([8VAC20-132-230](#))
- Does the teaching load of middle school teachers comply with the standard teaching load and, if not, is there an appropriate contractual arrangement and compensation provided? ([8VAC20-132-230](#))
- Does the teaching load of secondary school teachers comply with the standard teaching load and, if not, is there an appropriate contractual arrangement and compensation provided? ([8VAC20-132-230](#))
- Is every elementary classroom teacher provided at least an average of 30 minutes per day during a student's school week as planning time? Is each full-time middle and secondary classroom teacher provided one planning period per day or the equivalent, as defined in [8VAC20-132-10](#), unencumbered of any teaching or supervisory duties? ([8VAC20-132-230](#))
- Are student support positions as defined in the Standards of Quality available as necessary to promote academic achievement and to provide support services to the students in the school? ([8VAC20-132-230](#))

Item	Data Source
Does the elementary, middle, or secondary school employ school counseling staff as prescribed by the Standards of Quality? School counseling shall be provided for students to ensure that a program of studies contributing to the student's academic	Positions and Exit Collection

achievement and meeting the graduation requirements specified in this chapter is being followed. ( <a href="#">8VAC20-132-230</a> )	
Do middle or secondary school teachers teach no more than 150 students per week? Note: Physical education and music teachers may teach 200 students per week. If a middle or secondary school physical education or music teacher teaches more than 200 students per week, an appropriate contractual arrangement and compensation shall be provided. ( <a href="#">8VAC20-132-230</a> )	Master Schedule Collection
Do staff-student ratios in special education and career and technical education classrooms comply with regulations of the board? ( <a href="#">8VAC20-132-230</a> )	Master Schedule Collection

## V. Facilities and Safety Provisions ([8VAC20-132-300 B. 6](#))

### 6. Compliance with the facilities and safety provisions of [8VAC20-132-240](#).

- Is the school maintained in a manner that is in compliance with the Virginia Uniform Statewide Building Code? ([8VAC20-132-240](#))
- Is the physical plant accessible, barrier free, safe, and clean? ([8VAC20-132-240](#))
- Does the school provide for the proper outdoor display of flags of the United States and of the Commonwealth of Virginia? ([8VAC20-132-240](#))
- Does the school provide suitable space for classrooms, administrative staff, pupil personnel services, library and media services, and for the needs and safety of physical education? ([8VAC20-132-240](#))
- Does the school provide adequate, safe, and properly equipped laboratories to meet the needs of instruction in the sciences, technology, fine arts, and career and technical programs? ([8VAC20-132-240](#))
- Does the school provide facilities for the adequate and safe administration and storage of student medications? ([8VAC20-132-240](#))
- Does the school carry out the duties of the threat assessment team established by the division superintendent and implement policies established by the local school board related to threat assessment pursuant to § [22.1-79.4](#) of the Code of Virginia? ([8VAC20-132-240](#))
- Does the school maintain records of regular safety, health, and fire inspections that have been conducted and certified by local health and fire departments? The frequency of such inspections shall be determined by the local school board in consultation with the local health and fire departments. ([8VAC20-132-240](#))
- Are exit doors equipped with panic hardware? ([8VAC20-132-240](#))
- Does the school conduct fire drills? ([8VAC20-132-240](#))
- Does the school conduct lock-down drills? ([8VAC20-132-240](#))
- Does the school have contingency plans for emergencies that include staff certified in cardiopulmonary resuscitation (CPR), the Heimlich maneuver, and emergency first aid? ([8VAC20-132-240](#))
- If the school has instructional or administrative staff of 10 or more, do at least three employees have current certification or training in emergency first aid, CPR, and the use of an automated external defibrillator? And, if one or more students attends such school who is diagnosed with

diabetes, are at least two employees trained in the administration of insulin and glucagon? ([8VAC20-132-240](#))

- If the school has instructional or administrative staff of fewer than 10, do at least two employees have current certification or training in emergency first aid, CPR, and the use of an automated external defibrillator? And, if one or more students attend such a school who is diagnosed with diabetes, is at least one employee trained in the administration of insulin and glucagon? ([8VAC20-132-240](#))
- Does the school have written procedures to follow in emergencies such as fire, injury, illness, allergic reactions, and violent or threatening behavior? This includes school board policies for the possession and administration of epinephrine in every school, to be administered by any school nurse, employee of the school board, employee of a local governing body, or employee of a local health department who is authorized by a prescriber and trained in the administration of epinephrine to any student believed to be having an anaphylactic reaction. ([8VAC20-132-240](#))
- Is the plan outlined in the student handbook and discussed with staff and students during the first week of each school year? ([8VAC20-132-240](#))
- Is there a space for the proper care of students who become ill? ([8VAC20-132-240](#))
- Is there a written procedure, in accordance with guidelines established by the local school board, for responding to violent, disruptive, or illegal activities by students on school property or during a school-sponsored activity? ([8VAC20-132-240](#))
- Are there written procedures to follow for the safe evacuation of people with special physical, medical, or language needs who may need assistance to exit a facility? ([8VAC20-132-240](#))

## **VI. Parental Notification ([8VAC20-132-300 B. 7](#))**

### **7. Compliance with the parental notification provisions of [8VAC20-132-250 B.](#)**

- At the beginning of each school year, did the school provide to the parents or guardians of its students information on the learning objectives developed in accordance with the provisions of [8VAC20-132-70](#) to be achieved at the child's grade level or, in high school, a copy of the syllabus for each of the child's courses, and a copy of the school division promotion, retention, and remediation policies? ([8VAC20-132-250 B 1](#))
- At the beginning of each school year, did the school provide to the parents or guardians of its students information on the Standards of Learning applicable to the child's grade or course requirements and the approximate date and potential impact of the child's next SOL testing? ([8VAC20-132-250 B 2](#))
- At the beginning of each school year, did the school provide to the parents or guardians of its students information on an annual notice to students in all grade levels of all requirements for Standard Diploma and Advanced Studies Diploma and the board's policies on promotion and retention as outlined in [8VAC20-132-30](#)? ([8VAC20-132-250](#))? ([8VAC20-132-250 B 3](#))

## **VII. Standards of Learning ([8VAC20-132-300 B. 8](#))**

**8. The Standards of Learning have been fully incorporated into the school division's curriculum in all accreditation-eligible schools, and the Standards of Learning material is being taught to all students eligible to take the SOL tests.**

- Have the Standards of Learning been fully incorporated into the school’s curriculum and are they being taught to all students eligible to take SOL tests? ([8VAC20-132-300](#))

## VIII. Long-Range Comprehensive Plan ([8VAC20-132-300 B. 9](#))

9. A long-range comprehensive plan for the division and a comprehensive, unified, long-range school plan has been prepared and implemented as required by the Standards of Quality in accordance with § [22.1-253.13:6 C](#) of the Code of Virginia for each division and school. The comprehensive plans shall be reviewed and updated as needed on an annual basis. Such plans shall be published on the website of each division and school and be available to students, parents, staff, and the public. Each comprehensive division and school plan shall be evaluated as part of the development of the next plan.

- Is the comprehensive plan reviewed and updated on an annual basis? ([8VAC20-132-300](#))
- Is the long-range comprehensive plan and each unified long-range plan for each school published on the website of the division and each school and available to students, parents, staff, and the public? ([8VAC20-132-300](#))
- Has each school conducted a comprehensive needs assessment in collaboration with its school division staff to identify needed actions to ensure continuous improvement for its students? ([8VAC20-132-300](#))

Item	Data Source
Has a long-range comprehensive plan for the division and a comprehensive, unified, long-range school plan for each school been prepared and implemented as required by the Standards of Quality in accordance with § <a href="#">22.1-253.13:6 C</a> of the Code of Virginia? ( <a href="#">8VAC20-132-300</a> )	Standards of Quality Compliance Report

## IX. Compliance ([8VAC20-132-300 B.10](#); [8VAC20-132-300 B.11](#) )

10. Actions prescribed by [8VAC20-132-280](#) have been completed, and in the case of a school identified for comprehensive support, a corrective action plan for continuous improvement aligned to its multi-year school support plan demonstrates the support plan is being implemented with fidelity and the school is on track to improve student achievement, growth, and performance on other school quality indicators in [8VAC20-132-270](#) consistent with subsection C of this section.

- Has a school division with **Comprehensive and/or Additional Targeted Support** schools developed a division support plan by conducting a needs assessment, reviewing resources, including how the division will support and evaluate the progress of implementing evidence-based interventions to improve student outcomes in the identified schools? ([8VAC20-132-280 D](#))
- Has a school that is federally identified as **Comprehensive Support** worked with the school division and stakeholders to develop a multi-year school support plan by conducting a needs assessment, reviewing resources, including evidence-based strategies, and establishing a method to evaluate the impact of plan implementation and then submitting the plan for Department approval? ([8VAC20-132-280 C](#))
- Has a school that is federally identified as **Comprehensive Support** demonstrated the school is faithfully implementing its department-approved multi-year school support plan under [8VAC20-](#)

[132-280](#) and included data showing the school's progress in improving student achievement, growth, and performance on other school quality indicators in accordance with [8VAC20-132-300 C.1.b.](#)?

- Has a school that is federally identified as **Targeted and Additional Targeted support** worked with the school division and stakeholders to develop a multi-year school support plan by conducting a needs assessment, reviewing resources, including evidence-based strategies, and establishing a method to evaluate the impact of plan implementation? ([8VAC20-132-280 B](#))

**11. Actions taken to correct any noncompliance issues that the school reported in the previous year.**  
[8VAC20-132-300 B. 11](#)

- Has the school corrected any noncompliance issues reported in the previous year, if applicable?