

Title of Regulation: **8 VAC 20-131-10 et seq. Regulations Establishing Standards for Accrediting Public Schools in Virginia**

8 VAC 20-131-10. Purpose.

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

1. Provide an essential foundation of educational programs of high quality in all schools for all students.
2. Encourage continuous appraisal and improvement of the school program for the purpose of raising student achievement.
3. Foster public confidence.
4. Assure recognition of Virginia's public schools by other institutions of learning.
5. Establish a means of determining the effectiveness of schools.

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

The statutory authority for these regulations is delineated in § 22.1-19 of the Code of Virginia [~~that~~ which] includes the requirement that the [~~bB~~]oard of ~~E~~ducation shall provide for the accreditation of public elementary and secondary schools in accordance with regulations prescribed by it.

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

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:

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.

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

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 disciplines (SOL), to improve student and staff attendance, to reduce student drop-out rates, and to increase the quality of instruction through professional staff development and licensure.

4. The school staff and community representatives shall review ~~biennially~~ 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 ~~school~~ division superintendent and the community and the division superintendent. A report delivered in writing or given orally in accordance with local school board policy ~~during a regularly scheduled parent-teacher meeting at the school may be used to satisfy the reporting requirement of this section.~~

This report shall be in addition to the school report card required by 8 VAC 20-131-270[.]

B. [of these regulations.]

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

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

A. Each student should learn the relevant grade level/course subject matter before promotion to the next grade. ~~For grades in which the SOL tests are given, achievement of a passing score on the SOL tests shall be considered in promotion/retention policies adopted by the local school board. Achievement expectations and participation in SOL testing of students with disabilities will be guided by provisions of their Individualized Education Plan (IEP) or 504 Plan. Participation of students identified as limited English proficient shall be determined by a committee convened to make such determinations. Limited English proficient students may be exempted from the SOL tests for one grade level only in grades 3, 5, and 8. In order to be granted verified credit, all students must meet the clock hour and testing requirements set forth in this chapter. 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.~~

B. ~~Each student at grades 3, 5, and 8 shall take and be expected to achieve a passing score on the SOL tests for the student's respective grade. In kindergarten through eighth grade, where SOL tests are administered, each student shall be expected to achieve a passing score~~

~~on these take the [SOL] tests. Schools shall use the SOL test results in kindergarten through eighth grade as part of a multiple set of multiple criteria for determining advancing or retaining the promotion or retention of students in grades 3, 5, and 8. No promotion/retention policy shall be written in a manner as to systematically exclude students from membership in a grade or participation in a course in which SOL tests are to be administered. Students shall not be required to retake the SOL tests unless they are retained in grade and have not previously passed [**the related SOL test(s)**], or they participate in a remediation recovery program **[established by the Board]** in English [(Reading, Literature, and Research)] or mathematics or both. ~~In addition, in grades K-8, in no case shall students be required to attend summer school or weekend remediation classes solely based on failing a SOL test in science or history/social science.~~]~~

[**C. In kindergarten through grade eight, students may participate in a remediation recovery program as established by the Board in English (Reading, Literature and Research) and mathematics or both. In grades nine through twelve, the remediation recovery program shall include all retakes of end-of course SOL mathematics tests only. However, students in the ninth grade who are participants in a remediation recovery program may be retested on the eighth grade English (Reading, Literature and Research) and mathematics SOL tests.**]

[**D. The Board recommends that students in kindergarten through grade eight not be required to attend summer school or weekend remediation classes solely based on failing a SOL test in science or history/social science.**]

[**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 may be awarded a verified unit of credit in that course in accordance with the provisions of 8 VAC 20-131-110 [.] B. Students may earn verified units of credits 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 [bB]oard may approve other alternative [measures or means of assessment additional tests] to verify student achievement in accordance with guidelines adopted for verified units of credit described in 8 VAC 20-131-110[.] B.

[~~D~~ ***F.***] ~~Students with disabilities for whom participation in the SOL testing program is deemed inappropriate according to their IEP or 504 plan and who cannot participate in the SOL tests shall be expected to demonstrate proficiency on an alternative assessment prescribed by the board in accordance with federal laws and regulations beginning with school year 2000-2001. Participation in SOL testing by students with disabilities will be prescribed by provisions of their Individualized Education Program (IEP) [or 504 Plan].~~

Beginning with the school year 2000-01, students with disabilities for whom participation in an alternate assessment is prescribed in their IEP or 504 Plan shall demonstrate proficiency on that assessment.

[~~E~~ ***G.***] Participation in SOL testing by students identified as limited English proficient (LEP) shall be guided by a school-based committee convened to make such determinations. In kindergarten through eighth grade, limited English proficient students may be granted a one-time exemption from SOL testing in each of the four core areas.

8 VAC 20-131-40. Literacy Passport Test[s].

~~The SOL assessments shall constitute the primary evaluation of student academic achievement for the purpose of this chapter. Students shall also pass the literacy tests prescribed by the Board of Education in reading, writing, and mathematics in order to be promoted to the ninth grade except for students with disabilities who are progressing according to the objectives of their Individualized Education Plan (IEP) or 504 plan. Students transferring to a Virginia public school prior to the ninth grade shall also be required to pass the literacy tests in order to be promoted to the ninth grade. Students who are not promoted shall be enrolled in alternative programs leading to one or more of the following:~~

- ~~1. Passing the literacy tests;~~

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

~~In order to receive a graded status, such students must pass the Literacy Passport Tests, except for students with disabilities who progress according to the goals of their Individualized Education Program (IEP) or 504 Plan.~~

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

- ~~1. High school graduation diploma;~~
- ~~2. General Educational Development (GED) [**Certificate credential**];~~
- ~~3. Certificate of Program Completion; and~~
- ~~4. Job entry skills.~~

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

~~A. To receive a high school diploma, a student shall pass all components of the Literacy Passport Test as required by the Standards of Quality and prescribed by the Board of Education and meet the minimum requirements for one of the two diplomas outlined in subsection B or C of this section for grades 9 through 12. The requirements for a student to earn a diploma from a Virginia high school shall be those in effect when that student enters the ninth grade for the first time. Students may be awarded a diploma or certificate upon graduation from a Virginia high school.~~

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

~~These~~ The following requirements shall be the only requirements for a diploma, ~~except that unless a local school board may prescribe~~ has prescribed additional requirements for a diploma if such requirements which have been approved by the [~~bB~~]oard of Education. All additional requirements prescribed by local school boards[,] and in effect as of June 30, 1997, are approved to continue ~~through June 30, 1999 2000, without~~ those requirements pending further action by the [~~bB~~]oard. The requirements for Certificates of Program Completion are developed by local school boards in accordance with the Standards of Quality.

B. Requirements for a Standard Diploma.

1. Beginning with the ninth grade class of 1998-99 (~~graduating class of 2001-02~~), students shall earn the standard ~~credits~~ units of credit outlined in subdivision [~~2 4~~] of this subsection. [~~Beginning with the ninth grade class of 2000-01 (graduating class of 2003-04), students shall earn standard units of credit, including at least two sequential electives as required by the Standards of Quality, described in subdivision 2 of this subsection and, of the standard total units of credit earned, students shall earn the following number of verified units of credit (see 8 VAC 20-131-110):~~

~~a. English—two;~~

~~mathematics b. Math—one;~~

~~c. Science—one;~~

~~d. History/social science—one; and~~

~~e. One additional verified unit of credit of the student's own choosing.]~~

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

a. English—two;

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

[3. Beginning with the ninth grade classes of 2003-04 and beyond, students shall earn the required standard and verified units of credit described in subdivision 4 of this subsection.]

[2 4]. Credits required for graduation with a Standard Diploma.

Discipline Area	[<i>Standard</i>] Units of Credit [<i>Required</i>]	[No. of <u>Verified</u>] Credits Required [<u>to be Verified</u>]
English	4	2
Mathematics ¹	3	1
Laboratory Science ²	3	1
History and Social Sciences ³	3	1
Health and Physical Education	2	
Fine Arts or Practical Arts	1	
Electives[⁴]	6	
Student Selected Test [⁵]		1
Total	22	6

¹ Courses completed to satisfy this requirement shall be at or above the level of [A₂]lgebra and shall include at least two course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of [A₂]lgebra and [G₂]eometry. The [b_B]oard of Education may approve additional courses to satisfy this requirement.

² Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: [E₂]arth [S₂]ciences, [B₂]ology, [C₂]hemistry, or [P₂]hysics. The [b_B]oard of Education may approve additional courses to satisfy this requirement.

³ Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and one world history/geography course. Courses which satisfy the world history/geography [course requirement] are: (i) World History, (ii) World Geography, (iii) World History and Geography ~~to 1000 A.D. Part I~~, (iv) World History and Geography ~~1000 A.D. to the Present Part II~~, or (v) a semester course of World History ~~to 1000 A.D. Part I~~ and a semester course of World Geography. The [b_B]oard of Education may approve additional courses to satisfy this requirement.

[⁴ **Beginning with the graduating class of 2003, courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality**]

[⁴⁵]A student may utilize [alternative measures additional tests] for earning verified credit in computer science, technology, or other areas as prescribed by the [b_B]oard in 8 VAC 20-131-110 B.

Students completing the requirements for the Standard Diploma may be eligible to receive a

~~Board of Education seal or other~~ an honor deemed appropriate by the local school board as described in subsection ~~E~~ F of this section.

C. Requirements for an Advanced Studies Diploma.

1. Beginning with the ninth grade class of 1998-99 (~~graduating class of 2001-02~~), students shall earn the standard ~~credits~~ units of credit outlined in subdivision 2 of this subsection. Beginning with the ninth grade class of 2000-01 (~~graduating class of 2003-04~~), students shall earn the standard [and verified] ~~credits~~ units of credit outlined in subdivision 2 of this subsection. [~~and, of the total credits earned, students shall earn the following number of verified units of credits (see 8 VAC 20-131-110):~~

~~a. English--two;~~

~~mathematics b. Math--two;~~

~~c. Science--two;~~

~~d. History/social science--two; and~~

~~e. One additional verified unit of credit of the student's own choosing.]~~

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

Discipline Area	[Standard] Units of Credit [Required]	[No. of <u>Verified</u>] Credits Required [to be Verified]
English	4	2
Mathematics ¹	4	2

Laboratory Science ²	4	2
History and Social Sciences ³	4	2
Foreign Language ⁴	3	
Health and Physical Education	2	
Fine Arts or Practical Arts	1	
Electives	2	
Student Selected Test ⁵		1
Total	24	9

¹ Courses completed to satisfy this requirement shall be at or above the level of [A₂]lgebra and shall include at least three different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II. The [b₂]oard of ~~Education~~ may approve additional courses to satisfy this requirement.

² Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: [E₂]arth [S₂]ciences, [B₂]iology, [C₂]hemistry, or [P₂]hysics ~~or completion of the sequence of science courses required for the International Baccalaureate Diploma.~~ The [b₂]oard of ~~Education~~ may approve additional courses to satisfy this requirement.

³ Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and two world history/geography courses. Acceptable courses to satisfy the world history/geography requirements include: (i) World History and World Geography; (ii) World History and Geography ~~to 1000 A.D. Part I,~~ and World History and Geography ~~from 1000 A.D. to the Present Part II;~~ or (iii) a semester course of World Geography, a semester course of World History ~~to 1000 A.D. Part I,~~ and a year-long course of World History ~~1000 A.D. to the Present Part II.~~ The [b₂]oard of ~~Education~~ may approve additional courses to satisfy this requirement.

⁴ Three years of one language or two years of two languages.

⁵ A student may utilize [alternative measures assessments additional tests] for earning verified credit in computer science, technology, or other areas as prescribed by the [b₂]oard in 8 VAC 20-131-110 B.

Students completing the requirements for the Advanced Studies Diploma may be eligible to receive a ~~Governor's seal or other~~ an honor deemed appropriate by the local school board as described in subsection E F of this section.

D. Requirements for the [**Basic Modified Standard**] Diploma.

1. The [**Basic Modified Standard**] Diploma program is intended for certain students at

the secondary level who [**have a disability and**] are unlikely to meet the [**credit**] requirements for a Standard Diploma. Eligibility and participation in the [**Basic Modified Standard**] Diploma program shall be determined by [~~the following criteria the student's Individual Education Program (IEP) team and the student, where appropriate, at any point after the student's eighth grade year.~~]

~~[a. If tThe student has a disability and is eligible for special education., tThe selection of the Basic Diploma may be made by the student's Individual Education Program (IEP) team and the student, where appropriate, at any point after the student's eighth grade year and after the student has participated in the SOL testing program. Students who were exempt from SOL tests by their IEP team prior to the 2000-01 school year may pursue this option provided they meet other eligibility requirements.]~~

~~[b. If the student does not have a disability, the determination shall be made after the ninth grade by the principal or his designee, the student's parents and the student based on criteria indicating that the student has:~~

~~(1) Taken all SOL courses and tests through ninth grade;~~

~~(2) Failed both the eighth grade English and mathematics SOL tests twice or, in the absence of a retake, failed to achieve an acceptable level of performance as determined by the board on the Stanford 9 (or other assessment determined by the board) in English and mathematics. The school shall maintain documentation of efforts to remediate the student's deficiencies between administrations of the tests;]~~

[32. **The school must ~~secured~~**] the informed [[written](#)] consent of the parent/guardian [[and the student to enroll in to choose](#)] this diploma [option program] after review of the student's academic history and the full disclosure of the student's options[; and.]

[**3. The student who has chosen to pursue a [Modified Standard Diploma](#) shall also be allowed to pursue the Standard or Advanced Studies Diploma at [any time throughout that student's high school career, and the student must not be excluded from courses and tests required to earn a Standard or Advanced Studies Diploma.](#)**]

[4. [Met](#) any additional criteria established by the board.]

[4.] Beginning with the ninth grade class of 2000-[20] 01, students pursuing the [[Basic Modified Standard](#)] Diploma shall pass literacy and numeracy competency assessments prescribed by the [~~BB~~] board. [~~In addition, the student shall meet requirements for employability as adopted by the local school board and subject to review by the board and shall earn the units of credit prescribed in subdivision 2 of this subsection.~~]

[2 5. Credits required for graduation with a [[Basic Modified Standard](#)] Diploma.

English ^[4]	[34]
Mathematics ^[2 1]	3

Science ^[2]	[42]
History and [<u>Civics Social Science</u>] ³	2
Health and Physical Education	2
[<u>Computer Technology Fine or Practical Arts</u>]	1
[Career/Occupational ⁴]	[2-6]
Electives ^[4]	[46]
Total	[18-2220]

~~[⁴ Courses completed to satisfy this requirement shall be approved by the board.]~~

~~[²⁻¹ Courses completed to satisfy this requirement shall be approved by the board and shall be at or above general mathematics, applications of mathematics, or consumer mathematics include content from among applications of algebra, geometry, personal finance, and statistics in courses that have been approved by the Board.]~~

~~[² Courses completed shall include content from at least two of the following: applications of earth science, biology, chemistry, or physics in courses approved by the Board.]~~

~~³ Courses completed to satisfy this requirement shall include one unit of credit in U.S. and Virginia History and one unit of credit in U.S. and Virginia Government in courses approved by the [~~BB~~] board.~~

~~[⁴ Students pursuing this diploma shall complete a career/occupational program of the student's choosing that meets the employability requirements of subdivision 1 above]~~

~~[⁴ Beginning with the graduating class of 2003, courses to satisfy this requirement shall include at least two sequential electives in the same manner required for the Standard Diploma]~~

[6. The student must meet any additional criteria established by the Board.]

[3. Students who opt for the Basic Diploma program after completion of the tenth grade year may substitute academic credit for career/occupational credit provided that they meet the locally-developed employability and other requirements.]

~~When students below the ninth grade successfully complete courses offered for credit in grades 9 through 12, credit shall be counted toward meeting the standard units required for~~

~~graduation provided the courses meet SOL content requirements or are equivalent in content and academic rigor as those courses offered at the secondary level, or verified units provided students achieve a passing score on end-of-course SOL tests. To earn a verified unit of credit for these courses, students must meet the requirements of 8 VAC 20-131-110 B.~~

E. 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.

F. 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 diplomas shall be awarded Certificates of Program Completion.

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

[~~E. G H.~~] At a student's request, the local school board shall communicate or otherwise make known to institutions of higher education, potential employers, or other applicable third parties, in a manner that the local school board deems appropriate, that a student has attained the state's academic expectations by earning a Virginia diploma and [that] the value of such a diploma is not affected in any way by the accreditation status of the student's school.

[~~E. F. H I.~~] Awards for exemplary student performance. 1. ~~Students who complete the requirements for a standard diploma with an average grade of "B" or better in the required courses will receive a Board of Education seal on the diploma. Students who demonstrate academic excellence and/or outstanding achievements achievement may be eligible for one of~~

the following awards:

1. The Governor's Seal of Advanced Academic Excellence will be awarded to students who complete the requirements for an Advanced Studies Diploma and earn a "Pass/Advanced" rating on the SOL tests used for verified units of credit to fulfill the diploma requirement. Students electing to substitute an alternative means of earning verified units of credit as prescribed by 8VAC 20-131-110 B must meet requirements of guidelines adopted by the board. Students who complete the requirements for an Advanced Studies Diploma with an average grade of "B" or better[,] and successfully complete at least one advanced placement course (AP), international baccalaureate (IB) or one college-level course for credit[,] will receive the Governor's Seal on the diploma.

2. Students who complete the requirements for an advanced studies diploma with an average grade of "B" or better and successfully complete at least one advanced placement course (AP) or one college-level course for credit will receive a Governor's seal on the diploma. The Board of Education's Seal of Academic Excellence will be awarded to students who complete the requirements for an Advanced Studies diploma with an "A" average in the courses required for the diploma and have successfully completed at least one Advanced Placement (AP) course, International Baccalaureate (IB) course, one college-level course, or one alternative means of earning verified units of credit in accordance with the provisions of 8VAC 20-131-110 B. Students electing to substitute an alternative means to meet this requirement must meet provisions specified in guidelines adopted by the [bB] board for earning verified units of credit described in 8 VAC 20-131-110 B to qualify for this honor. Students who complete the requirements for a Standard Diploma with an average grade of "A" will receive a Board of Education

Seal on the diploma.

3. The Superintendent's Seal of Academic Achievement will be awarded to students who complete the requirements for an Advanced Studies Diploma with a "B" average in the courses required for the diploma and have completed one college-level course or earned at least one verified unit of credit through an alternative means in accordance with the provisions of 8 VAC 20-131-110 B.

4. The Commonwealth Seal of Academic Achievement will be awarded to students who complete the requirements for a standard diploma with an "A" average in the courses required for the diploma.

5. 3. The Board of Education's Vocational Career and Technical Education Seal of Excellence will be awarded to students who earn a Standard or Advanced Studies Diploma and complete a prescribed sequence of courses in a vocational area of career and technical education concentration or specialization that they choose and either: (i) maintain an "A" a "B" or better average in those courses; or (ii) (i) pass an examination in a vocational area career and technical education concentration or specialization that confers either a certificate certification from a recognized industry, trade or professional association or (ii) acquire a professional license in that vocational area career and technical education field from the Commonwealth of Virginia.

4. The Board of Education's Seal of Advanced Mathematics and Technology will be awarded to students who earn either a Standard or Advanced Studies Diploma and (i) satisfy all of the mathematics requirements for the Advanced Studies Diploma (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 [~~hB~~] board that confers college-level credit in a technology or computer science area.

~~3. 6. 5.~~ Students may receive other seals or awards for exceptional academic, ~~vocational career and technical~~, citizenship, or other exemplary performance in accordance with criteria defined by the local school board.

[~~F. G. I J.~~] Students completing graduation requirements in a summer school accredited under this chapter shall be eligible for a diploma. The last school attended by the student during the regular session shall award the diploma unless otherwise agreed upon by the principals of the two schools.

~~G. H.~~ Students who complete a prescribed course of study as defined by the local school board but who do not qualify for diplomas shall be awarded a Certificate of Program Completion by the local school board.

[~~H. I. J K.~~] Students who complete ~~honors, advanced, advanced placement, or college-level courses,~~ or courses required for an International Baccalaureate Diploma ~~or other alternative means to earn verified units of credit~~ shall be deemed to have completed the requirements for graduation under these standards provided they have earned the standard units of credit and passed the end-of-course tests required to earn earned verified credits units of credit in accordance with the requirements of 8-VAC 20-131-50 A and B as required of students earning either a standard or an advanced studies diploma subsections B and C of this section or, in the case of a completed International Baccalaureate Diploma program, the number of verified credits required for an advanced studies diploma.

[~~J. K. L.~~] Students [~~considering using an alternative means of earning verified units of credit as allowed by 8 VAC 20-131-110 B~~] shall be counseled annually regarding the opportunities for [~~doing so~~ using additional tests for earning verified credits as provided in accordance with provisions of [8 VAC 20-131-110.B.](#),] and the consequences of failing to fulfill the obligations to complete the requirements for verified units of credit.

8 VAC 20-131-60. Transfer of credits.

A. For the purposes of this section[,] the term “beginning” means within the first 20 hours of instruction per course. The term “during” means after the first 20 hours of instruction per course.

B. A secondary school shall accept credits received from other accredited secondary schools, including ~~summer schools, special sessions,~~ schools accredited through the Virginia Council for Private Education, ~~and educational programs operated by the state (VCPE).~~ Credit also shall be accepted for courses satisfactorily completed in accredited colleges and universities when prior written approval of the principal has been granted. ~~The [bB]oard will maintain contact with the VCPE to review on an annual basis the its accrediting procedures of the VCPE and direct any changes and modifications of such procedures in relation to the authority granted under these provisions and policies on a periodic basis as part of its policies under this section.~~

Students transferring into a Virginia public school shall be required to meet the requirements prescribed in 8 VAC 20-131-50 to receive a Standard or, Advanced Studies, or [~~Basic~~ **Modified Standard**] Diploma[,] except as ~~modified by provided by~~ subsection ~~E~~ F of this section. To receive a Special Diploma or Certificate of Program Completion, a student must meet the requirements prescribed by the Standards of Quality.

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

~~B. C. D. Records of transferred students shall be sent directly to the school receiving the student upon request of the receiving school in accordance with the provisions of the 8 VAC 20-150-10 et seq., *Management of the Student's Scholastic Records in Virginia*.~~

~~C. The transcript of a student who graduates or transfers from a Virginia secondary school shall show the minimum units of credit earned and required for graduation with a standard or advanced studies diploma.~~

~~D. E. Students transferring into a Virginia school division shall be required to earn a minimum of 22 standard credits (6 of which must be verified credits) for graduation. Each student's prior record shall be evaluated to determine the number of credits previously earned and the number of additional credits required for graduation. Specified courses normally taken at lower grade levels shall not be required provided the student has completed the courses required at those grade levels by the school division or state from which the student transferred. Students transferring from states not giving credit for health and physical education shall not be required to repeat these courses. Students transferring after the beginning of their senior or twelfth grade year shall be given every opportunity to earn a standard or advanced studies diploma. If it is not possible for the student to meet the requirements for a diploma, arrangements should be made for the student's previous school to award the diploma. If this arrangement cannot be made, a waiver of the verified credit requirements may be available to the student. The Department of Education may grant such waivers upon request by the local school board. The academic record of a student transferring into Virginia public schools from other than a Virginia public~~

school, shall be evaluated to determine the number of standard units of credit that have been earned, including credit from schools outside the United States, and the number of verified units of credit needed to graduate in accordance with subsection E F of this section. Virginia public schools shall accept standard and verified units of credit from other Virginia public schools 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.

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

~~E. F. Students transferring into entering a Virginia public high school from other than a Virginia public school for the first time after the tenth grade shall be encouraged to earn as many credits as possible toward the graduation that are requirements prescribed in 8 VAC 20-131-50. However, no transfer such student shall earn fewer than the following number of verified units[,] nor shall such students be required to take SOL tests or other alternative measures additional tests as defined in 8 VAC 20-131-110[.] B[.] for verified units of credit in courses previously completed at another school or program of study[,] unless necessary to meet the requirements listed in subdivisions 1 and 2 of this subsection:~~

1. For a Standard Diploma:

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

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

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

2. For an Advanced Studies Diploma:

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

b. Students ~~transferring in~~ entering a Virginia high school for the first time during the tenth grade or at the beginning of the eleventh grade shall earn a minimum of six verified units of credit: two in English and one each in mathematics, history, and science and one of the student's choosing; and

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

F. G. Students ~~transferring into~~ entering a Virginia secondary high school for the first time after the first semester of their eleventh grade year must meet the requirements of subdivision F [.] 1 [.] c [.] or F [.] 2 [.] c [.] of this ~~subsection~~ section. Students transferring after 20

instructional hours per course of their senior or twelfth grade year shall be given every opportunity to earn a Standard or, Advanced Studies, or [**Basic Modified Standard**] Diploma. If it is not possible for the student to meet the requirements for a diploma, arrangements should be made for the student's previous school to award the diploma. If these arrangements cannot be made, a waiver of the verified unit of credit requirements may be available to the student. The Department of Education may grant such waivers upon request by the local school board in accordance with guidelines prescribed by the [bB]oard.

H. Any local school division receiving approval to increase its course credit requirements for a diploma may not deny either the Standard, Advanced Studies, or [**Basic Modified Standard**] Diploma to any transfer student who has otherwise met the requirements contained in these standards if the transfer student can only meet the division's additional requirements by taking a heavier than normal course load in any semester, by taking summer school, or by taking courses after the time when he otherwise would have graduated.

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

J. The accreditation status of a high school shall not be included on the student transcript provided to colleges, universities, or employers. The [bB]oard expressly states that any student who has met the graduation requirements established in 8 VAC 20-131-50 and has received a Virginia diploma holds a diploma that should be recognized as equal to any other Virginia diploma[**of the same type**] regardless of the accreditation status of the student's high school. It is the express policy of the [bB]oard that no student shall be affected by the accreditation status of the student's school. The [bB]oard shall take appropriate action, from

time to time, to ensure that no student is affected by the accreditation status of the student's school.

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

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 [~~the~~]oard of Education in ~~June 1995~~ and shall continually assess the progress of each student in relation to the objectives.

B. Instruction shall be designed to accommodate all students, including those with disabilities, those identified as gifted/talented[,] and those who have limited English proficiency. Each school shall provide students identified as gifted/talented with instructional programs taught by teachers with special training or experience in working with gifted/talented students. Students with disabilities shall have the opportunity to receive a full continuum of education services, in accordance with 8 VAC 20-180-10 et seq., *Regulations Governing Special Education Programs for Children with Disabilities in Virginia*, ~~the "Special Education Program Standards,"~~ and other pertinent federal and state regulations.

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

A. [~~Each~~ The] elementary 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, and physical education and health[,] and shall provide students with a daily recess during the regular school year as determined appropriate by the school.

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

C. To provide students with sufficient opportunity to learn, a minimum of 75[% percent] of the annual instructional time of 990 hours shall be given to instruction in the disciplines of English, mathematics, science, and history/social science. Students who are not successfully progressing in early reading proficiency[,] or who are unable to read [with comprehension] the materials necessary for instruction [~~with comprehension~~] shall receive additional instructional time in reading.

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

A. [~~Each~~ The] middle ~~level~~ 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 ~~vocational~~ technical exploration.

B. The middle school shall provide a minimum of eight ~~offerings~~ courses to students in [the]

eighth grade: ~~four required courses~~ (English, mathematics, science, and history/social science) ~~and shall be required.~~ Four elective courses (shall be available: level one in of a foreign language, one in health and physical education, one in fine arts, and one in career and ~~vocational technical~~ exploration).

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

D. To provide students a sufficient opportunity to learn, each student shall be provided 140 clock hours per year of instruction in each of the four disciplines of English, math, science, and history/social science. Sixth grade students may receive an alternative schedule of instruction provided each student receives at least 560 total clock hours of instruction in the four academic disciplines.

8 VAC 20-131-100. Instructional program in secondary schools.

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

1. ~~Vocational~~ Career and technical education choices that prepare the student as a ~~vocational~~ career and technical education program completer in one of three or more occupational areas and that prepare the student for technical or preprofessional postsecondary programs;
2. Course work and experiences that prepare the student for college-level studies including access to at least two advanced placement courses or two college-level courses for credit; and
3. Preparation for ~~scholastic aptitude~~ college admissions tests; and
4. Opportunities to study and explore the fine arts.

B. Minimum course offerings for each secondary school, ~~grades 9 through 12~~, shall provide ~~that opportunities for students can to~~ meet the graduation requirements stated in ~~this chapter~~ 8 VAC 20-131-50 and must include:

[Academic Subjects]		[23]
English	(4)	[4]
Mathematics	[(4)]	[4]
Science (Laboratory)	[(4)]	[4]
History and Social Sciences	[(4)]	[4]
Foreign Language	[(3)]	[3]
Electives	[(4)]	[4]
<u>Vocational Career and</u>		
<u>Technical</u> Education		11
Fine Arts		2

Health and Physical Education	2
Total Units	38

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.

8 VAC 20-131-110. Standard and verified units of credit.

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 in a noncore academic course on a basis other than the standard unit of credit defined in this subsection, the ~~locality~~ local school division shall develop a written policy approved by the superintendent and school board which ensures:

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

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 ~~Standards of Learning~~ SOL test for that course or [alternative] test [measures additional tests] as described in this subsection. [***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.

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.

In addition to the SOL tests, The [bB]oard may [**from time to time**] approve [alternative **multiple** criteria including other **assessments** or measures **additional tests**] for the purpose of awarding verified credit. Such [**criteria may include substitute tests for which the student may earn a verified unit of credit.**] An alternative [**Any substitute test additional tests, which enable students to earn verified units of credit,**] must, at a minimum, meet the following criteria:

1. The test must be standardized and graded independently of the school or school division in which the test is given;
2. The test must be criterion-referenced and knowledge-based;
3. The test must be administered on a multistate or international basis; and
4. To be counted in a specific academic area, the test must [**be given in a course measure content**] that incorporates [**or exceeds**] the SOL [**content in the course for which verified credit is given.**]

The [bB]oard will set the passing score that must be achieved to earn a verified unit of credit on the alternative [**substitute additional**] test [**options**].

[**A local school board is authorized to award to a student a verified unit of credit in a**

~~course where such student's performance on a SOL test is inconsistent with other recognized indicators of academic achievement. A local school board's decision in such matters shall be solely based on criteria and guidelines established by the board, and the board may revoke a local school board's authority under this provision for cause as determined by the board.]~~

~~[With such funds as are appropriated by the General Assembly, the Board will provide opportunities for students who meet criteria adopted by the Board to have an expedited re-take of an end-of-course SOL test to earn verified credit.]~~

C. A school employing a scheduling configuration of less than 140 clock hours per core academic course in the 1996-97 school year may retain that scheduling configuration provided such school is rated Fully Accredited with High Honors, Fully Accredited with Honors, or "Fully Accredited" Schools rated "Accredited with Warning" (in specific area) may be required to address their scheduling configuration in their corrective action School Improvement Plan required by 8 VAC 20-131-310 D. through the end of the 2000-01 school year unless a waiver is granted by the [bB] oard under the provisions of 8 VAC 20-131-325[.] B[.] or 8 VAC 20-131-330. If the school does not comply following the end of the 2000-01 school year, the [bB] oard may take appropriate action which may include, but not be limited to, adjustment or [loss withdrawal] of [the] school's accreditation.

8 VAC 20-131-120. Summer school.

A. The courses offered and the quality of instruction in the summer school program shall be equal in quality to the program comparable to that offered during the regular school term. At the middle and secondary school levels, credit for courses taken for credit toward graduation other than a repeat course shall be awarded in accordance with the requirements of 8 VAC 20-131-

110. Students must also meet the requirements for SOL testing if appropriate.

B. At the middle and secondary school levels, credit for ~~repeated work~~ repeat courses ordinarily will be granted on the same basis as that for new ~~work~~ courses; however, with prior approval of the principal, ~~certain~~ students may be allowed to enroll in ~~two~~ repeat ~~subjects~~ courses to be completed in [~~not no~~] less than ~~75~~ 70 clock hours of instruction per unit of credit. Students must also meet the requirements for SOL testing if appropriate.

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

8 VAC 20-131-130. Elective courses.

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

8 VAC 20-131-140. College preparation programs and opportunities for postsecondary credit.

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

Beginning in the middle school years, students shall be counseled ~~as to~~ on opportunities for beginning postsecondary education prior to high school graduation. Students taking advantage of such opportunities shall not be denied participation in school activities for which they are otherwise eligible. Wherever possible, students shall be encouraged and afforded opportunities

to take college courses simultaneously for high school graduation and college degree credit (dual enrollment), under the following conditions:

1. ~~Prior~~ Written approval of the high school principal ~~for the cross-registration prior to participation in dual enrollment~~ must be obtained;
2. The college must accept the student for admission to the course or courses; and
3. The course or courses must be given by the college for degree credits (~~hence, no remedial courses will be accepted~~).

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

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

A. The standard school year shall be 180 days. The standard school day for students in grades [4 one] through [~~12~~ twelve] shall average at least [~~5-1/2~~ five and one-half] hours, excluding ~~intermissions~~ breaks for meals, and a minimum of three hours for kindergarten. School divisions may develop alternative schedules for meeting these requirements as long as a minimum of 990 hours of instructional time is provided for grades [4 one] through [~~12~~ twelve] and 540 hours for kindergarten. Such alternative plans must be approved by the local school board and by the [~~BE~~]oard of ~~Education~~ under guidelines established by the [~~BE~~]oard of ~~Education~~. No alternative plan which reduces the instructional time in the core academics shall be approved.

B. All students in grades [4 one] through [~~12~~ twelve] shall maintain a full day schedule of classes ([~~5-1/2~~ five and one-half] hours), unless a waiver is granted ~~by the local superintendent of schools.~~ Conditions of such waivers shall be in accordance with policies

defined by the local school board.

8 VAC 20-131-160. Additional reading instruction

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

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

Each school may implement the Standards of Learning for the Family Life Education program promulgated by the [~~the~~] Board of Education or a Family Life Education program consistent with the guidelines developed by the [~~the~~] Board of Education, which shall have the goals of reducing the incidence of pregnancy and sexually-transmitted diseases and substance abuse among teenagers.

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

A. Homebound instruction shall be made available to students who are confined at home or in a health care facility for periods that would prevent normal school attendance based upon certification of need by a licensed physician or licensed clinical psychologist. For students eligible for special education or related services, the Individualized Education Program [~~or 504 Plan~~] committee must revise the IEP, as appropriate. Credit for the work shall be awarded when it is done under the supervision of a [~~certified~~ licensed] teacher, a person eligible to hold a Virginia [~~certificate~~ license], or other appropriately licensed professional employed by the local school board, and meets the requirements of 8 VAC 20-131-110.

B. Students may enroll in [,] and receive a standard [~~or~~ and] verified unit of credit for supervised correspondence courses ~~in subjects not available to them through the school's~~

~~schedule~~ with prior approval of the principal. [Standard units of credit]redit shall be awarded for the successful completion of such courses when the course is equivalent to that offered in the regular school program and the work is done under the supervision of a licensed teacher, or a person eligible to hold a Virginia license, approved by the local school authorities board. Verified units of credit may be earned when the student has passed the SOL test associated with the correspondence course completed. The local school board shall develop policies governing this method of instruction in accordance with the provisions of 8 VAC 20-131-110 and the administration of required SOL tests prescribed by 8 VAC 20-131-30.

C. Schools are encouraged to pursue alternative means to deliver instruction to accommodate student needs through emerging technologies and other similar means. [Standard units of credit]redit [may shall] be awarded for successful completion of such courses when the course is equivalent to that offered in the regular school program and the work is done under the supervision of a licensed teacher, or a person eligible to hold a Virginia teaching license and approved by local school board. Verified units of credit may be earned when the student has successfully completed the requirements and passed the SOL test associated with the course. The local school board shall develop policies governing this method of delivery of instruction that shall include the provisions of 8 VAC 20-131-110 and the administration of required SOL tests prescribed by 8 VAC 20-131-30.

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

A. Library Media Services. Each school shall maintain an organized library media center as the resource center of the school and provide a unified program of media services and activities for students and teachers before, during, and after school. The library media center shall contain hard copy, electronic technological resources, materials, and equipment which are

sufficient to meet research, inquiry, and reading requirements of the instructional program and general student interest.

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

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

A. School-sponsored extracurricular activities shall be under the direct supervision of the staff and shall contribute to the educational objectives of the school. Extracurricular activities must be organized to avoid interrupting the instructional program. Extracurricular activities shall not be permitted to interfere with the student's required instructional activities. Extracurricular activities and eligibility requirements shall be established and approved by the superintendent and the school board.

B. Competitive sports of a varsity nature (scheduled league games) shall be prohibited as a part of the elementary school program.

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

A. The principal ~~shall be responsible for~~ is recognized as the instructional leadership and effective school management that promotes positive student achievement, a safe and secure environment in which to teach and learn, and efficient use of resources. ~~As part of this responsibility, the principal shall ensure the development and implementation of the biennial school plan approved by the superintendent.~~ leader of the school and is responsible for effective school management that promotes positive student achievement, a safe and secure environment in which to teach and learn, and efficient use of resources. As a matter of policy, the [bB]oard, through these standards, recognizes the critically important role of principals to

the success of public schools and the students who attend those schools[. and The Board] recommends that local school boards provide principals with the maximum authority available under law in all matters affecting the school including, but not limited to, instruction and personnel, in a manner that allows the principal to be held accountable in a fair and consistent manner for matters under his direct control.

B. [~~Instructional leadership.~~] [As the instructional leader, ~~It~~]he principal[, is] responsible for and ensuring [that] students are provided an opportunity to learn, [and] shall:

1. Protect the academic instructional time from unnecessary interruptions and disruptions and enable the professional teaching staff to spend the maximum time possible in the teaching/learning process by keeping to a minimum clerical responsibility and the time students are out of class;

2. Ensure that the school division's student code of conduct is enforced and ~~that the school environment is safe and secure~~ seek to maintain a safe and secure school environment;

3. Analyze the school's test ~~and subtest~~ scores annually[,] by grade and by discipline[,] to:

a. Direct and require appropriate ~~remediation/intervention~~ prevention, intervention, and/or remediation to those students performing below grade level or not passing the SOL tests;

b. Involve the staff of the school in identifying the types of staff development needed to improve student achievement and ensure that the staff participate in those activities; and

c. Analyze classroom practices and methods for improvement of instruction;

4. Ensure that students' records are maintained and that criteria used in making placement and promotion decisions, as well as any instructional interventions used to improve the student's performance, are included in the record;

5. Monitor and evaluate the quality of instruction and, ~~provide for in-service training, professional assistance and~~ staff development, provide support that is designed to improve instruction, and seek to ensure the successful attainment of the knowledge and skills required for students by the SOL tests; and

6. 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.

C. [~~School management leadership.~~] [As the school manager, Tt]he principal[; ~~responsible for effective school management,~~] shall:

1. 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;

2. Work with the community to involve parents and citizens in the educational program and facilitate communication with parents by maintaining and disseminating a current student handbook of policies and procedures that includes the school division's standards of student conduct and procedures for enforcement, along with other matters of interest to parents and students;

3. Maintain a current record of licensure, endorsement, and in-service training completed by staff; and

4. Maintain records of receipts and disbursements of all funds handled. These records shall be audited annually by a professional accountant approved by the local school board.

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

The professional teaching staff shall be responsible for providing instruction that is educationally sound in an atmosphere of mutual respect and courtesy, which is conducive to learning[1] and in which all students are expected to achieve the objectives of the Standards of Learning for the appropriate grade level or ~~discipline~~ course. The staff shall:

1. Serve as ~~leadership models~~ of role models for effective oral and written communication with special attention to the correct use of language and spelling;
2. Strive to strengthen the basic skills of students in all subjects;
3. Establish teaching objectives to achieve the following:
 - a. Identify what students are expected to learn; and
 - b. Inform students of the achievement expected and keep them engaged in learning tasks;
4. Provide for individual differences of students through the use of differentiated instruction, varied materials, and activities suitable to their interests and abilities; and
5. Assess the progress of students and report promptly and constructively to them and their parents.

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

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

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

8 VAC 20-131-240. Administrative and support staff; staffing requirements.

A. Each school shall have the ~~required~~ staff as specified in the Standards of Quality with proper licenses and endorsements. ~~The following shall be the minimum administrative and support staffing according to type of school and student enrollment [~~ **for the positions they hold**] including:

1. [~~Position: pP~~]rincipal; elementary: one half-time to 299, one full-time at 300; middle: one full-time; secondary: one full-time.
2. [~~Position: aA~~]ssistant [~~pP~~]rincipal; elementary: one half-time at 600, one full-time at 900; middle: one full-time each 600; secondary: one full-time each 600.
3. [~~Position: lL~~]ibrarian; elementary: part-time to 299, one full-time at 300; middle: one half-time to 299, one full-time at 300, two full-time at 1,000; secondary: one half-time to 299, one full-time at 300, two full-time at 1,000.
4. [~~Position: gG~~]uidance [~~eC~~]ounselors or reading specialists; elementary: one hour per day per 100, one full-time at 500, one hour per day additional time per 100 or major fraction.
5. [~~Position: gG~~]uidance [~~eC~~]ounselor; middle: one period per 80, one full-time at 400, one additional period per 80 or major fraction; secondary: one period per 70, one full-time at 350, one additional period per 70 or major fraction.
6. [~~Position: eC~~]lerical; elementary: part-time to 299, one full-time at 300; middle: one full-time and one additional full-time for each 600 beyond 200 and one full-time for the library at 750; secondary: one full-time and one additional full-time for each 600 beyond

200 and one full-time for the library at 750.

~~B. A combined school, such as K through 12, shall meet at all grade levels the staffing requirements for the highest grade level in that school. This requirement shall apply to all staff, except the guidance staff, and shall be based on the school's total enrollment. The guidance staff requirement shall be based on the enrollment at the various school organization levels as defined in this chapter.~~

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

~~D. C. Each secondary school with 350 or more students and each middle school with 400 or more students shall employ at least one member of the guidance staff for 11 months. Guidance counseling shall be provided for students to ensure that a program of studies contributing to the student's academic achievement and meeting the graduation requirements specified in 8 VAC 20-131-50 is being followed. In addition, the counseling program shall provide for a minimum of 60[% percent] of the time of each member of the guidance staff devoted to such counseling of students.~~

~~E. D. Middle school teachers in schools with a seven-period day may teach 150 student periods per day or 30 class periods per week, provided all teachers with more than 25 class periods per week have one period per day unencumbered of ~~all~~ any teaching or supervisory duties.~~

~~F. E. The secondary classroom teacher's standard load shall be no more than 25 class periods per week. One class period each day, unencumbered by supervisory or teaching duties, shall be provided [~~for~~ to] every full-time classroom teacher for instructional planning. Teachers~~

of block programs with no more than 120 student periods per day may teach 30 class periods per week. Teachers who teach very small classes may teach 30 class periods per week, provided the teaching load does not exceed 75 student periods per day. If a classroom teacher teaches 30 class periods per week with more than 75 student periods per day, an appropriate contractual arrangement and compensation shall be provided.

~~E. Full-time secondary classroom teachers shall be provided planning time unencumbered by supervisory or teaching duties equal to a minimum of 12% of an instructional day. An appropriate contractual agreement and compensation shall be provided for a full-time classroom teacher whose planning time does not meet the 12% minimum.~~

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

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

~~I. The number of students~~ H. Staff-student ratios in special and vocational career and technical education classrooms shall comply with regulations of the [bB]oard of Education.

~~J. I.~~ Pupil personnel services, including visiting teachers, school social workers, school psychologists, and guidance counselors, shall be available as necessary to promote academic achievement.

8 VAC 20-131-250. Alternative staffing plan. (Repealed.)

~~At the discretion of local school authorities, an alternative staffing plan may be developed which ensures that the services set forth in this chapter are met. Any alternative staffing plan~~

~~shall be submitted to the Department of Education for approval. An alternative staffing plan that reduces the number of staff positions will not be acceptable.~~

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

A. Each school shall be maintained in a manner ensuring compliance with the Virginia Uniform Statewide Building Code (13 VAC 5-61-10 et seq.) and regulations of the [~~bB~~]oard of Education pertaining to facilities. In addition, the school administration shall:

1. Maintain a physical plant that is accessible, barrier free, safe, and clean;
2. Provide for the proper outdoor display of flags of the United States and of the Commonwealth of Virginia;
3. Provide suitable space for classrooms, administrative staff, pupil personnel services, library and media services, and for the needs and safety of physical education; and
4. Provide adequate, safe, and properly-equipped laboratories to meet the needs of instruction in the sciences, ~~computer~~ technology, fine arts, and ~~vocational~~ career and technical programs.

B. Each school shall 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. In addition, the school administration shall:

1. Equip all exit doors with panic hardware as required by the Uniform Statewide Building Code (13 VAC 5-61-10 et seq.); and
2. Conduct fire drills at least once a week during the first month of school and at least once each month for the remainder of the school term. Evacuation routes for students

shall be posted in each room. Additionally, at least one simulated lock-down and crisis emergency evacuation activity should be conducted early in the school year.

C. Each school shall have contingency plans for emergencies that include staff certified in cardiopulmonary resuscitation (CPR), the Heimlich maneuver, and emergency first aid. In addition, the school administration shall ensure that the school has:

1. Written procedures to follow in emergencies such as fire, injury, illness, and violent or threatening behavior. The plan shall be outlined in the student handbook and discussed with staff and students during the first week of each school year;
2. Space for the proper care of students who become ill; and
3. 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.

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

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

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.
2. Provide annually to the parents and the community a the School Performance Report Card; in a manner prescribed by the [~~bB~~]oard ~~and beginning with data from the 1997-98 school year, to the parents of children attending the school and to the community that includes, but is not.~~ The information contained therein will be for the most recent three-

year period. Such information shall include but not be limited to:

~~a. Schoolwide test scores on the SOL tests, statewide averages and division averages for the most recent three-year period for which such data are available, students with disabilities and limited English proficient students' participation in those tests, the performance of children with disabilities on the SOL tests or alternate assessments as appropriate, the percentage of students with disabilities and the percentage of limited English proficient students exempted from SOL testing, and the percentage of the school population eligible to participate in the SOL testing program;~~

~~b. Attendance rates for students for the most recent three-year period for which such data are available;~~

~~c. Incidents of physical violence and weapon possession occurring at the school reported by the school division to the Department of Education under § 22.1-280.1 of the Code of Virginia for the most recent three-year period for which such data are available;~~

a. SOL test scores and scores on the literacy and numeracy tests required for the [***Basic Modified Standard***] Diploma for the school, school division, and state.

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

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

d. Performance of students with disabilities and or students with limited English proficient students proficiency on SOL tests and alternate assessments as appropriate.

e. The accreditation rating awarded to the school.

f. Attendance rates for students.

g. Information related to school safety to include, but not limited to, incidents of physical violence (including fighting and other serious offenses), possession of firearms, and possession of other weapons.

h. Information related to qualifications and experience of the teaching staff including the percentage of the school's teachers endorsed in the area of their primary teaching assignment.

d. i. In addition, secondary schools' School Performance Report Cards shall include the following:

~~(1) The number and percentage of students taking advanced placement courses and the number and percentage of those earning a score of 3 or better on the advanced placement test;~~

~~(2) The number and percentage of students taking college-level courses and the percentage of those students passing at least one such course;~~

~~(3) The number of standard, advanced studies, special and International Baccalaureate diplomas, as well as the number and percentage of students awarded certificates of program completion and GED certificates for the most recent three-year period for which such data are available; and~~

~~(4) Dropout rates for the current and previous three years.~~

~~e. The accreditation rating awarded to the school for the current and previous three years.~~

(1) Advanced Placement (AP) information to include percentage of students who take AP courses and percentage [**of those students**] who take AP tests;

(2) International Baccalaureate (IB) information to include percentage of students who are enrolled in IB programs and percentage of students who receive IB Diplomas;

(3) College-level course information to include percentage of students who take college-level courses;

(4) Percentage of (i) diplomas, (ii) certificates awarded to the senior class including GED [**certificates credentials**], and (iii) students who do not graduate;

(5) Percentage of students in alternative programs that do not lead to a Standard or, Advanced Studies, or [**Basic Modified Standard**] Diploma;

(6) Percentage of students in academic year Governor's Schools; and

(7) Percentage of drop-outs.

3. Cooperate with business and industry in formulating ~~vocational~~ career and technical educational programs and conduct[ing] joint enterprises involving personnel, facilities, training programs, and other resources.

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

B. At the beginning of each school year, [each schools] shall provide to its students' parents or guardians:

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

2. A copy of 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; and

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

No later than the end of the first semester of each school year, the division superintendent shall certify to the [**D**]epartment compliance with this subsection.

8 VAC 20-131-280. Expectations for school accountability.

A. Schools will be accredited annually based on compliance with pre-accreditation eligibility requirements and achievement of the school accountability requirements of 8 VAC 20-131-300[.]D.

B. These standards apply to schools for all grade levels, [**K** kindergarten] through [**12** twelve], as listed below:

1. Schools with grades [**K** kindergarten] through [**5** five] shall be classified as elementary schools;

2. Schools with grades [6 six] through [8 eight] shall be classified as middle schools;

3. Schools with grades [9 nine] through [12 twelve] shall be classified as secondary schools.

4. Schools with grade configurations other than these shall be classified in accordance with policies and practices of the Department of Education.

A. C. Each school shall be accredited based, primarily, on achievement of the criteria established in 8 VAC 20-131-30 as specified below:

1. All students enrolled in a grade or course in which a SOL test is administered shall take each applicable SOL test unless exempted from participating in all or part of the testing program by one of the following:

a. IEP [~~or 504 Plan Team~~];

b. LEP committee; or

c. Use of [~~alternate means~~ **additional tests**] for verified units of credit as outlined in 8 VAC 20-131-110[.] B.; or

d. In accordance with 8 VAC 20-131-30[.] B.

2. ~~Evaluating~~ In a manner prescribed by the [~~SB~~]oard, the evaluation of the performance of schools shall take into consideration:

a. The percentage of eligible students who achieve a passing score on the prescribed SOL tests or [~~other assessments~~ **additional tests**] used for verified units of credit as outlined in 8 VAC 20-131-110[.] B;

b. The percentage of students who pass the literacy and numeracy tests required for

the [**Basic Modified Standard**] Diploma;

b. c. The percentage of those students with disabilities whose IEPs [**or 504 Plans**] specify their participation in alternate assessment who attain a proficient level score (beginning with the 20[~~00-01~~ 01-02] school year); and

c. d. The school's ~~annual improvement~~ attainment of the provisional accreditation benchmarks as described in 8 VAC 20-131-300[.] D.

e. The number of students who [**initially fail successfully complete a remediation recovery program**] and subsequently pass SOL tests in English ([~~Reading, Literature, and Research~~) and/or mathematics during any scheduled administration by the end of the [**next following**] school year.

3. The awarding of an accreditation rating shall be based on the percentage of students passing SOL tests or approved [~~alternative measures~~ **additional tests**] described in 8 VAC 20-131-110[.] B [or] 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 the [**most**] current year's scores, whichever is higher.

~~3.~~ 4. Eligible students shall be defined as the total number of students enrolled in the school at a grade or course for which ~~an~~ a SOL test is required unless excluded under subsection E of this section and those students with disabilities who participate in the alternate assessment program.

~~4. Elementary~~ 4. 5. Schools shall be evaluated by the percentage of the school's eligible students in ~~grades three and five~~ who achieve a passing score on the SOL tests or other [**alternative measures** **additional tests**] approved by the [~~board~~]oard [**as outlined in 8**

VAC 20-131-110.B. of these regulations] in the four core academic areas for their respective grades administered in the school.

~~2. Middle schools shall be evaluated by achievement of eligible students on the SOL tests in the four core academic areas for eighth grade and end-of-course tests where applicable.~~

~~3. Secondary schools shall be evaluated by student achievement on the end-of-course SOL tests taken.~~

~~4. Schools with grade configurations other than those identified in 8 VAC 20-131-290 E for elementary, middle, or secondary schools shall be evaluated by student achievement on state SOL tests for the grades identified above that are housed in the school.~~

~~5.~~ 6. Schools [,] with grade configurations that do not house a grade or offer courses for which SOL tests or other [**alternative measures additional tests**] approved by the [bB] oard [**as outlined in 8 VAC 20-131-110.B. of these regulations**] are administered [,] will be paired with another school in the division housing one or more of the grades in which SOL tests are administered. The pairing of such schools will be made upon the ~~advice or~~ recommendation of the local superintendent. The schools should have a "feeder" relationship and the grades should be contiguous.

~~6. For purposes of accreditation, eligible students shall be the total number of students enrolled in the school at the grade level of the SOL tests except for those students whose IEP or 504 Plan or LEP committee excludes them from participating in the testing program.~~

B. D. Special purpose schools such as regional ~~or stand-alone~~, special education,

alternative, or ~~vocational~~ career and technical schools that serve as the student's school of principal enrollment shall be evaluated on standards appropriate to the school's ~~program~~ programs offered in the school and approved by the ~~[bB]oard of Education~~ prior to August 1 of the school year for which approval is requested. Every school that awards a diploma shall meet ~~the requirements for secondary schools and for graduation as defined in Parts III (8 VAC 20-131-30 et seq.) and IV (8 VAC 20-131-70 et seq.) of this chapter~~. Any student graduating from a special purpose school with a Standard or, Advanced Studies, or [Basic **Modified Standard**] Diploma must meet the requirements prescribed in 8 VAC 20-131-50.

~~C. Evaluating the performance of schools shall take into consideration the percentage of eligible students who achieve a passing score on the prescribed SOL tests or, for those students with disabilities who cannot participate in the SOL tests, a proficient level score on an alternative assessment prescribed by the board (beginning with school year 2000-2001) and the school's annual improvement during the implementation years toward the established standard school expectations at the various levels as described in 8 VAC 20-131-300 D. Schools with large numbers of transient students or non-English-speaking immigrant students may receive additional accommodations according to tolerances established by the Board of Education. Such schools shall be evaluated according to the Individual School Accreditation Plan approved by the board.~~

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

1. LEP students shall have a one time exemption in each of the four core areas for SOL tests designed to assess SOL content in grades [K kindergarten] through [8 eight].
2. LEP students shall not be exempted from participating in the SOL end-of-course

testing.

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

4. In accordance with the provisions of 8VAC 20-131-30, all students who transfer into Virginia public schools are expected to take and pass all applicable SOL tests unless they have been exempted as defined in subdivision C[.] 1[.] of this section.

5. All students who transfer within a school division shall have their scores counted in the calculation of the school's accountability (accreditation) rating. Students who transfer into a Virginia school from another Virginia school division, another state, or another country, in grades [K kindergarten] through [8 eight] shall be expected to take all applicable SOL tests or other [**alternative measures additional tests**] approved by the [bB]oard [**as outlined in 8 VAC 20-131-110.B. of these regulations.**]. [However, if] the transfer takes place after the 20th instructional day following the opening of school, the scores on these tests [~~will not~~ *may*] be used in calculating school accountability (accreditation) ratings.

6. Students who transfer into a Virginia middle or high school from another state or country and enroll in a course for which there is an end-of-course SOL test shall be

expected to take the test or other [**alternative measures additional tests for that course**
] approved by the [bB]oard [**as outlined in 8 VAC 20-131-110.B. of these regulations**
] [~~for that course~~] [However, if]f the transfer takes place after 20 instructional hours per
course have elapsed following the opening of school or beginning of the semester[,] if
applicable, the scores on those tests [~~will not may~~] be used in calculating school
accountability (accreditation) ratings in the year the transfer occurs.

[**7. Students who enroll on the first day of school and subsequently transfer to a
school outside of the division for a total amount of instructional time equal to or
exceeding 50 percent of a current school year or semester, whether the transfer
was a singular or multiple occurrence, and return during the same school year,
shall be expected to take any applicable SOL test. The scores of those tests may
be used in calculating the school accountability (accreditation) rating in the year in
which the transfer(s) occur(s).**]

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

[**9. The Board may alter the inclusions and exclusions from the accountability
calculations by providing adequate notice to local school boards.**]

D. F. As a prerequisite to the awarding of an accreditation rating as defined in 8VAC
20-131-300, each new or existing school shall document, in a manner prescribed by the [bB
]oard, ~~its~~ the following: (i) the division's promotion/retention policies developed in accordance
with the requirements of 8 VAC 20-131-30, (ii) compliance with the requirements to offer courses
that will allow students to complete the graduation requirements in 8 VAC 20-131-50, (iii) the
ability to offer the instructional program prescribed in 8 VAC 20-131-70 through 8 VAC

20-131-100, ~~(iii)~~ (iv) the leadership and staffing requirements of 8 VAC 20-131-210 through 8 VAC 20-131-240, and ~~(iv)~~ (v) the facilities and safety provisions of 8 VAC 20-131-260.

8 VAC 20-131-290. Procedures for certifying accreditation eligibility.

A. Schools will be ~~initially~~ accredited under these standards annually based on compliance with the pre-accreditation criteria described in 8 VAC 20-131-280[.] ~~D~~ E.

B. To be eligible for accreditation, the principal of each school and the division superintendent shall certify to the Department of Education:

1. The extent to which each school [continues to] meet[s] standards reported as met in the previous year described in 8 VAC 20-131-280[.] ~~D~~ and shall submit information on F.

2. That the SOL have been fully incorporated into the school division's curriculum in all accreditation-eligible schools and the SOL material is being taught to all students eligible to take the SOL tests. This shall be [verified certified] in writing to the [~~bB~~] board no later than July 1 of every year, by each [~~local~~] school division superintendent.

3. Actions taken to correct any ~~warnings or advisements~~ noncompliance issues cited in the previous year.

The principal of each school and the division superintendent shall submit, ~~as required,~~ pre-accreditation eligibility reports in a manner prescribed by the [~~bB~~] board, ~~through the division superintendent,~~ to the Department of Education. Failure to submit the reports on time will constitute grounds for denying accreditation to the school.

C. In keeping with provisions of the Standards of Quality, and in conjunction with the six-year 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. ~~Except for the biennial school plan, written divisionwide plans available in and applicable to each school may be used to satisfy all other written plans required in these standards.~~ Schools may use other plans to satisfy the requirement for the biennial plan with prior written approval from the Department of Education.

D. With the approval of the local school board, local schools seeking to implement experimental or innovative programs, or both, that are not consistent with [**accreditation these**] standards [~~or other regulations promulgated by the board~~] shall submit a waiver request, on forms provided, to the [~~the~~] board of Education for evaluation and approval prior to implementation. The request must include the following:

1. Purpose and objectives of the experimental/innovative programs;_i
2. Description and duration of the programs;_i
3. Anticipated outcomes, ~~outline, length~~;_i
4. Number of students affected, ~~and~~;_i
5. Evaluation procedures;_i and
6. Mechanisms for measuring goals, objectives, and student academic achievement.

Except as specified below, the [~~the~~] board may grant, for a period up to five years, a waiver of [any these] regulations [~~promulgated by the board~~] that are not mandated by state [law] or federal law or designed to promote health or safety. The [~~the~~] board may grant all or a portion of the request. Waivers of requirements in 8 VAC 20-131-30, 8 VAC 20-131-50, 8 VAC 20-131-70, and 8 VAC 20-131-280 through 8 VAC 20-131-340 shall not be granted, and no waiver may be approved for a program which would violate the provisions of the Standards of Quality.

~~E. These standards apply to schools for all grade levels, K through 12, as listed below:~~

- ~~1. Schools with grades K through 5 shall be classified as elementary schools;~~
- ~~2. Schools with grades 6 through 8 shall be classified as middle schools;~~
- ~~3. Schools with grades 9 through 12 shall be classified as secondary schools.~~

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

A. Existing Schools ~~which that~~ meet the pre-accreditation requirements prescribed in 8 VAC 20-131-280[.] ~~D may F[.] shall~~ be assigned one of the following ratings as described in this section: ~~fully accredited, provisionally accredited, accredited with warning, or accreditation denied.~~

1. Earned During Academic Years Ending in 2000 through 2003:

a. Fully Accredited

~~(1) Fully Accredited with Honors~~

~~(2) Fully Accredited with High Honors~~

b. Provisionally Accredited/Meets State Standards

c. Provisionally Accredited/Needs Improvement

d. Accredited with Warning in (specified academic area or areas)

e. Conditionally Accredited

2. Earned During Academic Years Ending in 2004 and 2005:

a. Fully Accredited

~~(1) Fully Accredited with Honors~~

~~(2) Fully Accredited with High Honors~~

b. Accredited with Warning in (specified academic area or areas)

c. Conditionally Accredited

3. Earned During Academic Years Ending in 2006 and Beyond

a. Fully Accredited

(1) Fully Accredited with Honors

(2) Fully Accredited with High Honors

b. Accredited with Warning in (specified academic area or areas)

c. Accreditation Denied

[d. Conditionally Accredited]

(4) [~~d e.~~] Accreditation Denied Withheld/Improving School Near Accreditation (not to be used after academic year ending in 2009)

(2) Accreditation Denied/Reconstituted School (not to be used after academic year ending in 2009)

(3) Accreditation Denied/Failed to Reconstitute (not to be used after academic year ending in 2009)

~~B. New schools will be awarded the status of conditionally accredited pending an evaluation of the school's achievement performance and when pre-accreditation requirements prescribed in 8 VAC 20-131-280 D have been met.~~

~~C. B. Compliance with the student academic achievement expectations shall be documented to the [~~board~~] board directly through the reporting of the results of student performance on SOL tests and other alternative means of assessing student academic achievement as outlined in 8~~

VAC 20-131-110[.] B. Compliance with other standards provisions of these regulations will be documented in accordance with procedures prescribed by the [bB]oard.

D. C. Accreditation ratings defined.

1. Fully accredited. [a.] A school will be rated Fully Accredited when the prescribed levels of eligible student performance identified below on SOL tests are met and the school meets pre-accreditation requirements prescribed in 8 VAC 20-131-280 D. For the purposes of school accreditation: its eligible students meet the pass rate of 70% in each of the four core academic areas except [***in the third grade and fifth grades where***], effective with [***ratings earned in the***] academic year 2003-[***20***]04 and beyond, the pass rate in science and history is 50%. rates [***required***] shall be 75% [in third and fifth] grade English [and 50% in third grade science and history/social science]. [***The scores of the third grade science and history/social science SOL tests shall not be used in the calculation of a school's accreditation rating. In schools housing both third and fifth grades, the pass rates in English and mathematics at the third and fifth grades shall be calculated based on the combined pass rates in each of those academic areas. In schools housing grades kindergarten through five, the English and mathematics pass rates for accreditation purposes shall be calculated for these grades as single rates by combining the scores of all third grade and fifth grade SOL tests administered in English and by combining the scores of all third grade and fifth grade SOL tests administered in mathematics.***

b. During the transition period covering ratings earned during 1999-2000 through 2002-03, in schools housing grades kindergarten through five, the science and history/social science pass rates for accreditation purposes shall

be calculated by using the fifth grade scores alone, or by combining the scores of all SOL tests administered in grades three through five in science and by combining the scores of all SOL tests administered in grades three through five in history/social science, whichever is higher. If the third grade scores are combined with the fifth grade scores, the required passing rate shall be 70% for full accreditation. In schools housing grades kindergarten through three, the accreditation rating shall be calculated using the English and mathematics scores only.]

a. ~~At third grade, the percentage of students passing shall be as follows: 70% for English/reading, 70% for mathematics, 50% for science, and 50% for history.~~

b. ~~At the fifth and eighth grades, the percentage of students passing shall be 70% in each of the four core disciplines.~~

c. ~~At the secondary school level, the percentage of students passing shall be 70% in each of the four core disciplines.~~

2. ~~Provisionally accredited. A school will be provisionally accredited during the period of implementation of these accrediting procedures when the student achievement requirements for full accreditation are not met, and yet there is annual improvement in the percentage of the school's eligible students who earn a passing score on the SOL tests. The provisionally accredited rating will cease to exist at the end of the 2002-2003 school year.~~

~~All schools will be rated as provisionally accredited on July 1, 1998.~~

3. ~~Accredited with warning. A school will be accredited with warning when the~~

~~requirements for the fully accredited rating are not met and, in school years prior to 2003-04, the school fails to meet the requirements for the provisionally accredited rating.~~

~~a. Schools that are accredited with warning shall develop a corrective action plan as described in 8 VAC 20-131-310 designed to improve student achievement on the SOL tests for the grade levels identified in 8 VAC 20-131-280 over two years.~~

~~b. No school may be accredited with warning for more than three consecutive years.~~

~~4. Accreditation denied. A school will be denied accreditation when the requirements for the rating of fully accredited are not met and when, after three years of being rated accredited with warning and despite corrective action, the school has failed to meet the specified achievement level.~~

~~2. A school will be rated Fully Accredited with Honors when the pass rate reaches or exceeds 80% in each of the four core academic areas.~~

~~3. A school will be rated Fully Accredited with High Honors when the pass rate reaches or exceeds 90% in each of the four core academic areas.~~

~~4. 2. Provisionally Accredited/Meets State Standards. [**For ratings earned Dd**]uring the academic years 1999-2000 through 2002-[20]03, a school will be rated Provisionally Accredited/Meets State Standards when it has met annual improvement [the]provisional accreditation benchmarks as defined in accordance with 8VAC 20-131-320 but has not met the requirement to be rated Fully Accredited during the academic years 1999-2000 through 2002-03.~~

~~5. 3. Provisionally Accredited/Needs Improvement. [**For ratings earned Dd**]uring the academic years 1999-2000 through 2002-[20]03, a school will be rated Provisionally~~

Accredited/Needs Improvement when it fails to meet improvement [the] provisional accreditation benchmarks as defined in 8 VAC 20-131-320 of these regulations, in one or more academic area(s) during the academic years 1999-2000 through 2002-03.

6. 4. Accredited with Warning (in specific academic area or areas).

a. [**For ratings earned Dd**] during academic years ending in [1999-]2000[-2003 **through 2002-03, based on a school's academic performance as set forth herein**] during academic years ending in 2000-03, a school will be Accredited with Warning (in specific academic area or areas) if its pass-rate performance on SOL tests is 20 or more percentage points below any of annual improvement the provisional accreditation benchmarks set forth in the appendix to these standards.

b. [**Based on a school's academic performance For ratings earned**] during academic years ending in [2003-20]04 and [2004-20]05, a school will be Accredited with Warning in (specific academic area or areas) if it does not meet the pass-rate requirements to be Fully Accredited.

c. [**Based on a school's academic performance For ratings earned**] during academic years [**ending in 2005-20**]06 and beyond, a school will be Accredited with Warning in (specific academic area or areas) if it has achieved Fully Accredited status but has failed to meet the requirements to maintain that status in any one year. Following [**the academic year 2005-20**]06, [**such**] a school may remain in the Accredited with Warning status for no more than three consecutive years.

7. 5. Accreditation Denied. Based on a school's academic performance [**as set forth herein**] during academic years ending in 2006 and beyond, a school shall be rated

Accreditation Denied if it fails to meet the requirements to be rated Fully Accredited, except for schools rated Accredited with Warning as set forth in subdivision 4[.] c[.] of this subsection.

[In any school division in which one-third or more of the schools have been rated Accreditation Denied, the superintendent shall be evaluated by the local school board with a copy of such evaluation submitted to the Board no later than December 1 of each year in which such condition exists.]

8. 6. Accreditation Denied Withheld/Improving School Near Accreditation. A school that has never met the requirements to be rated Fully Accredited by end of the academic year ending in 2006 may apply to the [hB]ard for this accreditation designation. To be eligible, the school must meet the following criteria:

a. By the year ending in 2006, at least 70 [% percent] of its students must have passed the applicable English SOL tests in the year ending in 2006, except at third and fifth grade where the requirement is 75[% percent].

b. At least By the year ending in 2006, [**an average a combined pass rate**] of 60[% percent] of its students must have passed the SOL tests in the other three core academic areas in the year ending in 2006, [**except at the third grade where this requirement applies to mathematics only.**]

c. In each academic area in which the pass rate is below [**70% the rate required to be rated Fully Accredited,**] the school's pass rate must have increased by at least 25 percentage points as compared to the pass rates on tests taken during the academic year ending in 1999. [**At the third grade, the requirement applies to**

mathematics only.]

To retain this rating, a school must continue to show annual improvement in each academic area in which the pass rate is below [**70% the rate required for full accreditation**]. This rating will cease to exist after the academic year ending in 2009.

9. Accreditation Denied/Reconstituted School. A school that has failed to meet the requirements to be rated Fully Accredited or Accredited with Warning after the academic year ending in 2006 may apply to the board for the designation of Accreditation Denied/Reconstituted School. The board may grant this designation to the applicant school if the school effectively completes a reconstitution in accordance with the criteria set forth in subdivision D 9 of this section. This designation will cease to exist after the academic year ending in 2009.

10. Accreditation Denied/Failed to Reconstitute. Following the academic year ending in 2006, a school that has failed to meet the requirements to be rated Fully Accredited or Accredited with Warning and which has not been approved by the [B] board for either of the ratings in subdivision 6 or 7 of this subsection shall be rated Accreditation Denied/Failed to Reconstitute. This designation will cease to exist after the academic year ending in 2009.

14. 7. Conditionally Accredited. New schools that are comprised of students from one or more existing schools in the division will be awarded this status for one year pending an evaluation of the school's eligible students' performance on SOL tests **or [other alternative measures additional tests]** described in 8 VAC 20-131-110[.] B[.] to be rated Fully Accredited for a period not to exceed two years.

In the second year, if the school does not meet the requirements to be rated Fully Accredited or higher, it will retain its Conditionally Accredited status for another year. School improvement targets shall be set in accordance with 8 VAC 20-131-320 for ratings in subsequent years.

[D. Action requirements for ratings.]

1. Effective with the end of the academic year 1999-2000, the board will establish year-by-year pass-rate benchmarks that must be met in each academic area for a school to achieve a rating of Provisionally Accredited/Meets State Standards. The benchmarks shall be based on test results, combining pass rates on all tests administered in a the school within each academic area.

2. Schools that fail to meet the provisional accreditation benchmarks defined in accordance with 8 VAC 20-131-320 to be rated Provisionally Accredited/Meets State Standards shall be rated either Provisionally Accredited/Needs Improvement or, in the case of schools that fall 20 percentage points or more below one or more benchmarks, Accredited with Warning in (Academic Area).

3. The provisional accreditation benchmarks shall be incorporated into these regulations as an appendix to these standards.

4. 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.

~~5. Any school that is rated Accredited with Warning in English or mathematics is expected to adopt an instructional method that has a proven track record of success at raising student achievement in those areas as appropriate.~~

~~6. The superintendent and principal shall certify in writing to the board that such a method has been adopted and implemented.~~

~~7. The board shall publish a list of recommended instructional methods which may be amended from time to time.~~

~~8. Adoption of instructional methods referenced in subdivisions 5 and 7 of this subsection shall be funded by eligible local, state and federal funds.]~~

~~9. A school that seeks the reconstituted status shall be reconstituted under the supervision of an improvement audit team in consultation with the division superintendent. The reconstitution shall include:~~

~~a. A request to the board from the local school board seeking a rating of Accreditation Denied/Reconstituted School for any school in the division shall include an agreement to conduct significant review and needs assessment of the school by an Improvement Audit Team (hereinafter "Team"). All procedures and operations for the improvement audit teams shall be approved and adopted by the board. The review and needs assessment shall include, but not be limited to:~~

~~(1) Evaluation of the performance of all personnel in the school and the central office, the school's operating procedures and the school board's policies;~~

~~(2) The level of parent participation in the school program; and~~

~~(3) Certification as to whether the school adopted an instructional method with a~~

proven track record as expected by subdivision 5 of this subsection.

b. An evaluation of school operations including:

(1) An evaluation of the principal for retention, transfer or dismissal by the Team with the appropriate action taken by the local school division based on the Team's recommendations;

(2) An evaluation of the teaching staff for retention, transfer or dismissal, with appropriate action taken by the local school division based on the recommendation of the Team. The principal (either retained or newly hired) shall take part in the evaluation of the teaching staff as an equal partner with the Team; and

(3) As a part of the evaluation of the school and its staff, the following factors shall be considered:

(a) The level of improvement on the SOL tests demonstrated by the school in each academic areas since 1998;

(b) The performance of the school's students on the two most recent Stanford Achievement Test Series, 9th Edition (or then equivalent) nationally-normed test used in the Virginia State Assessment Program; and

(c) The level of cooperation with the Team demonstrated by the school when the school was rated Accredited with Warning, including whether the school implemented the instructional models recommended for schools which fell more than 20 percentage points below the benchmarks in English or mathematics.

(d) Meaningful input of teachers of the school in the development of the reports

submitted to the board and the school's reconstitution plan; and

(e) Input of parents concerning the reconstitution process and goals.

The board may approve as an acceptable reconstitution alternative remedial actions that have been effectively implemented by the school or local school board that the board believes represent fundamental changes in the operations of the school that are designed to achieve the rating of "Fully Accredited."

Schools that receive this status shall annually report their progress toward meeting the requirements to be rated Fully Accredited to the Governor, the chairmen of the House and Senate Education, Senate Finance, and House Appropriations committees of the General Assembly, and the board.

[10. 9. In any school division in which one-third or more of the schools have been rated Accreditation Denied, the superintendent shall be evaluated by the local school board with a copy of such evaluation submitted to the board no later than December 1 of each year in which such condition exists.]

8 VAC 20-131-310. [Improvement planning Action requirements] for schools that are accredited with warning.

[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.

B. Any school that is rated Accredited with Warning in English or mathematics is expected to adopt an instructional method that has a proven track record of success at

raising student achievement in those areas as appropriate.

C. The superintendent and principal shall certify in writing to the Board that such a method has been adopted and implemented.

D. The Board shall publish a list of recommended instructional methods which may be amended from time to time.

E. Adoption of instructional methods referenced in subdivisions 5 B and 7 D of this subsection shall be funded by eligible local, state and federal funds.

~~A. Schools that are rated Accredited with Warning must undertake improvement planning targeted to increasing student achievement as measured by the SOL tests immediately upon receipt of the results of academic review conducted in accordance with policies and operations adopted by the board. The plan shall be developed collaboratively by the principal and teaching staff of the school. Parents shall be included in the planning process. The plan should be completed by the end of the first semester and, to the extent possible, implemented in the second semester.]~~

~~B. A corrective action plan must be developed upon receipt of notification of the awarding of this rating. The plan must be signed by the principal and the local superintendent and approved by the local school board and submitted to the board of Education for approval. The plan shall be developed with the assistance of parents and teachers and made available to the public. During the implementation years from 1998-2002, a school that is accredited with warning shall develop and implement an improvement plan approved by the local school board and designed to assist the school to meet the student achievement standard to be fully accredited as outlined in 8 VAC 20-131-300 D 1. If a school continues to be accredited with warning during the~~

~~2001-02 school year, the school shall submit by October 1, 2002, an improvement plan to the Board of Education with the components outlined in 8 VAC 20-131-310 D in a manner prescribed by the board of Education. The plan shall be implemented not later than the beginning of the 2003-04 school year.~~

~~C. The Board of Education shall establish a Peer Educator Advisory Group to provide technical assistance in evaluating corrective action plans. The advisory group shall consist of 15 educators with five representatives each from urban, suburban, and rural schools. Representatives shall be academic classroom teachers and principals from elementary, middle, and secondary schools and shall be selected from among the top 10% of schools in each category on the state SOL tests. Each member of the committee shall serve for no more than two years. Terms of service shall be designed to provide continuity to the group as a whole.~~

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

1. [The plan] shall be developed with the assistance of parents and teachers and made available to the public[;]

2. [The plan] must include the components outlined in subsection [**D G**] of this section[; and]

3. [The plan] must be approved by the division superintendent and the local school board and be designed to assist the school in meeting the student achievement standard to be Fully Accredited as outlined in 8 VAC 20-131-300.

[~~D. C G.~~ The plan shall address the annual improvement provisional accreditation benchmarks set in accordance with the provisions of 8 VAC 20-131-320. In addition, t

he improvement plan shall include [~~each of~~] the following:

1. [~~A description of Hh~~]ow the school will meet the school improvement provisional accreditation benchmarks [, or the requirements to be Fully Accredited.] for each of the years covered by the plan,
2. Specific measures for achieving and documenting student academic improvement,
3. [~~A description of the Aa~~]mount of time in the school day devoted to instruction in the core academic areas,
4. Instructional practices designed to remediate ~~currently failing~~ students who have not been successful on SOL tests,
5. Intervention strategies designed to prevent ~~future students from experiencing similar failure~~ further declines in student performance,
6. Staff development ~~required, assistance needed, and~~
7. Strategies to involve and assist parents in raising their child's academic performance,
8. [~~The need for Ff~~]lexibility or waivers to state or local regulations [~~necessary~~] to meet the objectives of the plan, and
9. A description of the manner in which local, state[,] and federal funds are used to support the implementation of the components of this plan.

As part of its approval of the ~~corrective action~~ school improvement plan, the [~~bB~~]oard of Education may grant a local school board a waiver from the requirements of any regulations

promulgated by the [bB]oard when such a waiver is available.

~~[E. D. Schools in this rating rated Accredited with Warning shall document to assure their community that appropriate and effective instructional intervention or remediation, or both, and additional instructional time is being provided for those students;~~

~~(i) 1. Not achieving a passing score of proficient on the SOL tests,~~

~~or (ii) 2. Not passing the Literacy Passport Tests., or~~

~~3. Students identified as at-risk.~~

[E H.] The school improvement plan and related annual reports submitted to the [bB]oard shall provide documentation of the continuous efforts of the school to achieve the requirements to become rated Fully Accredited[~~and be sealed by clerk of board~~]. The [bB]oard shall adopt and approve all policies and formats for the submission of annual reports under this section. The reports shall be due no later than October 1 of the school year.

8 VAC 20-131-320. [~~School improvement levels~~ Provisional Accreditation Benchmarks.]

The [bB]oard of Education will set the minimum acceptable level [~~levels of annual school improvement pass rates~~] required for a school accredited with warning [~~beginning at the end of the~~] to achieve the rating of Provisionally Accredited/Meets State Standards in the academic years 1999-20[00]03 [academic year to achieve the rating of Provisionally Accredited/Meets State Standards]. These [~~improvement levels benchmarks~~] are outlined in the appendix to these standards. [~~The benchmarks are based on test results, combining pass rates on for all tests within each academic area administered in the school. In no event shall a school be awarded the status of fully accredited if the minimum student pass rate established by the board is not met.~~]

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

A. Schools rated as Fully Accredited with High Honors, Fully Accredited with Honors, Fully Accredited, or Provisionally Accredited shall may be recognized by the [bB]oard in accordance with procedures it shall establish. Such recognition may include:

1. Public announcements recognizing individual schools;
2. Tangible rewards;
3. Waivers of certain [bB]oard regulations;
4. Exemptions from certain reporting requirements; or
5. Recognition as a Superior School of Merit; or
6. 5. Other commendations deemed appropriate to recognize high achievement.

In addition to [bB]oard 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.

B. Schools and school divisions may be eligible to receive recognition as follows:

1. Superior School of Merit. The designation of Superior School of Merit is the highest recognition and honor that a school can receive in Virginia. To be recognized as a Superior School of Merit, a school must make application to and be approved by the board in accordance with the policies and guidelines established by the board. A school may qualify for this recognition by: (i) achieving the accreditation status of Accredited with High Honors, Accredited with Honors, or Fully Accredited and (ii) by providing

~~assistance to schools rated as Provisionally Accredited, Provisionally Accredited/Needs Improvement or Accredited with Warning. The board shall formally award and recognize all Superior Schools of Merit on an annual basis.~~

~~2. Superior School Division of Merit. The designation of Superior School Division of Merit is the highest recognition and honor that a local school division can receive in Virginia. To be recognized as a Superior School Division of Merit a school division must make application to and be approved by the board in accordance with the policies and guidelines established by the board. To be recognized as a Superior School Division of Merit, a school division must have at least:~~

~~a. 50% of its schools recognized as Superior Schools of Merit; or~~

~~b. 25% of its schools recognized as Superior Schools of Merit and central office staff provides technical assistance to a school or schools outside the division that are rated as Provisionally Accredited, Provisionally Accredited/Needs Improvement, or Accredited with Warning in accordance with policies and guidelines adopted by the board.~~

~~The board shall formally award and recognize all Superior School Divisions of Merit on an annual basis.~~

~~C. B. A school that achieves a rating of Fully Accredited with Honors or Fully Accredited with High Honors, maintains a passing rate on SOL tests or other [**alternative measures** additional tests] approved by the [**board**] **as outlined in 8 VAC 20-131-110.B. of these regulations**] of 80[**% percent**] or above may, upon application to the Department of Education, receive a waiver from [**some or all provisions of**] the following regulations and reporting requirements~~

for a period of up to three years or as long as the schools maintain a passing rate on SOL tests of 70% or above:

8 VAC 20-131-80. Instructional Program[s] in Elementary Schools [**(clock hours only)**]

8 VAC 20-131-90. Instructional Program[s] in Middle Schools [**(clock hours only)**]

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

8 VAC 20-131-110. Standard and Verified Units of Credit (Clock Hour Requirement Only)

8 VAC 20-131-120. Summer School [**(clock hours only)**]

8 VAC 20-131-130. Elective Credit

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

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

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

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

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

8 VAC 20-131-220. Role of Professional Staff

8 VAC 20-131-230. Role of Support Staff

8 VAC 20-131-240. Administrative and Support Staff Required

[8 VAC 20-131-250. Alternative Staffing Plan]

D. C. Schools may be eligible to receive the Governor's Award for Outstanding Improvement.

This award will be given to schools in each classification defined in 8 VAC 20-131-280[.] B[.]

rated below Fully Accredited that exceed the improvement levels defined in 8 VAC 20-131-320 by 10 percentage points or more in one year [**during the school years 2000-01 through 2002-03**]. In addition, any school that raises its rating from Accredited with Warning to Fully Accredited in one year will receive this award when it was 10 percentage points or more below the performance level to be rated Fully Accredited.

E. Exemplary instructional method of high distinction.

1. The designation of Exemplary Instructional Method of High Distinction is the an honor awarded by the board to recognize instructional methods that have been highly successful in improving student achievement. To be recognized as an Exemplary Instructional Method of High Distinction, an applicant must make application to and be approved by the board in accordance with the policies and guidelines established by the board. An instructional method that has not been commercially developed may qualify for this recognition by having a demonstrated and documented proven track record of success in improving the academic achievement of pupils in:

- a. At least 11 public schools in one school division; or,
- b. Seven school divisions that have used the same method.

2. This award shall be awarded annually by the board.

F. Exemplary Administrative Method of Distinction.

1. The designation of Exemplary Administrative Method of High Distinction is an honor awarded by the board to recognize administrative methods that have improved school operations that resulted in improvement student achievement. To be recognized as a Exemplary Administrative Method of High Distinction, an applicant must make application

to and be approved by the board in accordance with the policies and guidelines established by the board. An administrative method that has not been commercially developed may qualify for this recognition by having a demonstrated and documented successful, proven, track record of success in improving the academic achievement of pupils in:

- a. At least 11 public schools in one school division; or,
- b. Seven school divisions that have used the same method.

2. This distinction will be awarded annually by the board.

G. Master Principal of Distinction.

1. The designation of Master Principal of Distinction is an honor awarded by the board to outstanding principals in Virginia public schools. To be recognized as a Master Principal of Distinction, application must be made to, and be approved by, the board in accordance with policies and guidelines established by the board. The application must show, at a minimum, that the principal has mentored at least two other principals.

2. This distinction will be awarded on an annual basis.

H. Master Teacher of Distinction.

1. The designation of Master Teacher of Distinction is an honor awarded by the board to outstanding teachers in a Virginia public school. To be recognized as a Master Teacher of Distinction, application must be made to, and be approved by, the board in accordance with the policies and guidelines established by the board. The application must show, at a minimum, that the teacher has mentored at least two other teachers.

2. This distinction will be awarded on an annual basis.

I. Master Creative Educator.

1. The designation of Master Creative Educator is an honor awarded by the board to recognize the use of creativity in Virginia public schools. To be recognized as a Master Creative Educator, application must be made to, and be approved by, the board in accordance with the policies and guidelines established by the board. The application must show, at a minimum, that the educator has demonstrated creativity in the education environment.

2. This distinction will be awarded on an annual basis.

8 VAC 20-131-330. Waivers.

Waivers of some of the requirements of these regulations may be granted by the [~~b~~B]oard based on submission of a request 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 will waivers be granted to the requirements of Part III-Student [~~A~~a]chievement [~~expectations~~].

8 VAC 20-131-335. Special provisions.

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

8 VAC 20-131-340. ~~Effective dates~~ [: Academic reviews, special provisions and] ~~sanctions.~~

~~A. With the exception of certain provisions identified in this section, this chapter is effective October 29, 1997.~~

~~B. [A. The units of credit requirements for graduation described in 8 VAC 20-131-50~~

~~are effective with the ninth grade class of 1998-99] for the graduating class of 2002 [.
Only standard units of credit will be available until the implementation of the requirement
of verified units of credit. Students entering the ninth grade prior to the 1998-99 school
year shall meet the requirements of standards adopted by the board that became
effective in October 1992.]~~

~~C. [B. The requirement for verified units of credit based on student performance on
the SOL tests related to courses will become effective for graduation with the ninth grade
class of 2000-01] for the graduating class of 2004 [.]~~

~~D. Each school that does not meet the requirements to be rated fully accredited will be
rated as provisionally accredited during the implementation period of 1998-1999 through
2002-2003 provided there is annual improvement in the percentage of the school's
eligible students who earn a passing score on each of the SOL tests and the school
continues to meet the pre-accreditation requirements of 8 VAC 20-131-280 D. If there is no
improvement or there is a decline in the SOL test result percentages over the previous
year, the school will be rated accredited with warning. Schools that meet the
requirements to be rated fully accredited will be upgraded to that rating. [C. Beginning
with the 2000-01 school year, schools rated Accredited with Warning must undergo an
academic review in accordance with guidelines adopted by the board and prepare a
school improvement plan as required by 8 VAC 20-131-310.]~~

~~E. [D. Beginning with the 2003-2004 accrediting cycle, each school will be expected
to meet the level of performance established for a Fully Accredited rating in accordance
with the provisions of 8 VAC 20-131-300. Schools not meeting this requirement will be
rated Accredited with Warning.]~~

~~E. Beginning with the accreditation ratings earned during the 2007-08 school year, the awarding of an accreditation rating shall be based on the percentage of students passing SOL tests on a trailing three-year average of passing percentages in each of the four core academic areas, or the most current year's scores, whichever is higher. [Any school in violation of this chapter shall be subject to appropriate action by the board including, but not limited to, the adjustment or loss of a school's accreditation.~~

[A. Beginning with the 2000-01 school year, schools rated Accredited with Warning must undergo an academic review in accordance with guidelines adopted by the Board and prepare a school improvement plan as required by 8 VAC 20-131-310.

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

C. Any school in violation of this chapter shall be subject to appropriate action by the Board including, but not limited to, the adjustment or withdrawal of a school's accreditation.]

[Improvement Chart for] Provisional Accreditation Benchmarks Through 2003 [Pursuant to
8 VAC 20-131-320]

Each School Must Meet the Following Annual Pass-Rate Benchmarks in Tests Given in the
 Academic Years Indicated to Earn [the Rating of] Provisional Accreditation/Meets State

Standards:

	<u>English</u>	<u>Math</u>	<u>Science</u>	<u>History/Soc. Studies</u>
<u>Grade 3</u>				
<u>1999-00</u>	<u>60%</u>	<u>60% 55%</u>	<u>50%</u>	<u>50%</u>
<u>2000-01</u>	<u>63%</u>	<u>63% 60%</u>	<u>50%</u>	<u>50%</u>
<u>2001-02</u>	<u>66%</u>	<u>66% 65%</u>	<u>50%</u>	<u>50%</u>
<u>2002-03</u>	<u>70%</u>	<u>70%</u>	<u>50%</u>	<u>50%</u>
<u>Grade 5 (includes tests given in Grade 4)</u>				
<u>1999-00</u>	<u>60%</u>	<u>50% 55%</u>	<u>60%</u>	<u>45% 40%</u>
<u>2000-01</u>	<u>63%</u>	<u>55% 60%</u>	<u>63%</u>	<u>50% 45%</u>
<u>2001-02</u>	<u>66%</u>	<u>65% 65%</u>	<u>66%</u>	<u>60% 50%</u>
<u>2002-03</u>	<u>70%</u>	<u>70%</u>	<u>70%</u>	<u>70% 55%</u>
<u>Middle (includes any tests given in middle school grades)</u>				
<u>1999-00</u>	<u>60%</u>	<u>55%</u>	<u>60%</u>	<u>45% 40%</u>
<u>2000-01</u>	<u>63%</u>	<u>60%</u>	<u>63%</u>	<u>50% 45%</u>

<u>2001-02</u>	<u>66%</u>	<u>65%</u>	<u>66%</u>	<u>60% 50%</u>
<u>2002-03</u>	<u>70%</u>	<u>70%</u>	<u>70%</u>	<u>70% 55%</u>

High School

<u>1999-00</u>	<u>60%</u>	<u>55%</u>	<u>55%</u>	<u>45% 40%</u>
<u>2000-01</u>	<u>63%</u>	<u>60%</u>	<u>60%</u>	<u>55% 45%</u>
<u>2001-02</u>	<u>66%</u>	<u>65%</u>	<u>65%</u>	<u>65% 50%</u>
<u>2002-03</u>	<u>70%</u>	<u>70%</u>	<u>70%</u>	<u>70% 55%</u>

[*1] Schools that do not meet the benchmarks [~~but are within 19 percentage points~~] in [**each one or more**] academic area[s] will be rated “Provisionally Accredited/Needs Improvement” [**unless the school is rated “Accredited with Warning”.**]

[** 2] Schools that are 20 or more percentage points below the benchmarks in any academic area will be rated “Accredited with Warning in ([specific] academic area [or areas])”

[**Note:3**] The [**Pp**]rovisionally accredited ratings [~~will cease to exist may not be earned~~] after school year **2002-2003**. [~~Prior to school year 2003-2004, schools must achieve pass rates of 70% in all applicable core academic areas to be rated Fully Accredited. Beginning in school year 2003-2004, schools must achieve pass rates of 75% in English in third and fifth grades and 70% in the other applicable core academic areas to be Fully Accredited.~~]

[**4.** Schools must achieve pass rates of 70% in all applicable core academic areas to be rated Fully Accredited **except that, beginning with** school year 2003-[20]04, schools must achieve pass rates of 75% in **third and fifth grade English and 50% in third grade science and history/social science.** In schools housing grades kindergarten through three, the accreditation rating shall be based on the English and mathematics scores only.]

[5. In determining accreditation ratings, a single pass rate will be calculated by combining third and fifth grade English and third and fifth grade mathematics scores.]

[6. In determining the accreditation ratings during the transition period, covering ratings earned during 1999-2000 through 2002-03, in schools housing grades kindergarten through five, the accreditation ratings shall be calculated by using the fifth grade scores alone or by combining the scores of all SOL tests given in grades three through five in science and by combining the scores of all SOL tests given in grades three through five history/social science, whichever is higher. In schools housing grades kindergarten through three, the accreditation rating shall be based on the English and mathematics scores only.]