

977695212

HOUSE BILL NO. 2757

Offered January 20, 1997

A BILL to amend and reenact § 22.1-19 and 22.1-253.13:3 of the Code of Virginia and to amend the Code of Virginia by adding a chapter numbered 13.3 consisting of sections numbered 22.1-253.14:1 through 22.1-253.14:27, relating to standards for accrediting public schools in Virginia.

Patrons—Dillard, Bennett, Bloxom, Callahan, Christian, Connally, Cooper, Darner, Diamonstein, Griffith, Plum, Puller, Rhodes, Tata, Van Landingham and Wagner; Senators: Couric, Howell, Quayle, Saslaw and Woods

Referred to Committee on Education

Whereas, the study conducted by the Joint Legislative Audit and Review Commission in the 1980s concerning funding of the Standards of Quality noted that the Standards of Quality—the statutory foundation program on which the basic aid formula is based—played a lesser role in driving the funding formula than did the standards of accreditation set out as Board of Education regulations; and

Whereas, the Constitution of Virginia squarely places the primary responsibility for educational policy and funding on the General Assembly; and

Whereas, in the exercise of this responsibility, the General Assembly has the authority to revise the Standards of Quality, but has little control over the development and revision of the standards of accreditation for the public schools of Virginia—the vehicle which most actively drives the basic aid formula; and

Whereas, it is, thus, constitutionally appropriate that the General Assembly reclaim for itself the authority to control the content and implementation of the Standards of Quality by enacting, through law, the standards of accreditation for the public schools of Virginia, now, therefore,

Be it enacted by the General Assembly of Virginia:

1. That §§ 22.1-19 and 22.1-253.13:3 of the Code of Virginia are amended and reenacted and that the Code of Virginia is amended by adding a chapter numbered 13.3 consisting of sections numbered 22.1-253.14:1 through 22.1-253.14:27 as follows:

§ 22.1-19. Board authority to recommend revisions to the standards for accrediting public schools; nursery schools; child day center regulation.

The Board shall provide for the accreditation of public elementary, middle, and high schools in accordance with standards prescribed by it. The Board may provide for the accreditation of private elementary, middle, and high schools in accordance with standards prescribed by it, taking reasonably into account the special circumstances and factors affecting such private schools. *The Board of Education shall prescribe the standards for accrediting public schools as established in Chapter 13.3 of this title subject to the ultimate authority of the General Assembly. Any such standards shall be implemented as enacted by the General Assembly.* The Board in its discretion may recommend provisions for standards for private nursery schools. Any such ~~accreditation~~ standards shall be applied at the request of the private school only.

The Board shall promulgate ~~accreditation~~ regulations that incorporate, but may exceed, the regulations for child day centers promulgated by the Child Day-Care Council, for those child day centers described in subdivision A 7 of § 63.1-196.001.

§ 22.1-253.13:3. Standard 3. Licensure, etc., and evaluation.

A. The General Assembly recognizes the need for the Board of Education ~~to its~~ constitutional duty to strive to improve the quality of public education and its ultimate responsibility for the policies governing and the funding of public education in Virginia. In furtherance of these mandates, the Board of Education shall, in the same manner as provided for in the Standards of Quality, prescribe the standards for accrediting public schools, subject to revision by the General Assembly as set forth in Chapter 13.3 of this title. The Board shall include, in any proposals for these standards, requirements to ensure that student progress is measured and that school boards and school personnel are accountable.

B. The Board of Education shall ~~promulgate~~ regulations ~~establishing~~ may prescribe, and present, to the General Assembly revisions of the standards for accreditation pursuant to the Administrative Process Act (§ 9-6.14:1 et seq.) which shall include, but not be limited to, student outcome measures, requirements and guidelines for instructional programs, administrative and instructional staffing levels and positions, pupil personnel services, special education program standards, auxiliary education programs such as library and media services, course and credit requirements for graduation from high school, community relations, and the philosophy, goals, and objectives of public education in Virginia established by Chapter 13.3 of this title. In revising the standards for accreditation, the Board

INTRODUCED

HB2757

60 shall seek to set pupil-teacher ratios for educable mentally retarded (EMR) pupils that do not exceed the
61 pupil-teacher ratios for self-contained classes for pupils with specific learning disabilities. The Board
62 shall review annually the accreditation status of all schools in the Commonwealth.

63 C. The Board shall also establish requirements for certification of teachers, principals, supervisors
64 and other professional staff and determine eligibility for appointment as a local division superintendent.

65 D. The Superintendent of Public Instruction shall develop and the Board of Education shall approve
66 criteria for determining and recognizing educational performance in the Commonwealth's public school
67 divisions and schools. Such criteria, when approved, shall become an integral part of the accreditation
68 process and shall include student outcome measurements. One year following the approval by the Board
69 of such criteria, the Superintendent of Public Instruction shall annually identify to the Board those
70 school divisions and schools that exceed or do not meet the approved criteria. The Superintendent of
71 Public Instruction shall assist local school boards in the implementation of action plans for increasing
72 educational performance in those school divisions and schools that are identified as not meeting the
73 approved criteria. The Superintendent of Public Instruction shall monitor the implementation of and
74 report to the Board of Education on the effectiveness of the corrective actions taken to improve the
75 educational performance in such school divisions and schools.

76 E. In order to assess the educational progress of students, the Board of Education shall also (i)
77 develop appropriate assessments which may include criterion-referenced tests and alternative assessment
78 instruments which may be used by classroom teachers; (ii) prescribe and provide measures, which may
79 include nationally formed tests, to be designated as the Virginia State Assessment Program, which shall
80 be used to identify students who score in the bottom quartile at selected grade levels; and (iii) prescribe
81 and provide literacy tests in reading, writing and mathematics which shall be administered to students in
82 grade six and to students who have not successfully passed them in grades seven and eight and beyond.

83 F. Each local school board shall maintain schools which meet the standards of accreditation as
84 prescribed by the Board of Education set forth in Chapter 13.3 of this title. The accreditation status of all
85 schools in each local school division shall be reviewed annually in public session. Within the time
86 specified by the Board of Education, each school board shall submit corrective action plans for
87 any schools within its school division that have been designated as not meeting the criteria for
88 determining effectiveness as approved by the Board the accreditation standards as set forth in Chapter
89 13.3 of this title.

90 G. Each local school board shall also provide teachers and principals with (i) periodic in-service
91 training in preparing tests and other assessment measures and (ii) methods for assessing the progress of
92 individual students, including Standards of Learning assessment materials or other criterion-referenced
93 tests which match locally developed objectives.

94 H. In order to assess the educational progress of students as individuals and as groups, each local
95 school board shall require the administration of appropriate assessments, which may include
96 criterion-referenced tests, teacher-made tests and alternative assessment instruments and shall include the
97 Virginia State Assessment Program, the Virginia Literacy Testing Program, and the National Assessment
98 of Educational Progress state-by-state assessment. Each school board shall analyze and report annually,
99 in compliance with any criteria which may be established by the Board of Education, the results from
100 the Virginia State Assessment Program and the Virginia State Literacy Testing Program to the public.

101 CHAPTER 13.3.

102 STANDARDS FOR ACCREDITATION OF PUBLIC SCHOOLS.

103 § 22.1-253.14:1. Accreditation required.

104 A. Consistent with the requirements of §§ 22.1-19 and 22.1-253.13:3, public schools shall be
105 accredited biennially by the Department of Education. In the interim year following the one in which a
106 full accreditation process is conducted, the principal of each school and the division superintendent
107 shall certify to the Department of Education that each school continues to meet standards reported as
108 met in the previous year, and shall submit information on actions taken to correct any warnings or
109 advisements cited in the previous year. The principal of each school shall submit, as required, school
110 accreditation reports, through the division superintendent, to the Department of Education. Report forms
111 shall be provided by the Department of Education. Failure to submit the reports at the times established
112 by the Department shall constitute grounds for withholding accreditation.

113 B. Information included in the reports, as well as that obtained through other records and through
114 visits by Department of Education personnel or other designated representatives of the Board of
115 Education, shall be used to determine the accreditation status of each school in accordance with
116 tolerances approved by the Board of Education prior to January 1, 1997. Schools shall be accredited,
117 accredited with advisement, or accredited with a warning, depending on the extent of existing
118 deficiencies. Each school division shall develop by July 1 of the next school year a written corrective
119 action plan, acceptable to the Board of Education, for any school that is accredited with a warning. A
120 school division not implementing the approved corrective action plan as specified for any such school
121 shall lose accreditation status for that school and shall be in violation of state law. No school in the

warned category shall be permitted to maintain accreditation for more than one year.

C. The Department of Education may require immediate corrective action or change of accreditation status whenever significant deficiencies are reported. Schools that lose their accredited status shall be considered for reaccreditation when subsequent reports and visits by Department of Education personnel reveal that prescribed standards are being met. The local school board shall review annually in public session the implementation of accreditation standards as provided in § 22.1-253.12:3 F.

D. A school with the number of deficiencies that would place it in the warned status shall be not accepted for initial accreditation as provided in § 22.1-19.

§ 22.1-253.14:2. Standards applicability, etc.

A. Graduation requirements for students shall be those in effect at the time the student entered the ninth grade. The last high school attended by the student during regular session shall award the diploma or certificate unless otherwise agreed by the principals of the two schools.

B. These standards apply to schools for all grade levels, K-12, as listed below:

1. Schools with grades K-5 shall meet elementary school standards as provided in § 22.1-253.14:6;

2. Schools with grades 6-8 shall meet middle school standards as provided in § 22.1-253.14:7; and

3. Schools with grades 9-12 shall meet secondary school standards as provided in § 22.1-253.14:8.

C. Standards that are not appropriate to special education or to vocational and alternative programs housed in separate facilities shall not be applied so long as state regulations are met that govern services to the students enrolled.

D. In keeping with provisions of the "Standards of Quality," and in conjunction with the six-year plan of the division as required in § 22.1-253.13:6 C, 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 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.

E. Experimental and innovative programs that are not congruent with accreditation standards shall be submitted to the Department of Education for approval prior to implementation. The request must include the purpose, objectives, anticipated outcomes, outline, length, and evaluation procedures for the programs that have been recommended by representatives of faculty, staff, administration, and parents and approved by the local school board. However, no program may be approved that violates the provisions of the Standards of Quality.

§ 22.1-253.14:3. School and Community relations.

Each school shall promote interaction with the community and foster mutual understanding in providing a quality educational program through:

1. Involving 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. Maintaining a close working relationship between the school and other community agencies that provide services to students.

3. Cooperating with business and industry in formulating educational programs and conducting joint enterprises involving personnel, facilities, training programs, and other resources which shall be included in the biennial school plan.

4. Encouraging and supporting the establishment of a parent-teacher association or organization and working cooperatively with it.

§ 22.1-253.14:4. Philosophy, goals, and objectives.

Each school shall have current philosophy, goals, and objectives that shall serve as the basis for all policies and practices and that 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 they shall serve as a basis for the biennial school plan.

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

3. The philosophy, goals, and objectives shall be based on a current needs assessment.

4. Among the objectives, those for students shall be stated in terms of student outcomes including knowledge, skills, abilities, and attitudes.

5. The school staff and community representatives shall review biennially the philosophy, goals, and objectives of the school and shall revise them as needed.

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

§ 22.1-253.14:5. Instructional program.

Each school shall provide a program of instruction that is in keeping with the abilities, interests, and educational needs of students and that promotes individual student achievement. Instruction shall be

183 designed to accommodate all students, including those with disabilities, those identified as gifted/talented
184 and/or those who have limited English proficiency. Students with disabilities shall have the opportunity
185 to receive a full continuum of education services, in accordance with the Regulations Governing Special
186 Education Programs for Handicapped Children and Youth in Virginia, issued by the Board of
187 Education, and other pertinent federal/state regulations.

188 § 22.1-253.14:6. Elementary school program.

189 A. Each elementary school shall provide each student with a program of learning experiences
190 organized to meet the needs of early childhood and shall provide instruction in the following disciplines:
191 art, health, language arts, mathematics, music, physical education, science, and history and social
192 science.

193 B. In grades K-3, communication (reading, writing, spelling, listening, and speaking), and
194 mathematics shall be the core of the program.

195 C. Students who are unable to read the materials necessary for instruction with comprehension shall
196 receive additional instruction in reading.

197 § 22.1-253.14:7. Middle school program.

198 A. Each middle level school shall provide each student with a program of learning experiences
199 organized to meet the needs of early adolescence and each school shall provide instruction in the
200 following disciplines: art, health, language arts, mathematics, career and vocational exploration, foreign
201 language, music, physical education, science (laboratory), and history and social science.

202 B. The eighth grade shall provide a minimum of eight offerings: five in academic areas (language
203 arts, mathematics, science, history and the social services, and foreign language), one in health and
204 physical education, one in fine arts, and one in career and vocational exploration. Level one of a
205 foreign language shall be available to all eighth grade students.

206 § 22.1-253.14:8. Secondary school program.

207 A. Each secondary school shall provide each student with a program of learning experiences
208 organized to meet the needs of adolescence and shall offer opportunities for students to pursue a
209 program of studies in several academic and vocational areas. These shall include the following:

210 1. Vocational education choices that prepare the student as a vocational program completer in one
211 of three or more occupational areas and that prepare the student for technical or pre-professional
212 postsecondary programs;

213 2. Course work and experiences that prepare the student for college-level studies including access to
214 at least two advanced placement courses or two college-level courses for credit; and

215 3. Preparation for Scholastic Aptitude Tests.

216 B. Minimum course offerings for each secondary school, grades 9-12, shall provide that students can
217 meet the graduation requirements stated in this document and must include: twenty-three academic
218 subjects, including but not limited to, four English courses, four mathematics courses, four laboratory
219 science courses, four history and social services courses, three foreign language courses and four
220 electives; eleven vocational education courses; two fine arts courses; and two health and physical
221 education courses.

222 C. When health and physical education are taught as a combination class, at least forty percent of
223 the instructional time shall be devoted to health education. Classroom driver education may count for
224 thirty-six class periods of health education. Students shall not be removed from classes in required
225 courses other than health and physical education for the in-car phase of driver education.

226 D. The social sciences offering shall include at least one-half unit in economics.

227 § 22.1-253.14:9. Units of credit, etc.

228 The standard unit of credit for graduation shall be based on a minimum of 150 clock hours of
229 instruction. When credit is awarded in less than whole units, the increment awarded must be no greater
230 than the fractional part of the 150 hours of instruction provided. If a school division elects to award
231 credit on a basis other than the standard unit of credit, the locality shall develop a written policy
232 approved by the superintendent and school board which ensures (i) that the content of the course for
233 which credit is awarded is comparable to 150 clock hours of instruction, and (ii) that upon completion,
234 the student shall have met the aims and objectives of the course.

235 § 22.1-253.14:10. Summer school.

236 The summer school program shall be equal in quality to the program offered during the regular
237 school term. Credit for repeated work ordinarily shall be granted on the same basis as that for new
238 work. With prior approval of the principal, certain students may be allowed to enroll in two repeat
239 subjects to be completed in not less than seventy-five clock hours of instruction per unit of credit.
240 Summer school instruction that is provided as a part of a remedial program shall be designed to
241 improve specific identified student deficiencies.

242 § 22.1-253.14:11. Elective courses.

243 Locally developed elective courses offered for credit toward high school graduation shall be
244 approved by the division superintendent and school board. When suitable course code numbers for

reporting purposes cannot be found in the School Administrators Handbook of Course Codes and Endorsement Codes, issued by the Department of Education, such code numbers shall be assigned, upon request, through the Department of Education.

§ 22.1-253.14:12. Opportunities to take college classes; approval of principal required; etc.

Beginning in the middle-school years, students shall be counseled as to 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, under the following conditions: (i) prior written approval of the high school principal for the cross-registration must be obtained; (ii) the college must accept the student for admission to the course(s); and (iii) the course(s) must be given by the college for degree credit (hence, no remedial courses shall be accepted). Schools that comply with this standard shall not be penalized in receiving state appropriations.

§ 22.1-253.14:13. Early identification and enrollment of students in college preparation program.

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 shall motivate disadvantaged and minority students to attend college.

§ 22.1-253.14:14. Standard school year.

A. The standard school year shall be 180 days. The standard school day for students in grades 1-12 shall average at least five and one-half hours, excluding intermissions 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 1-12, and 540 hours for kindergarten. Such alternative plans must be approved by the local school board and by the Board of Education, under guidelines established by the Board of Education.

B. All students in grades 1-12 shall maintain a full-day schedule of classes (five and one-half hours), unless a waiver is granted by the local superintendent of schools.

§ 22.1-253.14:15. Reading and writing skills.

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.

Each school shall also teach appropriate writing skills at every grade level culminating with a research paper in grade 11 or 12. Further, each student shall be required to make an oral presentation on the research paper before an adult and/or student audience.

§ 22.1-253.14:16. Gifted students.

Each school shall provide students identified as gifted with instructional programs taught by teachers with special training or experience in working with gifted students.

§ 22.1-253.14:17. Computer literacy; family life; homebound instruction; correspondence courses; homework, materials and equipment; extracurricular activities; competitive sports prohibited in elementary school.

A. By graduation, each student shall receive instruction designed to help him or her achieve computer literacy as outlined in Computer Literacy for Students in Virginia issued by the Department of Education.

B. Each school shall implement the Standards of Learning for the Family Life Education program promulgated by the Board of Education or a Family Life Education program consistent with the guidelines developed by the Board of Education.

C. Homebound instruction shall be made available to students who are confined for periods that would prevent normal school attendance based upon a certification of need by a licensed physician or licensed clinical psychologist. For students eligible for special education and/or related services, the Individualized Education Program committee must revise the IEP, as appropriate. Credit for the work shall be awarded when it is done under the supervision of a certified teacher, a person eligible to hold a Virginia certificate, or other appropriately licensed professional, employed by the local school board.

D. Students may enroll in and receive credit for supervised correspondence courses in subjects not available to them through the school's schedule with prior approval of the principal. Credit shall be awarded for the successful completion of such courses when the work is done under the supervision of a certified teacher, or a person eligible to hold a Virginia certificate, approved by local school authorities.

E. Homework shall be governed by a written school board policy developed with the advice of parents and teachers.

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

G. School-sponsored extracurricular activities shall be under the direct supervision of the school's

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. Activities which help a student meet the objectives of a course may be considered to be part of the instructional program and thus they are not considered extracurricular activities; however, these activities must not interfere with instruction in other courses.

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

§ 22.1-253.14:18. Role of principal; staff responsibilities.

A. The principal shall be responsible for instructional leadership and effective school management that promotes positive student outcomes, including achievement of individual students. As part of this responsibility, the principal shall ensure the development and implementation of the biennial school plan as provided in § 22.1-253.14:2 D and approved by the superintendent. The principal shall:

1. Work to create an atmosphere of mutual respect and courtesy and the staff shall make every effort to achieve it.

2. Establish and include in the teacher's handbook procedures to protect instructional time from interruptions and intrusions.

3. Include in the biennial plan the use of teacher assistants, volunteers, part-time instructors, and technology to assist teachers.

4. Limit the regular school day to teaching and learning activities.

5. Monitor and evaluate the quality of instruction and provide for in-service training, professional assistance, and support designed to improve instruction.

6. Analyze information on student outcomes, including achievement, and incorporate plans for improvement into the biennial school plan.

7. Be responsible for using the resources of the community and for involving parents and citizens in the educational program.

8. Recognize and reward the scholastic achievements of students.

9. Maintain records of dropouts, including actions taken to prevent students from dropping out of school and their reasons for leaving school, and be responsible for the development and implementation of a program, as a part of the biennial school plan, designed to reduce the number of students who drop out of school which shall include:

a. Alternative programs with emphasis on basic skills for students who are not successful in regular instructional programs;

b. Interviews with potential dropouts and with students who are dropping out of school and counseling services that motivate students to stay in school;

c. Contact with parents of potential dropouts; and

d. Other activities deemed appropriate by local school authorities.

10. Develop, with the advice of parents and appropriate professionals, a written procedure for referring for treatment students identified as involved in substance abuse.

11. Maintain and disseminate 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.

12. 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.

13. Maintain a current record of certification, endorsement, and in-service training of the staff.

§ 22.1-253.14: 19. Role of staff.

A. The school staff shall be responsible for providing instruction that is educationally sound in an atmosphere of mutual respect and courtesy, which is conducive to learning and in which all students are expected to achieve. The school staff shall:

1. Serve as models for effective oral and written communication with special attention to 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;

b. Inform students of the learning expected and keep them engaged in learning tasks; and

c. Enable the teacher to spend the maximum time possible in the teaching/learning process by keeping to a minimum disruptions, clerical responsibilities, and the time students are out of class.

4. Provide for individual differences of students through the use of varied materials and activities suitable to their interests and abilities.

5. Assess the progress of students and report promptly and constructively to them and their parents.

B. The school staff shall define acceptable student behavior and develop a system of discipline that

minimizes disruption without demeaning the student responsible for the behavior, consistent with the policies and standards of student conduct established by the local school board. These school-level policies shall be distributed to each student and the student's parent or guardian.

§ 22.1-253.14:20. Guidance and counseling.

The school staff shall establish a broad-based process for determining the particular guidance and counseling needs of students and for planning how best to meet these needs. Guidance and counseling shall be provided for all students as needed to:

1. Ensure that individual curriculum planning is provided at the middle and secondary level to assist each student in selecting appropriate and challenging courses;

2. Provide opportunities for parents, teachers, and other adults to participate in planned activities that encourage the personal, social, educational, and career development of students;

3. Provide employment counseling and placement services to furnish information about employment opportunities available to students graduating from or leaving school;

4. Provide for the coordination of a testing program that includes orientation to test taking, use of test data, and the interpretation and use of student records data;

5. Provide for the evaluation of the guidance program by the principal, counselor(s), staff, and parents;

6. Ensure that at least sixty percent of the time of each member of the guidance staff shall be devoted to counseling of students; and

7. Ensure that each student has a program of studies each year that contributes to meeting graduation requirements.

§ 22.1-253.14:21. Library media centers.

The staff shall organize the 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 have the following:

1. A current and accessible professional library in each school, or in a centralized instructional media center in the school division;

2. Library media specialists involved with teachers and administrators in planning the school curriculum;

3. An average monthly circulation of print and nonprint materials equal to at least seventy percent of the school membership;

4. A schedule that provides for library media center use by all students;

5. A written policy for the selection, evaluation, withdrawal, and disposal of all instructional materials purchased by the school division, with clearly stated procedures for handling challenged, controversial materials;

6. Cataloging of all library media in the school, that promotes accessibility and ease of retrieval, including a functional loan system, an annual inventory of materials and equipment, and a procedure for screening and discarding media;

7. An information file that reflects curriculum needs and contains pamphlets, clippings, pictures, and information about local resources;

8. A minimum of two complete sets of encyclopedias, one of which has been copyrighted within the last five years;

9. An unabridged dictionary and abridged dictionaries;

10. Newspaper subscription(s) providing daily, local, state, and national news;

11. Fifteen subscriptions to periodicals for elementary school and twenty-five subscriptions for middle and secondary schools that are pertinent to the school program;

12. Materials such as prints, charts, posters, recordings (disc and tape), filmstrips, multimedia kits, models, study prints, slides, transparencies, videotapes, video disks, computer software, and maps and globes that are carefully selected to meet the needs of the instructional program;

13. Functional equipment to support the use of audiovisual materials; and

14. Collection requirements (twenty percent of which may be nonprint instructional material) for each library media center shall be as follows:

a. Ten books per student in elementary schools;

b. In middle and secondary schools, a basic collection of 1,000 well-selected titles. In schools with more than 150 students there shall be a minimum of seven books per student;

c. Fifty percent of the minimum basic collection shall be available for circulation during the first semester in a new school.

§ 22.1-253.14:22. Student achievement.

A. Each school shall provide learning goals to be achieved by students at successive levels of development and shall continually assess the progress of each student in relation to these goals and the goals of education in Virginia as promulgated by the Board of Education.

429 *B. Students shall pass the literacy tests prescribed by the Board of Education in reading, writing,*
430 *and mathematics in order to be promoted to the ninth grade except for identified handicapped students*
431 *who are progressing according to the objectives of their individualized education programs (IEPs).*
432 *Students transferring to a Virginia public school prior to the 9th grade shall also be required to pass*
433 *the literacy tests in order to be promoted to the 9th grade. Students who are not promoted shall be*
434 *enrolled in alternative programs leading to one or more of the following:*

- 435 *1. Passing the literacy tests;*
- 436 *2. High school graduation;*
- 437 *3. General Educational Development (GED) Certificate;*
- 438 *4. Certificate of program completion; and*
- 439 *5. Job-entry skills.*

440 *§ 22.1-253.14:23. Diploma requirements.*

441 *A. To graduate from high school, a student shall pass all components of the Literacy Passport Test*
442 *as required by the "Standards of Quality" and prescribed by the Board of Education and meet the*
443 *minimum requirements for the twenty-one-credit diploma outlined below for grades 9-12. Students who*
444 *graduate with an average grade of "B" or better shall receive a Board of Education Seal on the*
445 *diploma. The following credits shall be required in the named discipline areas: English - four;*
446 *mathematics - two; laboratory science - two; math or science - one; Virginia and United States history -*
447 *one; Virginia and United States government - one; world studies (world cultures, world history, or*
448 *world geography) - one; health and physical education - two; fine arts or practical arts - one; electives*
449 *- six. The total units of credit for the diploma shall be twenty-one.*

450 *B. Math, lab science, fine arts and practical arts courses must be selected from a list of courses*
451 *approved for graduation requirements by the Board of Education. Only one year of a course in general*
452 *mathematics may be used to meet the mathematics requirement. The single credit in math or science*
453 *must be selected from a list of courses approved for graduation requirements by the Board of Education*
454 *or, as an alternative, this requirement may be met by completing an appropriate sequence of courses in*
455 *vocational education or in the Junior Reserve Officer Training Corp (JROTC).*

456 *C. Each secondary school shall offer as an elective for students, an Advanced Studies Program*
457 *which requires a minimum of twenty-three units of credit as outlined below for grades 9-12. Students*
458 *who graduate with an average grade of "B" or better and successfully complete at least one advanced*
459 *placement course (AP) or one college-level course for credit shall receive a Governor's Seal on the*
460 *diploma. The following units of credit in the named discipline areas shall be required for the Advanced*
461 *Studies Diploma: English - four; mathematics - three; laboratory science - three; Virginia and United*
462 *States history - one; Virginia and United States government - one; world studies (world cultures, world*
463 *history, or world geography) - one; foreign language - three; (three years of one language or two years*
464 *each of two languages); health and physical education - two; fine arts or practical arts - one; electives*
465 *- four. The total units of credit for the diploma shall be twenty-three for the Advanced Studies diploma.*

466 *To earn an Advanced Studies Diploma, students must complete a mathematics sequence that includes*
467 *algebra one and two courses above the level of algebra one, and a science sequence that includes units*
468 *of credit in at least three of the following subjects: the earth sciences, biology, chemistry, and physics.*

469 *Fine arts or practical arts courses must be selected from a list of courses approved for graduation*
470 *requirements by the Board of Education.*

471 *D. When students below the ninth grade successfully complete courses offered for credit in grades 9*
472 *through 12, credit shall be counted toward meeting the units required for graduation.*

473 *E. Students who are graduating from a secondary school, and do not intend to continue their*
474 *education, shall have identified marketable skills. Effective in the 1994-95 school year, students who are*
475 *graduating from a secondary school and do not intend to continue their education shall have completed*
476 *a vocational program.*

477 *F. Students completing graduation requirements in a summer school accredited under these*
478 *standards shall be eligible for a diploma. The last school attended by the student during the regular*
479 *session shall award the diploma unless otherwise agreed upon by the principals of the two schools.*

480 *§ 22.1-253.14:24. Transfer of credits; records; transcripts; requirements for students.*

481 *A. A secondary school shall accept credits received from other accredited secondary schools,*
482 *including summer schools, special sessions, schools accredited through the Virginia Council for Private*
483 *Education, and educational programs operated by the state. Credit also shall be accepted for courses*
484 *satisfactorily completed in accredited colleges and universities when prior written approval of the*
485 *principal has been granted.*

486 *B. Records of transferred students shall be sent directly to the school receiving the student upon*
487 *request of the receiving school in accordance with the provisions of the Management of the Student's*
488 *Scholastic Records in Virginia issued by the Department of Education.*

489 *C. The transcript of a student who graduates or transfers from a Virginia secondary school shall*
490 *show that a minimum of 21 units of credit courses in grades 9-12 are required for graduation.*

D. Students transferring into a Virginia school division shall be required to earn twenty-one units of credit or the equivalent for graduation. Each student's prior record shall be evaluated to determine the number and content 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 he transferred. Students transferring from states not giving credit for health and physical education shall not be required to repeat these courses.

§ 22.1-253.14:25. Staffing requirements.

A. Each school shall have the required staff with proper certification and endorsement. The following shall be the minimum staffing according to type of school, student enrollment, and position:

1. Principal — elementary: one half-time to 299, one full-time at 300; middle: one full-time; secondary: one full-time.

2. Assistant principal — elementary: one half-time at 600, one full-time at 900; middle: one full-time each 600; secondary: one full-time each 600.

3. Librarian — 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 1000; secondary: one half-time to 299, one full-time at 300, two full-time at 1000.

4. Guidance counselors — elementary: one hour per day per 100, one full-time at 500, one hour per day additional time per 100 or major fraction; 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.

5. Clerical — 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-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 these regulations.

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

D. 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 eleven months.

E. Middle school teachers with a seven-period day may teach thirty class periods per week, provided all teachers with more than twenty-five class periods per week have one period per day unencumbered of all teaching and/or supervisory duties.

F. The secondary classroom teacher's standard load shall be no more than twenty-five class periods per week. One class period each day, unencumbered by supervisory or teaching duties, shall be provided for every full-time classroom teacher for instructional planning. Teachers of block programs with no more than 120 student periods per day may teach thirty class periods per week. Teachers who teach very small classes may teach 30 class periods per week, provided the teaching load does not exceed seventy-five student periods per day. If a classroom teacher teaches thirty class periods per week with more than seventy-five student periods per day (120 in block programs) an appropriate contractual arrangement and compensation shall be provided.

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

I. The number of students in special and vocational education classrooms shall conform with regulations of the Board of Education.

J. Pupil personnel services including visiting teachers, school social workers, school psychologists, and guidance counselors, shall be available to all students as necessary to promote academic achievement and provide assistance in preventing dropouts and substance abuse.

§ 22.1-253.14:26.

At the discretion of the local school board, an alternative staffing plan may be developed which ensures that the services are met as set forth in these standards. 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 shall not be acceptable.

§ 22.1-253.14:27. Buildings and grounds.

The school building shall accommodate an educational program that shall meet the needs of the students and ensure the health and safety of students and staff as follows:

1. The school site and physical plant shall be accessible, barrier-free, safe, clean, and free from excessive noise and other distractions, and shall be adequate in size to meet the needs of the students enrolled.

- 552 2. Each school shall prepare and adhere to a written procedure for vehicular traffic control designed
553 to promote safe and prompt movement of students, staff, and visitors.
- 554 3. Each school shall have a written procedure to follow in emergencies. The plan shall be outlined
555 in the student handbook and discussed with staff and students during the first week of each school year.
- 556 4. All exit doors in a school shall be equipped with panic bars that are usable while the building is
557 occupied.
- 558 5. Records shall be maintained to show that fire drills are held once a week during the first month
559 of school and at least once each month for the remainder of the school term. Evacuation routes for
560 students shall be posted in each room.
- 561 6. The principal shall be responsible for providing a safe environment to include:
- 562 a. Conducting one fire inspection during each semester in accordance with regulations contained in
563 the Fire Inspection Guide for Schools, issued by the Department of Education.
- 564 b. Prohibiting fund-raising activities that involve elementary students in door-to-door solicitation and
565 so stating in the student handbook.
- 566 c. Implementing a written procedure to be followed when students or staff are injured or become ill
567 and keeping documentation of all injuries that occur at school and on school buses.
- 568 d. Ensuring that staff are available who are knowledgeable in safety procedures such as
569 cardiopulmonary resuscitation (CPR), the Heimlich maneuver, and basic first aid.
- 570 e. Implementing a written procedure for responding to violent, disruptive or illegal behavior by
571 students including possession of a weapon or illegal substance on school property or during a
572 school-sponsored activity.
- 573 f. Implementing a written procedure for ensuring the integrity of the building against unauthorized
574 intruders.
- 575 7. Each school shall have provisions for the proper outdoor display of the flags of the United States
576 and of the Commonwealth of Virginia.
- 577 8. Each school plant shall have a maintenance and housekeeping program designed to ensure a
578 healthful and pleasant learning environment.
- 579 9. The administrative unit shall have space for a principal's office, secretarial assistance, and
580 record storage.
- 581 10. Suitable space shall be made available for student personnel services.
- 582 11. The library media center shall have adequate space to provide for the collection and circulation
583 of instructional materials, and adequate seating for group activities.
- 584 12. Adequate, safe, and properly-equipped laboratories shall be provided to meet the needs of
585 instruction in the sciences, computer, fine arts, and vocational programs.
- 586 13. Each school shall have appropriate areas and facilities for the physical education program
587 offered. Secondary schools shall have locker rooms and showers.
- 588 14. Adequate and properly-equipped classroom space shall be provided.
- 589 15. The school plant and grounds shall be kept safe and clean with the responsibility for the care of
590 buildings and grounds shared by staff and students.
- 591 16. Space shall be provided for the proper care of students who become ill.