

Standards for Accrediting Schools in Virginia

ADOPTED BY THE BOARD OF EDUCATION

July 1976 With Revisions July 1978

Department of Education
Commonwealth of Virginia
Richmond, Va. 23216
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FOREWORD

The Code of Virginia states in part that the Board of Education "is authorized and required to do all things necessary to stimulate and encourage improvement in elementary and secondary schools. . . . and to provide for the accreditation of schools. . . ." The Board adopts policies, rules, and regulations to provide guidance and general supervision of the state's system of public education. In fulfilling its responsibilities to the people of Virginia, the Board constantly studies the needs, problems, and progress of public education and provides for the updating and strengthening of educational programs.

This revision of the *Standards for Accrediting Schools in Virginia* is representative of the efforts of the Board to provide educational programs that are consistent with the demands of today's society. Except as otherwise indicated, the standards set forth in this bulletin become effective for the 1978-79 school year.

The revised standards for accrediting elementary and secondary schools are part of the continuing effort of the Board of Education to improve public education in kindergarten through grade 12. The changes are mostly editorial in nature and reflect the reorganization of the Department of Education as well as recent action by the Board of Education.

S. JOHN DAVIS

Superintendent of Public Instruction

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Part I—PURPOSES & PROCEDURES

STATUTORY PROVISIONS FOR ACCREDITATION

Section 22-21 of *The Code of Virginia* is quoted in part as follows:

Encouragement of elementary and secondary schools; kindergarten and nursery schools—The State Board of Education is authorized and required to do all things necessary to stimulate and encourage local supervisory activities and interest in the improvement of the elementary and secondary schools, and further the State Board may provide for the accreditation of elementary and secondary schools in accordance with standards prescribed by such Board. . .

PURPOSE OF ACCREDITATION

Accreditation of schools is a process designed to establish a basic foundation for quality education. Accreditation standards are designed to provide general guidance and direction for the schools in the state in their continuing efforts to provide a spectrum of educational opportunities to meet the needs, interests, and aspirations of all students in all schools.

The significance of accreditation is enhanced by virtue of the fact that one of the Standards of Quality requires that any school division having a school unaccredited or accredited with a warning shall submit a plan acceptable to the Board of Education for meeting the accreditation standards.

PROCEDURES FOR ACCREDITATION

Reports and Accreditation Status

The principal of each school shall submit each year through the division superintendent to the Division of Research, Evaluation, and Testing, Department of Education, a Preliminary Annual School Accreditation Report and a Final Annual School Report. A Summer School Accreditation Report shall be submitted for each summer program conducted and shall be part of the accreditation report for the regular school session immediately following. Report forms will be provided by the Department of Education. Failure to submit any one of the reports will constitute grounds for withholding accreditation.

Standards established by the Board of Education shall be met by all schools seeking accreditation. Analyses of the reports submitted, together with information obtained through visitation by Department of Education personnel or other designated representatives of the Board of Education, will serve as the basis for a report to the Board of Education. The Board of Education determines whether a school will be classified as accredited or not accredited. Schools that are found to be deficient in meeting the standards will be advised, warned, or dropped from the list of accredited schools, depending on the seriousness of the

deficiencies. Each school division that has one or more schools unaccredited or accredited with a warning by the Board of Education shall develop by July first of the ensuing school year a plan for each such school to meet the accrediting standards. In instances where the strict enforcement of accrediting standards would work extreme hardship, the Board of Education may, because of certain local conditions and/or superiorities in the school's total program, grant provisional accreditation.

Schools shall be accredited for the year in which the reports are submitted. The Board of Education may require immediate corrective action whenever significant deficiencies are reported or observed by visiting representatives of the Department of Education. Schools losing their accredited status shall be considered for reaccreditation when subsequent written reports and reports of visits by Department of Education personnel reveal that prescribed standards are being met satisfactorily.

When a school is applying for initial accreditation, there shall be a visit by a representative of the Department of Education to review the accreditation standards and procedures with the principal. On the basis of the Preliminary Annual School Accreditation Report, visitation by the Department of Education personnel, the statement of plans for the development of the school, and the findings and recommendations of the Superintendent of Public Instruction, the Board of Education shall determine the school's accreditation status, which shall then become effective and continue, pending subsequent reports and evaluations.

Evaluation and Accreditation of Secondary Schools

The evaluation of a secondary school by a visiting committee of the Department of Education shall be considered an essential aspect of accreditation.

Local school authorities should take full advantage of the opportunity provided through the Department of Education for school evaluation by a visiting committee of educators using the *Evaluative Criteria*. A request for a secondary school to be scheduled for evaluation using the *Evaluative Criteria* should be submitted by the division superintendent to the Supervisor of Secondary School Evaluation, Department of Education, at least two years prior to the preferred evaluation date.

A state-approved evaluation is recommended at least every 10 years. An alternative to an evaluation using the *Evaluative Criteria* is the *Standard Evaluation*. The *Standard Evaluative Criteria* has two emphases: (1) an in-depth study of the community, its resources and aspirations for the education of its children; and (2) a determination of the extent to which the schools meet the *Standards for Accrediting Schools in Virginia*. Through the second emphasis, the school gains an understanding of its capability for carrying out the educational objectives of the community. This evaluation is not as complex or as highly structured as an evaluation by a visiting committee of the Department of Education using the *Evaluative Criteria* and should not be construed to be a replacement of such an evaluation. The *Standard Evaluation* may

be used in instances where use of the *Evaluative Criteria* may not be possible; for example: (1) when the division superintendent submits a request; (2) when the Board of Education directs that a high school or high schools be evaluated as an additional measure for determining accreditation; or (3) when problems arise with respect to implementation of the *Standards of Quality and Objectives for Public Schools in Virginia*.

The *Standard Evaluation* shall be conducted by a visiting committee consisting of representatives from the Department of Education, local school divisions and/or colleges and universities in the Commonwealth. The *Standard Evaluation* may be completed during a minimum period of two days by the visiting committee using reporting forms and other material prescribed by the Department of Education.

Part II—ELEMENTARY SCHOOL STANDARDS

ADMINISTRATION AND ORGANIZATION

Responsibility for the administration of elementary schools is delegated by state law and by regulations of the Board of Education to school boards and to superintendents of schools. The school board is responsible for developing policies in keeping with educational needs and resources of the school community. The superintendent of schools, in turn, delegates certain authority to elementary principals and other officials who are responsible for administration and organization. The superintendent and school board, with the assistance of supervisors, principals, and teachers, shall seek to achieve the purposes and goals as identified in the STANDARDS OF QUALITY AND OBJECTIVES FOR PUBLIC SCHOOLS IN VIRGINIA.

Elementary school organization is an important part of the learning environment for students. The organization should ensure a balanced program of experiences and should be flexible enough to meet the changing needs of students, teachers, and community.

Principal

1. Each school shall have a principal who is responsible for operating the school in accordance with policies established by the local school board and the Board of Education.
2. The principal shall be responsible for instructional leadership in the school and at least 40 percent of the principal's time shall be devoted to supervision of instruction and curriculum development.
3. The principal shall provide a program of personnel improvement to help all employed personnel become more proficient in their assigned responsibilities.
4. The principal shall implement a cooperatively developed procedure for personnel evaluation.
5. Each school with fewer than 300 students shall have a principal who devotes at least half time to administration and instructional leadership.
6. Each school with 300 or more students shall have a principal who devotes full time to administration and instructional leadership.
7. Each school with 600 or more students shall have an assistant principal who devotes at least half time to administration and instructional leadership.
8. Each school with 900 or more students shall have an assistant principal who devotes full time to administration and instructional leadership.

Supervisory Services

1. Supervisory services shall be available to each school from the central office.

2. Supervisory personnel shall assist each school in providing an effective instructional program.

Library Media Services

1. Library media services shall be provided in each school.
2. The library media resource center shall be open and available to students and teachers during the entire school day.
3. Services of an endorsed librarian shall be provided as follows:
part time for schools with fewer than 300 students.
full time for schools with 300 or more students.

Membership

1. The maximum number of students in Average Daily Membership per certified classroom teacher for grades K-3 shall be that which is required by Standards of Quality.
2. The average membership in elementary classrooms (grades 4-7) shall not exceed 30 students per teacher, and membership for an individual classroom shall not exceed 35 students per teacher.
3. Special education services shall be available to all eligible handicapped students. Membership in special education classrooms in elementary schools shall comply with regulations adopted by the Board of Education.

Length of School Year

The length of the regular school session shall not be less than 180 teaching days. Local school boards are encouraged to use the additional days provided in teacher contracts for curriculum development and professional conferences.

Length of School Day

The daily program for students in grades 1 through 12 shall average at least 5½ hours, not including meal intermissions. The daily program for kindergarten shall be at least three hours, not including intermissions for meals.

Summer School

Summer school shall conform to standards for the regular school year.

Safety and Welfare

1. Fire drills shall be held once a week during the first month of school and at least once per month for the remainder of the school term.
2. The principal and teachers shall be responsible for making daily fire and safety inspections. At least two fire inspections, one during each semester, shall be conducted in accordance with regulations contained in the *Fire Inspection Guide for Schools*.
3. Competitive sports of a varsity nature (scheduled league games) shall be prohibited as a part of the school program.

4. The sale of food to students shall be limited to items sold in connection with the school lunch program.
5. Fund-raising activities which involve students in door-to-door solicitation shall be prohibited.

Pupil Records

A cumulative and/or confidential record shall be maintained for each student. (*See Management of the Student's Scholastic Record in the Public Schools of Virginia*. Supts. Memo. No. 7557, July 1, 1975).

Financial Records

Each school shall maintain records of receipts and disbursements of funds handled. These records shall be audited annually by a person or firm approved by the local school board. (*See Manual on System of Accounting for School Activity Funds*).

Teacher Records

Each school shall maintain a current record of the teacher's certification and endorsement.

Secretarial Services

1. Each school with fewer than 300 students shall have a part-time secretary.
2. Each school with 300 or more students shall have a full-time secretary.

Custodial Services

1. Custodial staff shall provide services to ensure a clean, comfortable, and safe school plant.
2. The custodial staff shall be determined in relation to the size, structure, age, and utilization of the building.

QUALIFICATIONS OF SCHOOL PERSONNEL

The principal and teachers should conceive of the elementary school as a cooperative enterprise that involves extensive planning. As specialized personnel are brought into the instructional program they are involved in planning, and their work is coordinated with the total school program.

The teacher is responsible for implementing an effective instructional program. To perform this task, the teacher must be familiar with subject content, understand students at various stages of maturity, and have the ability to stimulate their desire to learn.

Virginia statutes require teachers employed in the public schools to hold certificates in accordance with Certification Regulations for Teachers and Qualifications for Administrative, Supervisory, and Related Instructional Positions prescribed by the Board of Education. This

authority reflects the belief that the education of students should be safeguarded by requirements governing qualifications of applicants who want to teach or hold administrative and supervisory positions in elementary schools. Although these requirements do not guarantee a good teacher, principal, or supervisor, they do assure minimum standards for the profession.

Principal

Each elementary principal shall hold a Postgraduate Professional Certificate with an endorsement for the assigned position.

Assistant Principal

Each assistant principal shall meet qualifications established for the principal, or shall hold a Collegiate Professional Certificate and be enrolled in a program earning six semester hours per year toward meeting requirements specified for the elementary principal.

Classroom Teachers

Each teacher shall hold a Collegiate Professional Certificate endorsed in the appropriate levels of elementary education.

Exceptions may be granted as follows:

- Teachers in departmentalized programs in grades 6 and/or 7 shall be endorsed in the appropriate grade levels of elementary education, or in specific subject areas assigned.
- Teachers who hold Normal Professional or Elementary Certificates and who are enrolled in an approved teacher education program earning 6 semester hours credit per year toward a degree and certification requirements, or until they are within five years of mandatory retirement.

In certain teaching areas where the Department of Education does not issue endorsements, a teacher certified in that teaching area at the secondary level will be considered properly endorsed to teach elementary school classes, e.g. foreign languages, industrial arts, and home economics.

Special Education Teachers

Each teacher of special education shall hold a Collegiate Professional Certificate with endorsement for the assigned position.

Librarians

Each librarian shall hold a Collegiate Professional Certificate endorsed in library science.

Resource Personnel

1. Resource teachers (art, music, health, physical education, and reading) assigned to a school shall hold a Collegiate Professional Certificate with endorsement for assigned positions.

2. Guidance counselors shall hold a Pupil Personnel Services Certificate or a Collegiate Professional Certificate with an endorsement in elementary guidance.

Teacher Aides

Each person employed as a teacher aide shall hold at least a high school diploma or the equivalent (G.E.D.).

INSTRUCTIONAL MATERIALS

An effective elementary school program requires a library media resource center that is adequate to meet the needs of teachers and students.

The resource center shall provide access to all educational materials in the school, with the exception of those such as textbooks that are used for classroom instructional purposes. Instructional personnel and library media staff have the responsibility for cooperatively selecting instructional media and equipment. Parents should be encouraged to participate in reviewing and selecting instructional media and equipment.

Provisions should be made for proper storage, inventory, and maintenance of all equipment and materials for distribution in accordance with educational needs. Each school should have an acquisition procedure and evaluative criteria to aid in the selection of quality materials. A plan should be in effect for discarding obsolete and damaged materials.

1. The library media resource center shall be an integral part of the instructional program.
2. The library media resource center shall contain a balanced collection of at least 10 books per student, excluding textbooks. A new school may be allowed two years to achieve this standard.
3. The library media resource center shall contain a collection of at least 15 magazines for students and professional personnel and at least one newspaper. The newspaper subscription shall provide local, state, and national coverage.
4. The library media resource center shall contain a professional resource area for teachers which include professional magazines and books.
5. Each school shall have budgeted and expended for library materials an annual appropriation of at least \$2.50 per student based on Average Daily Membership.
6. Each school shall have budgeted and expended for instructional materials and supplies, not including basal texts and library materials, an annual appropriation of at least \$2.50 per student based on Average Daily Membership.
7. Each school shall have necessary equipment to ensure maximum utilization of audiovisual media.
8. Each school shall have a variety of multi-level instructional materials.

9. Basal textbooks shall be selected from the state-adopted list or in accordance with procedures adopted by the Board of Education.

BUILDINGS AND GROUNDS

The elementary school should be designed to meet the educational needs of the students to be served. It shall include a sufficient number of rooms of the size and type needed to accommodate the students enrolled and activities associated with the educational program. All classrooms or other instructional areas shall be of sufficient size to accommodate students without overcrowding and without limiting their educational opportunities.

Attractive buildings and grounds provide an effective setting for the learning process. Such an environment stimulates orderliness and cleanliness. Space in the classroom and in the school plant should be used to make the school a laboratory for learning. Systematic organization of materials and equipment makes possible the effective use of space. When students are able to find materials they need, they develop a sense of organization which promotes efficiency and self-confidence.

1. Each school site shall have areas and equipment which contribute to the educational program.
2. Each school shall implement a procedure for vehicular traffic to ensure safe and prompt movement of students.
3. The school grounds shall be attractively landscaped.
4. Each school shall properly display the United States Flag and the Virginia Flag.
5. The administrative offices of the school should be conveniently located to provide maximum service to the instructional program. These offices should include adequate space for record storage, secretarial personnel, and private office space for the principal.
6. The school plant shall have an effective maintenance and house-keeping program to ensure a healthful and pleasant school environment.
7. Provisions shall be made for isolating students who are ill.

PLANNING, IMPLEMENTING, AND EVALUATING THE INSTRUCTIONAL PROGRAM

The instructional program shall reflect the philosophy, program objectives, and evaluative procedures developed by the school division in accordance with Standards of Quality, state law, and Board of Education regulations. The philosophy, program objectives, and evaluation shall result from a cooperative effort among school administrators, teachers, parents, students, and the community.

A learning atmosphere shall be provided in which students develop a better understanding of themselves and respect for others. The pro-

gram shall provide for activities and experiences which help students acquire an understanding of democratic principles and develop competencies for participation in society.

The program standards are organized within the framework of a subject-centered curriculum. Local school divisions may choose to organize program standards in a curricular design other than what is described here. Such organization is permissible, provided all program standards are included in the alternative curricular design.

Program Standards

- Each elementary school shall provide a planned and balanced program of instruction commensurate with the abilities, interests, and educational needs of students in each of the following areas:

Art	Music
Health	Physical Education
Language Arts	Science
Mathematics	Social Studies

- The staff, parents, and students shall be involved in planning, implementing, and evaluating the instructional program.
- The instructional program shall emphasize the acquisition of knowledge and the development of concepts, skills, attitudes, and values.
- The instructional program shall provide opportunities for students to develop individuality, integrity, initiative, responsibility, cooperation, and self-direction.
- The instructional program shall be based on educational needs of students and shall reflect principles of learning and developmental characteristics of students.
- Evaluation of the instructional program and student progress shall be a continuous cooperative undertaking which shall have purpose and meaning for students, parents, and teachers.

Art

- Clearly defined objectives shall be established for the art program.
- The program shall provide opportunities for students to see and feel visual relationships and to have involvement in and response to personal visual experiences.
- The program shall provide media and non-media experiences to develop perceptual awareness, creative behavior, and aesthetic appreciation.
- The program shall provide opportunities for students to describe, analyze, interpret, and evaluate works of art.

Health

- Clearly defined objectives shall be established for the health program.

- The program shall be interrelated and include instruction in health services, health instruction, and healthful living.
- The program shall help students understand the nature, use, and effects of alcohol, tobacco, and drugs and make intelligent decisions concerning their use.
- The program shall help students accept responsibility for preventing and controlling communicable diseases.
- The program shall provide instruction in the principles of sound mental health, the practice of sound nutritional principles, an understanding of family relationships, consumer health education, and health careers.

Language Arts

- Clearly defined objectives shall be established for the language arts program in reading, listening, oral and written language, spelling, and handwriting.
- The program shall include instruction to help students acquire the basic skills of communication.
- A continuous program of developmental reading shall be provided to meet the needs of each student.
- The program shall include instruction in library and study skills.

Mathematics

- Clearly defined objectives shall be established for the mathematics program.
- The program shall include instruction to develop an understanding of mathematical concepts.
- The program shall provide for the acquisition of basic computational skills.
- The program shall include instruction in the metric system.

Music

- Clearly defined objectives shall be established for the music program.
- The program shall help students develop a comprehension of the nature, structure, and meaning of music.
- The program shall include instruction in the elements of music: melody, harmony, value, movement, intensity, timbre, texture, and form.
- The program shall encourage exploration and discovery, and develop appreciation for music by performing, analyzing, creating, and evaluating music of various styles and cultures.

Physical Education

- Clearly defined objectives shall be established for the physical education program.

- The program shall provide an allotted time daily for physical education and exercise for all students.
- The program shall provide opportunities for students to develop physical fitness and increased competence in basic motor skills.
- The program shall help students develop skills for use of leisure time.

Science

- Clearly defined objectives shall be established for the science program.
- The program shall be planned to include the acquisition of factual knowledge and the sequential development of concepts, skills, and values.
- The program shall include the social, physical, and biological aspects of science.
- The program shall be designed to develop process skills of observing, defining, classifying, communicating, measuring, inferring, predicting, experimenting, questioning, hypothesizing, interpreting, and generalizing.

Social Studies

- Clearly defined objectives shall be established for the social studies program.
- The program shall be interdisciplinary and planned to include the acquisition of factual knowledge and the sequential development of concepts, skills, and values.
- The program shall provide for content related to the local community, the State of Virginia, the United States, and the world.
- The program shall provide for the understanding of democratic principles and acquisition of competencies for participation in society as responsible citizens.
- The program shall help students develop an understanding and appreciation of different cultures and their contributions to society.

Part III—SECONDARY SCHOOL STANDARDS

STANDARDS

STANDARD A

A SECONDARY SCHOOL SHALL HAVE IN EFFECT A CURRENT WRITTEN STATEMENT OF ITS PHILOSOPHY AND OBJECTIVES WHICH SHALL SERVE AS A BASIS FOR ALL SCHOOL POLICIES AND PRACTICES.

The professional staff, under the leadership of the principal, shall develop a written statement setting forth the philosophy and objectives of the school. The philosophy and objectives shall be developed in such a manner that they are consistent with the *Standards of Quality and Objectives for Public Schools in Virginia* and the philosophy and objectives of the school division. The philosophy and objectives shall be studied annually by the principal, school staff, and community representatives, and shall be revised as often as experience and study indicate a need for change.

STANDARD B

***A SECONDARY SCHOOL SHALL OFFER EACH YEAR IN GRADES 9-12 A MINIMUM OF 37 UNITS WHICH SHALL BE DISTRIBUTED AS FOLLOWS: 22 UNITS IN ACADEMIC SUBJECTS, 11 UNITS IN PRACTICAL ARTS AND VOCATIONAL SUBJECTS, 2 UNITS IN FINE ARTS, AND 2 UNITS IN HEALTH AND PHYSICAL EDUCATION.**

The minimum academic offering shall include the following:

English	4 units
Mathematics	4 units
Science	3 units
Social Studies	4 units
Foreign Language	3 units

Only those courses taught during a school year may be included in the total number of units offered for that year. Subjects offered during the summer session, which are different from those offered during the regular session, may be considered part of the total offering.

***A five-year secondary school giving credit toward graduation in grades 8 through 12 shall offer a minimum of 42 units which shall be distributed as follows: 26 units in academic subjects; 11 units in practical arts and/or vocational subjects; 2 units in fine arts; and 3 units in health and physical education. The minimum academic offering in a school offering credit in grades 8-12 shall include the following:**

English	5 units
Mathematics	5 units
Science	4 units
Social Studies	5 units
Foreign Language	3 units

The broad areas of practical arts and vocational subjects include courses in: agriculture; business education; distributive education; home economics; industrial arts; and trade and industrial education.

The broad area of fine arts includes courses in: art; music; and dramatic arts (including visual and performing arts) when taught as fine arts courses.

Extracurricular Activities

It is recognized that certain extracurricular activities contribute significantly to the educational objectives of the school. Those that do not contribute or that interfere with the educational objectives of the school should be reorganized or eliminated. It is the responsibility of the local school authorities to determine which activities are appropriate for their school system. Extracurricular activities should be approved by the school board and lists of such activities filed in the offices of the division superintendent and principals of the respective schools.

Extracurricular activities should be under the direct supervision of the school and should supplement and complement the instructional program. The justification for such activities rests upon the extent to which they contribute to the fulfillment of the purposes of the secondary school. They must be evaluated periodically and organized and administered so that interruptions of the instructional program are kept to a minimum. Students should not be permitted to engage in these activities to the point that they interfere with required instructional activities.

STANDARD C

A MINIMUM OF EIGHTEEN UNITS OF CREDIT SHALL BE REQUIRED IN GRADES NINE-TWELVE FOR GRADUATION FROM A SECONDARY SCHOOL.

Within the 18 units required for graduation, eleven shall be in the following subjects:

*English	4 units
Mathematics	1 unit
**Laboratory Science	1 unit
American Studies (Va. & U.S. History and Virginia & U.S. Government)	2 units
World Studies (History and/or Geography)	1 unit
***Health and Physical Education	2 units

Eighth-Grade Credit Optional

Credit for eighth-grade subjects shall be optional at the discretion of local school authorities and shall be in addition to the 18 units required for graduation in grades 9-12. This standard shall not be interpreted to mean that eighth-grade subjects are to be eliminated. School systems electing to grant credit in grades 8-12 shall require 23 units of credit for graduation. Within the 23 units required for graduation, 15 shall be in the following subjects:

*English	5 units
Mathematics	2 units
**Laboratory Science	2 units
American Studies (Va. & U.S. History and Virginia & U.S. Government)	2 units
World Studies (History and/or Geography)	1 unit
***Health and Physical Education	3 units

Unit of Credit

The unit of credit shall be the measure of time for the quantitative element in high school instruction and represents satisfactory completion of a designated course based on a minimum time allotment of 150 clock hours. The term "instruction" shall be interpreted to include independent study when such study is limited to those students who have demonstrated the maturity and ability requisite for this type of learning experience and when the supervising teacher provides for appropriate direction, a means of accountability, and student evaluation. Supervised study shall not be interpreted as independent study.

Credit may be earned in increments of less than whole units and may be recorded as such. Under no circumstances shall a unit of credit be awarded for completion of a course that is the same, or essentially the same, as a course for which the student already has received credit.

Acceleration of Students

The curriculum and the schedule of a secondary school should provide the flexibility to place students who have demonstrated the maturity and ability to function in subjects normally considered to be above their grade level. Scheduling students into subjects above their normal grade level (e.g., eighth-grade student enrolled in a ninth-grade subject) should be done at the discretion of local school officials, in cooperation with individual students and their parents or guardians. Local school boards should adopt policies and procedures governing acceleration of students. Acceleration of students shall not be interpreted to mean that the required 18 units for graduation may be reduced. In cases where eighth-grade students complete subjects identified as ninth-, tenth-, eleventh-, or twelfth-grade subjects, credit shall be counted toward meeting the 18 units required for graduation.

*At the discretion of local school authorities, specialized English courses, such as Advanced Composition, Creative Writing, etc., may be taken in lieu of twelfth-grade English.

**A Laboratory Science Course shall include a minimum of 75 clock hours of laboratory type experience.

***At least 40 percent of the instructional time for Health and Physical Education shall be devoted to Health Education. When the classroom phase of Driver Education is offered as a part of the Health and Physical Education instruction rather than as a separate course and does not exceed 36 class periods, it is counted as a part of the instruction in Health Education. Driver Education teachers shall be endorsed in Driver Education whether the instruction (laboratory or classroom) is offered as a part of the Health and Physical Education program or as a separate course. Students shall not be removed from regularly scheduled classes for the in-car phase of Driver Education.

Alternative Method for Granting Credit

At the discretion of local school officials, an alternative method for granting unit credit may be developed. Any locality that elects to exercise this option shall:

1. Insure that the scope of each course for which credit is awarded under this provision is comparable to the scope of a corresponding course meeting the standard of 150 clock hours of instruction;
2. Develop a set of performance objectives for a well-defined course of study which will clearly indicate that, upon completion, the student will have met the aims and objectives of the course as evidenced through the mastery of certain predetermined skills, knowledge, and values associated with the course;
3. Develop procedures for evaluating the progress of students in this program. Such procedures could include criterion-referenced tests or standardized tests;
4. Develop a written policy covering this program and have approval from the division superintendent and school board.

Counting College Credits Toward High School Graduation

The following regulations apply for the issuance of high school diplomas to gifted and/or talented students who begin advanced education, whether academic or vocational, before graduating from high school:

1. The student must be able to meet all requirements for high school graduation at the completion of his or her first year of advanced education.
2. The student must have completed, in an accredited secondary school, at least 9 of the 11 specified courses (units) required for high school graduation.
3. Prior to the student's enrollment in advanced education, the principal of the secondary school must designate, in writing, the names of required courses and the number of elective courses yet to be completed to make a total of 18 units. One signed copy of this designation shall be given to the student, a second copy sent to the institution of advanced education in which the student will enroll, and a third copy placed in the student's file at the high school.
4. Required and elective courses taken in advanced education must be year-long courses (a credit in English for a year's study of English) and must be comparable to those required for graduation from an accredited secondary school in terms of: (a) course objectives, (b) subject matter content, and (c) mastery of skills and knowledge, and shall be so certified, in writing, to the principal of the accredited secondary school by an official of the institution.
5. At the satisfactory completion of the courses required under (3), the student shall request that the institution of advanced education send an official transcript to the principal of the appropriate secondary school.

6. When all requirements for the high school diploma shall have been met, the principal of the accredited secondary school shall approve the issuance of the diploma.

Supervised Correspondence Courses

Students may be allowed to enroll in supervised correspondence courses in subjects not available to them through the school's present scope of offering when, in the opinion of local school authorities, extenuating circumstances indicate that such action is desirable. Credit may be awarded for the successful completion of such courses when the work is done under the supervision of a certified teacher approved by the local school authorities and when such courses are not available to students through the school's present scope of offering. Correspondence courses cannot be considered part of the school's scope of offering.

Home Study

Home study shall be made available to students who are confined at home for periods of time that would prevent normal educational progress. Home study shall be approved for credit provided:

1. The student is physically unable to attend school;
2. The subject which the homebound student wishes to take is approved by the principal of the school in which the student normally would be enrolled;
3. An outline of work approved by the student's secondary school is followed;
4. The home teacher, in the opinion of the local school authorities, is qualified to teach the subject;
5. A minimum of 10 hours of instruction is given per month throughout the year in each subject; in instances where the physical condition and mental ability of the student will permit, the principal may approve a maximum of four subjects;
6. Homebound students take tests or examinations approved by the local school authorities for the subjects being studied.

Local school systems are required to provide homebound instruction for eligible students.

Transfer of Credit

The secondary school shall accept credits received from other accredited secondary schools, including summer school credits, when the summer school credit is earned in compliance with regulations (see number 8 under summer school regulations). Students entering an accredited high school from a nonaccredited school may establish credits through an examination given by the receiving school or by other means as determined by local school authorities.

Credits to be transferred shall be sent directly by the principal of the school from which the student is transferring to the principal of the school receiving the student.

The transcript of a student who graduates or transfers from a Virginia secondary school shall show that a minimum of 18 units of credit in ninth-twelfth grade courses are required for graduation.

Transfer students from outside Virginia normally shall be required to accrue 18 units of credit above the eighth grade for graduation. Credit may be accepted for comparable courses or subjects completed on the secondary school level by students prior to their transfer. In determining the student's schedule of courses for graduation, consideration shall be given to their previous record in terms of requirements of the school from which they are transferring and to the graduation requirements of the Board of Education.

No residency requirement with respect to graduation shall be imposed on transfer students if there is a corresponding move by their parents or guardians.

Graduation Eligibility

The principal of an accredited secondary school may certify students for graduation only upon their successful completion of the requirements set forth in these standards. The last school attended during the regular session shall award the diploma. Students completing graduation requirements in an accredited summer school shall be eligible to graduate from the school previously attended during the regular term when the summer school credits are earned in compliance with regulations set forth in these standards.

*In addition to the units of credit specified in these standards, an accredited school shall require as a condition of graduation that students demonstrate mastery of minimum competency in the areas of reading and mathematics on tests prescribed by the Board of Education. Local authorities shall also require evidence, through performance related assessment tasks as part of the instructional program and/or through a test if preferred by a locality, that graduates have attained minimum competencies in the following:

1. Essential skills and concepts of citizenship, including knowledge of history and government, necessary for responsible participation in American society within the world community.
2. The knowledge and skills to qualify for further education or employment.

STANDARD D

THERE SHALL BE IN OPERATION THROUGHOUT THE SECONDARY SCHOOL A WELL-ORGANIZED GUIDANCE PROGRAM WHICH PROVIDES FOR THE ESTABLISHMENT AND ADMINISTRATION OF A TESTING PROGRAM; MAINTENANCE OF ACCURATE AND COMPLETE INDIVIDUAL, PERMANENT, AND CUMULATIVE STUDENT RECORDS; VOCATIONAL AND EDUCATIONAL GUIDANCE; PERSONAL COUNSELING; AND INDIVIDUAL CURRICULUM PLANNING.

Guidance services shall include counseling; orientation; individual inventory; information for self-understanding and educational and occupational planning; placement in appropriate program or curriculum; and follow-up.

*Effective no later than with graduating class of 1981.

Accurate and complete individual, permanent, and cumulative records for students shall be maintained in a safe place where they can be used conveniently by members of the school's professional staff. These shall include records of student scholarship, attendance, health, extracurricular activities, work experience, vocational preference, and special aptitudes and interest.

Guidance counselors, in cooperation with teachers and administrators, shall assist each student in planning a program of study. The number of subjects and type of course taken by a student should be determined through guidance and should be related to the individual's needs and abilities.

STANDARD E

THE LIBRARY MEDIA CENTER SHALL BE ORGANIZED AS THE RESOURCE CENTER OF THE SCHOOL AND SHALL FUNCTION AS A LEARNING LABORATORY. SUCH A UNIFIED PROGRAM OF AUDIO-VISUAL AND PRINTED SERVICES SHALL BE AN INTEGRAL COMPONENT OF THE EDUCATIONAL PROGRAM PLAYING A VITAL ROLE IN THE TEACHING AND LEARNING PROCESS AND SERVING AS AN IMPETUS TO INTENSIFY AND INDIVIDUALIZE THE EDUCATIONAL EXPERIENCE.

Administrative procedures shall provide for:

1. Availability of the library media center to students and teachers before, during, and after the school day;
2. The unified (central) catalog (author, title, subject, and shelf list) of all instructional materials in the school. This includes materials such as books, art prints, charts, posters, disc recordings, 16mm films, 8mm films, filmstrips, filmstrips with tapes or disc recordings, multi-media kits, models, study prints, slides, tape recordings, transparencies, maps, globes, microforms, games, puzzles, and periodicals. A simplified cataloging (shelf list/locator card) can be used for such things as textbooks and workbooks;
3. The organizing of all materials to assure efficient retrieval;
4. A functional loan system;
5. An accurate and current inventory of audiovisual equipment;
6. An acquisition procedure which includes a written selection policy containing evaluative criteria and utilizing recommended selection aids to assure a quality collection of materials. (*Aids to Media Selection for Students and Teachers* is available from the School Libraries and Textbooks Service of the Department of Education upon request).
7. A systematic procedure for annual screening of materials so that unusable and out-of-date materials are discarded and are not included in the totals for a school.

To meet the minimum requirements for books and other materials, a library media center shall have:

1. A basic collection of 1,000 well-selected book titles; (In schools with more than 150 enrolled there shall not be fewer than 7 books per pupil.) Such a collection shall complement all phases of the school program and meet the individual needs of students.
2. A minimum of two sets of encyclopedias, one of which shall be copyrighted within a five-year period and the other within a 10-year period of the present school year;
3. At least one unabridged dictionary; (Schools with more than 500 students shall have at least two unabridged dictionaries from different publishers.);
4. Three newspaper subscriptions from different sources; (These subscriptions shall provide local, state and national news coverage.);
5. At least 25 carefully selected periodicals which represent or are pertinent to all phases of the school's program; (Periodicals which contribute a valuable source of reference materials shall be filed, bound, or microfilmed and retained for three to five years.);
6. A well-selected collection of pamphlets, clippings, pictures, etc., organized into an information file which is adequate to meet the needs of the school;
7. Audiovisual materials, carefully selected and adequate in quantity to meet the needs of the instructional program as well as individual student needs; (Recommended types for inclusion are: art prints, charts and posters, recordings (disc, tape, and cassette), filmstrips, filmloops, multimedia kits, models, study prints, slides, transparencies, maps, and globes. Corresponding equipment shall be provided to promote maximum utilization of these materials.);
8. A well-selected, current, and easily accessible professional library for teachers, including at least 50 professional books and 15 professional journals. (A school division with a centralized instructional materials center which includes an easily accessible professional library for teachers satisfies this requirement.)

For each secondary school, the annual expenditure for books, periodicals, supplies, binding, and other material must total at least \$3.00 per student.

For a new school seeking accreditation in the first year of operation, sufficient funds shall have been allocated in advance of the opening date of the school to assure that 50 percent of the minimum basic collection required under this standard shall be ready for circulation during the first semester of the first year of operation.

STANDARD F

A DEFINITE PROGRAM FOR THE IMPROVEMENT OF INSTRUCTION SHALL BE IN EVIDENCE.

Supervision is the systematic effort to stimulate and encourage the growth of teachers so that they may make their maximum contribution to the growth of students. Supervisory activities include all aspects of

motivating, facilitating, and improving the instructional program. Effective supervision is predicated on cooperative planning by administrative and supervisory personnel, teachers, and students. It utilizes such in-service techniques as faculty meetings, directed observations, inter-visitations, school self-studies, innovative practices, extension study, and formal study.

A continuous program of professional growth activities shall be developed and implemented in accordance with the philosophy and objectives of the school. The principal and faculty shall be responsible for identifying the needs and problems of the school and for working towards solving the problems.

STANDARD G

ELECTIVE COURSES BEYOND THOSE REQUIRED FOR GRADUATION SHALL BE DEVELOPED AND APPROVED BY LOCAL SCHOOL AUTHORITIES ON THE BASIS OF NEEDS OF STUDENTS. EXPERIMENTAL AND INNOVATIVE PROGRAMS, WHEN PROPERLY CONCEIVED AND IMPLEMENTED, ARE ENCOURAGED. EXPERIMENTAL AND INNOVATIVE PROGRAMS WHICH ARE IN CONFLICT WITH ACCREDITATION STANDARDS SHALL BE SUBMITTED TO THE DEPARTMENT OF EDUCATION FOR APPROVAL.

Elective Courses

It shall be the responsibility of the division superintendent and school board to approve new elective courses beyond those designated subjects required for graduation. Elective courses, designed and implemented locally, should offer a varied program to meet individual student needs.

In keeping with this philosophy, the following guidelines are offered for determining the desirability of and need for new elective courses:

1. Be certain that a balanced basic program is available to all students.
2. Avoid fragmentation of courses.
3. Work with students, parents, teachers, and guidance counselors to determine the need for and desirability of instituting a new course.
4. Identify qualified and endorsed instructors for the proposed course(s).
5. Designate the grade level(s) where the course will be offered.
6. Establish criteria and procedures for selecting students for the new course(s).
7. Establish methods and procedures for evaluating the new course(s).
8. Code numbers for reporting purposes will be assigned through the Division of Research, Evaluation and Testing upon request to the supervisor of secondary school accreditation.

Experimental and Innovative Programs which are in Conflict with Standards

Schools planning to initiate experimental and innovative programs that are in conflict with one or more of these accrediting standards shall

submit written requests for approval via the division superintendent to the director of the Division of Research, Evaluation & Testing prior to the scheduled commencement date for such program. All requests shall contain the following information:

1. The purpose of the proposed program;
2. The objectives of the proposed program;
3. An explanation of accrediting standards that conflict with the proposed program;
4. An outline or syllabus of the proposed program;
5. A statement explaining methods to be employed to evaluate the proposed program;
6. A statement indicating that the proposed program has been approved by the local school board.

STANDARD H

THE SECONDARY SCHOOL SCHEDULE SHALL BE CONSTRUCTED TO PROVIDE ADEQUATELY FOR THE NEEDS AND INTERESTS OF THE STUDENTS.

A schedule shall be considered a device to implement the instructional program. It shall be designed in a manner to permit changes in student and teacher placements as needs indicate. The schedule shall be made available to all teachers, nonteaching staff members, and students as a means of facilitating orientation, station assignments, and movement of students and teachers. Effective scheduling depends on early planning and individual and group counseling. The schedule should be developed as a cooperative project involving the principal, guidance personnel, teachers, students, and parents.

Class Schedule

The class schedule shall be developed to reflect the required 150 clock hours of instruction for a unit of credit in a subject. Considerable flexibility is permitted in scheduling classes to make the instructional program most effective. Time required for a unit of credit may include time necessary for change of classes, provided the time does not exceed 15 hours per year.

The time for opening and closing schools shall be prescribed by the school board, upon recommendation of the division superintendent, provided, however, that no school shall schedule less than five nor more than six and one-half hours each school day for all pupils, exclusive of the midday intermission but including the necessary time for appropriate opening exercises. At the discretion of the local school authorities, and with the approval of the Superintendent of Public Instruction, the length of the school day may be modified for justifiable reasons.

A longer day may be necessary where bus schedules require students to arrive at school early or leave late. Provisions should be made for enriching the offering for these students by making them available, before and after school, additional activities and guidance services.

Length of Term

The school board of each county, city, or town shall maintain schools for 180 days in each school year.

A school calendar should be adopted by the local school board. The minimum specification of 180 days is exclusive of all holidays and professional meetings.

STANDARD I

THE SUMMER SCHOOL PROGRAM SHALL BE EQUAL IN QUALITY TO THAT OFFERED DURING THE REGULAR SCHOOL TERM.

The following procedures apply in planning for the operation of a summer school:

1. Each school division planning to offer approved summer school work in any secondary school shall advise the Department of Education prior to the opening of the summer school session.
2. Each secondary school holding a summer session shall submit, immediately following such summer session, a report on forms furnished by the Department of Education.

The following regulations shall be the basis for approved summer school work in the secondary schools:

1. The summer school shall be administered by the local school authorities and shall be supervised by the principal of the secondary school sponsoring the summer work or by a staff member who is considered qualified by the principal and superintendent.
2. The minimum qualifications of the staff in a summer school shall be the same in all respects as those required for the regular session; other pertinent requirements of the Board of Education for an accredited secondary school also shall be met.
3. Summer sessions shall operate for 150 clock hours for a minimum of 30 days (if students desiring one full unit of credit for new work are to be enrolled).
4. A librarian and the library facilities available during the regular session shall be available for the summer school session; all instructional facilities provided during the regular school session (including laboratories) shall be available for summer school courses on the same basis as during the regular session.
5. Students repeating courses and who are taught for less than 150 clock hours shall be responsible for demonstrating their familiarity with and competency in the same subject matter and/or skills as those students who are enrolled for 150 clock hours.
6. Courses which students are studying for the first time shall be structured to require completion of a minimum of 150 clock hours of classroom instruction per unit of credit or 75 clock hours of classroom instruction for one-half unit of credit. One unit of new credit per summer session shall be the maximum for which a student may

enroll, except that high school seniors who lack two units in meeting graduation requirements may be allowed to enroll in two subjects with approval of the principal and superintendent.

7. Credit for repeated work ordinarily will be granted on the same basis as that for new work. In justifiable instances, and at the discretion of the division superintendent and principal, however, certain students may be allowed to enroll in two repeat subjects to be completed in less time than is usually required for a unit of credit. In no instance shall the time scheduled for such a repeat course be less than 75 clock hours of instruction per unit of credit.
8. Students desiring to do summer school work in an accredited secondary school other than that in which they are regularly enrolled shall obtain prior approval from their principal for any courses that are to be transferred to apply toward graduation requirements.

STANDARD J

THE ADMINISTRATIVE, SUPERVISORY, AND TEACHING STAFF SHALL BE QUALIFIED BY PROPER CERTIFICATION, ENDORSEMENT, AND EXPERIENCE.

Principals

Each secondary school shall be under the direction of a principal who may not teach more than five hours per week. Each secondary principal shall hold a Postgraduate Professional Certificate with an endorsement for the assigned position.

The principal shall be employed on a 12-months basis and shall be responsible for the instructional leadership of the school. Schools with unusually small enrollments may request approval to employ a principal for a term other than on a 12-months basis. An exception may be granted if proper justification is submitted in writing to the director of the Division of Research, Evaluation and Testing of the Department of Education.

Forty percent of the combined time of the principal and assistant principal(s) shall be devoted to supervising instruction.

Assistant Principals

A secondary school with an enrollment of 600 students or more shall have an assistant principal and shall add an assistant for each additional 600 students. Assistant principals for combined schools shall be provided by the same ratio. The educational requirements for assistant principals shall be the same as those for the principals.

Teachers

All members of the instructional staff shall be properly certified and shall be assigned only those subjects that they are endorsed to teach. (See the *Certification Regulations for Teachers and Qualifications for Administrative, Supervisory, and Related Instructional Positions* for specific endorsement requirements.)

Library Staff

A secondary school with fewer than 300 students enrolled shall provide at least one professionally qualified librarian on a half-time basis. Combined schools with a total enrollment of 300 or more elementary and secondary school students shall have a full-time professionally qualified librarian. A secondary school with an enrollment of 300 or more students shall provide a full-time professionally qualified librarian. A school enrolling as many as 750 students must provide full-time clerical assistance in addition to professionally qualified personnel. Secondary schools enrolling 1,000 or more students shall provide one librarian and one other professionally qualified person such as a librarian, audiovisual specialist or a materials specialist. **ADDITIONAL STAFF SHOULD BE PROVIDED AS NEEDED.**

The audiovisual or materials specialist shall be certified and have at least 12 semester hours in library science.

The professional staff of library media centers shall have competencies in both audiovisual and print as well as knowledge in the fields of learning theory, communications, and curriculum development.

The librarians shall be properly certified and be endorsed for library science.

Guidance Staff

Guidance counselors who are qualified and professionally trained shall be employed for secondary schools. Services of the school staff, home, and community agencies shall be utilized in the guidance program. At least one member of the guidance staff shall be employed for a minimum of 11 months per year in schools with 300 or more students.

A guidance counselor who is included in the student-counselor ratio shall meet the qualifications for guidance counselors established by the Board of Education.

The basic provision for guidance services shall be one period of guidance for every 70 students. **A PERIOD OF GUIDANCE IS TO BE PROVIDED WHEN MORE THAN ONE-HALF OF THE GROUP OF 70 STUDENTS IS ENROLLED.**

STANDARD K

IN DETERMINING THE TEACHING LOAD OF EACH STAFF MEMBER, CONSIDERATION SHALL BE GIVEN TO THE TOTAL INSTRUCTIONAL AND NON-INSTRUCTIONAL RESPONSIBILITIES TO WHICH THE TEACHER IS ASSIGNED.

Individual class sizes may vary widely when different teaching methods (team teaching, modular scheduling, educational television, etc.,) are employed. All classes should be structured so that they contribute to the most effective learning possible, regardless of the scheduling procedures employed.

The following requirements shall be considered when developing staff assignments:

1. The student-teacher ratio shall not exceed 25 to one. An assignment of five periods daily shall constitute one full-time instructional per-

son. Part-time teachers shall be equated as part of a five-period teaching assignment. School divisions planning to utilize auxiliary instructional personnel such as, paraprofessionals, aides, etc., may request approval from the Department of Education to adjust the student-teacher ratio. A maximum of 10 percent of the instructional staff may be considered for adjustment of the student-teacher ratio, provided their responsibilities as instructional aides are delineated and approved by the division superintendent. For purposes of computing the student-teacher ratio, two instructional aides may be counted as one professional instructional staff member. Administrative personnel, guidance counselors, and librarians may not be counted in determining the student-teacher ratio.

2. No classroom teacher shall teach more than 750 student periods per week, except for the following areas of instruction: health and physical education teachers may teach 1,000 student periods per week. Schools utilizing large group instruction shall not schedule classroom teachers, with the exception of music and health and physical education teachers, for more than an average of 750 student periods per week over the span of one school year.
- *3. No teacher shall teach more than 25 regular class periods per week, except teachers of day trades courses. Day trades are identified as multiple-period courses.
4. One class period each day, unencumbered by supervisory or teaching duties, should be provided for every full-time instructional person for instructional planning.
5. The student-teacher ratio for special education instructional personnel shall not exceed the maximum established by the Board of Education.

STANDARD L

THE SUPPORTING SERVICES STAFF SHALL BE ADEQUATE TO PROVIDE FOR AN INSTRUCTIONAL PROGRAM TO MEET THE NEEDS OF THE STUDENT POPULATION.

Special Services Staff

Nurses, speech and hearing therapists, psychologists, and other staff specialists have important roles in the school program. An adequate staff of special service personnel should be employed to care for the needs of students.

Clerical Staff

At least one full-time person to provide secretarial and clerical assistance shall be employed for a secondary school or combined school with an enrollment of 200 or less. The equivalent of one full-time additional clerical and/or secretarial person shall be provided for each additional 600 students.

*Teachers who teach very small classes may, with the concurrence of the principal, teach an additional class period provided the teaching load of the teacher per day does not exceed seventy-five (75) pupils.

Qualifications for secretarial and clerical personnel should include, as a minimum, high school graduation and special preparation and experience in office practice and procedures and/or in areas of work to which they will be assigned.

Custodial Staff

Each secondary school shall employ at least one full-time custodian. Additional full and/or part-time custodial personnel shall be provided to help keep the school plant and school grounds safe, clean, and attractive. Custodial services shall be available at all times during the normal school day.

Adequate storage space for custodial supplies and proper facilities for janitorial services shall be provided.

Cafeteria Staff

Employees in school cafeterias shall be responsible to the principal and/or any other central office staff members so designated in the organizational structure of the school division.

In the absence of a central office organization for the lunch program, the operation of the cafeteria shall be under the supervision of the principal or a designated assistant.

Nothing in these regulations or suggested forms shall be construed as superseding or modifying the federal-state plan for operation of cafeterias under the National School Lunch Act.

STANDARD M

EACH SECONDARY SCHOOL SHALL KEEP AN ACCURATE RECORD OF ALL RECEIPTS AND DISBURSEMENTS SO THAT A CLEAR AND CONCISE STATEMENT OF THE CONDITION OF EACH FUND MAY BE DETERMINED AT ALL TIMES.

All funds derived from extracurricular school activities, such as entertainment, athletic contests, cafeterias, club dues; and from all activities involving personnel, students, or property hereby are classified as school activity funds (internal accounts). The local school boards shall be responsible for the administration of these regulations in the schools under their control and may determine which specific funds in any school may be excluded from those subject to these regulations. (Funds defined by law as public funds are not subject to these regulations and are to be handled as provided by law.)

It shall be the duty of each principal to make certain that records of these funds are maintained in accordance with these regulations and with rules promulgated by the local school board. The principal, or person designated shall perform the duties of school finance officer or central treasurer. The school finance officer shall be bonded, and the local school board shall prescribe rules governing such bonds for employees who are responsible for these funds.

The use of forms prescribed by the Board of Education is not mandatory; however, the basic information required by the uniform system of accounting for school activity funds must be included in any

plan that might be adopted by a local school board as a substitute for the system designed by the Board of Education.

School activity funds (internal accounts) must be audited at least once a year by a professional accountant approved by the local school board, and a copy of the audit report filed in the office of the division superintendent. Monthly reports of such funds shall be prepared and filed in the principal's office. Annual reports shall be filed in the office of the principal and division superintendent.

Local school boards are urged to adopt rules and regulations to supplement those adopted by the Board of Education. Local regulations would include such items as:

1. General rules for the conduct of organized student groups within the school;
2. Policy governing fund-raising activities, purposes, etc.;
3. Budget planning for each activity fund under faculty supervision;
4. Forms of insurance coverage, fidelity, liability, theft. (If motor vehicles are owned by any student body, insurance coverage, including public liability, should be required.)

STANDARD N

THE SECONDARY SCHOOL SITE SHALL BE ATTRACTIVE, ACCESSIBLE, LANDSCAPED, AND SHALL INCLUDE AMPLE AREA TO ACCOMMODATE THE PRESENT NEEDS AND THE ANTICIPATED EXPANSION OF FACILITIES FOR A REASONABLE NUMBER OF YEARS.

Driveways and roadways shall not encircle the school, nor serve as pedestrian walkways. Public driveways shall not cross student traffic lanes, if it is practical to provide otherwise. Driveways and adjacent improvements shall be arranged to provide a safe driving view of the site and approaches.

The site shall be as far removed as possible from distracting sights and sounds and other undesirable influences.

STANDARD O

***SCHOOL BUILDINGS**

THE SECONDARY SCHOOL BUILDING SHALL BE LOCATED, CONSTRUCTED, AND EQUIPPED TO ACCOMMODATE THE EDUCATIONAL PROGRAM WHICH WILL MEET THE NEEDS OF THE STUDENTS AND SAFEGUARD THE HEALTH AND SAFETY OF THE STUDENTS.

All secondary school plant administrative, guidance, library-media center, and instructional facilities—academic, practical arts, fine arts, vocational education, health and physical education, and special education—shall be constructed and maintained in accordance with the minimum requirements and standards set forth in *The Code of Virginia*, and of the Board of Education.

*These standards apply to buildings and facilities completed after September, 1970. However, they should be utilized as a guide to assess the adequacy of buildings constructed prior to September, 1970.

Part IV—APPENDICES

APPENDIX A

*STANDARDS FOR ACCREDITING SCHOOLS FOR EARLY ADOLESCENT EDUCATION

The program of studies for these schools should be based on careful analyses of early adolescent needs and determination of how these needs can be met most effectively. The staff should be carefully selected to provide persons particularly suited to work with early adolescent students.

Organization

The school for early adolescents may be organized with grades 6, 7, and 8; 7 and 8; 8 and 9; or 7, 8, and 9. Schools encompassing any combination of elementary and secondary grades such as K-12, or 1-12, that are not organized as schools within a school, are considered combined schools. In such schools, standards for accreditation of elementary schools shall be applied to the elementary grades and standards for accreditation of secondary schools applied to the secondary grades. An elementary school in which the eighth grade is the highest grade, such as K-8 or 1-8, may apply for accreditation under elementary standards. The accrediting standards for schools organized as schools for early adolescents shall be the same as those for secondary schools, except as herein noted.

Curriculum

In grades below the eighth grade in a school for early adolescent education, instruction shall be provided in each of the following areas:

Language Arts—listening, speaking, reading, writing, and spelling.

Mathematics—sets, numbers, numeration, operations, geometry, measurement, and problem solving.

Social Studies—history, geography, economics, government, and citizenship.

Science

Health and Physical Education—physiology, hygiene, and health education.

Fine Arts—music and art.

Vocational Orientation—exploratory experiences in home economics, industrial arts, etc.

Instruction in the preceding subject areas should provide a balanced program of continuous learning experiences for students of varying

*For the purpose of this bulletin, schools specifically organized to provide specialized programs for the early-adolescent years (commonly referred to as junior high schools, intermediate schools, and middle schools) are referred to as schools for early adolescent education.

abilities. Articulation of subject matter within the grade organizational pattern in the school for early adolescent education and with that offered at feeder schools is essential to the success of these programs.

Each year the eighth grade shall provide a minimum of seven offerings which shall include instruction in four academic areas (English, mathematics, science, and electives) and health and physical education, fine arts, and vocational and/or practical arts. Each student in the eighth grade shall receive instruction in English, mathematics, science, and health and physical education. Instruction may be available on an elective or exploratory basis in fine arts and vocational and/or practical arts.

Foreign languages and social studies should be made available in grade eight to all students with special needs and interests in these subject areas.

Reading, both developmental and remedial, should be available to all students.

Instruction in the eighth grade shall be organized, developed, and implemented in such a way that effective articulation can take place with sequential programs in the seventh and ninth grades.

The offering for the ninth grade shall be essentially the same as for the ninth grade in any other grade organization. A plan for articulation between the school for early adolescent education and the receiving high school should be developed and implemented cooperatively.

Staff

The qualification of the principal and assistant principal shall be the same as for other secondary schools. When the school has more than one assistant principal, one of the assistants may be endorsed in the elementary principalship.

A teacher in a school for early adolescents may teach any subject within the grade organization for which he or she has a specific endorsement. A teacher with an elementary endorsement covering upper elementary grades may teach any subject below the eighth grade.

Teachers in schools with programs designed to meet the needs of early adolescents by reducing the length of class periods and scheduling seven periods per day may be assigned to teach 30 class periods per week, provided they teach no more than 750 student periods per week and all teachers assigned more than 25 class periods per week have one period per day unencumbered of all teaching and/or supervisory duties. The unencumbered period shall be used for instructional planning.

APPENDIX B

LOCAL SCHOOL AUTHORITIES ARE RESPONSIBLE FOR EVALUATING AND AWARDED CREDIT FOR EDUCATIONAL ACHIEVEMENT, OTHER THAN THAT EARNED IN THE REGULAR SCHOOL PROGRAM.

Adult and Evening Schools

Secondary school programs for adults which are not part of the regular day school program shall meet the following minimum requirements:

1. *Age:* A student shall be at least 19 years of age. Under circumstances which local school authorities consider justifiable, the age limit may be lowered. Only in exceptional circumstances should local authorities permit a regularly enrolled day student to earn credits toward high school graduation in adult classes. (In such cases, 150 hours of classroom instruction or an alternative method for granting credit which meets the requirement set forth under Standard C shall be required for one unit of credit.)
2. *Credit:* (a) Satisfactory completion of 108 hours of classroom instruction in a subject shall constitute sufficient evidence for one unit of credit. Where accelerated or other innovative instructional methods are employed, credit may be given in less time when required achievement is evident.

(b) When, in the judgment of the principal and/or the superintendent, an adult not regularly enrolled in the day school program is able to prove, by examination or other objective evidence, satisfactory completion of the work, he or she may receive credit in less than the time usually required. When credit is to be granted for a subject in which the work is completed in less than the time usually required, it is the responsibility of the school issuing the credit to document the amount of time spent on each course, the types of examinations employed, the testing procedures, and the extent of progress in each case.

(c) Sixteen units of high school credit are required for a diploma. These units must include ninth-, tenth-, eleventh-, and twelfth-grade English, Virginia and U. S. History, Virginia and U. S. Government, World History and/or World Geography, ninth-grade Science and Mathematics, plus electives above the eighth grade.

(d) No student may be issued a diploma by earning credits in adult or evening classes prior to the time that he or she would have graduated from a secondary school had he or she remained in school and made normal progress.

(e) Credits actually earned in adult secondary school programs approved by the Department of Education shall be transferable within the sponsoring school division. Credit transferred through an accredited secondary school in the sponsoring school division shall be transferable to public secondary schools outside of the sponsoring school division.

3. *Minimum Qualifications of Teachers:* The minimum qualifications of teachers in the adult and evening school shall be the same in all respects as those required for the regular day school.
4. *Library Facilities:* The library facilities available for the regular day school shall be available for the adult and evening school.
5. *Science Laboratory Facilities:* If science is offered, the laboratory facilities also shall be available.
6. *Administration and Supervision:* The adult and evening school shall be under supervision of the secondary school principal, assistant principal, or a qualified staff member approved by the division superintendent.
7. *Guidance Services:* The adult and evening school should have appropriate guidance services available.

Credit for Educational Experiences in the Armed Forces

An individual who has earned eight units (exclusive of Health and Physical Education) in a secondary school program may be awarded secondary school credit for the satisfactory completion of acceptable courses taken from any of the following sources:

- a. United States Armed Forces Institute
- b. United States Armed Forces Institute (USAFI) Subject Examination
- c. High school courses offered through USAFI by cooperating colleges
- d. Marine Corps Institute courses
- e. Coast Guard Institute courses
- f. Service school training

Credit recommendation for educational experiences in the armed forces may be obtained by writing to the Commission on Accreditation of Service Experiences, American Council on Education, One Dupont Circle, Washington, D. C., 20036.

APPENDIX C

NONPUBLIC SECONDARY SCHOOLS SEEKING ACCREDITATION FROM THE BOARD OF EDUCATION SHALL MEET THE STANDARDS AS OUTLINED IN THIS BULLETIN.

Since the standards are designed primarily to provide a minimum basis for quality education in comprehensive secondary schools, some nonpublic schools may find their programs at variance with certain standards. Schools whose philosophies and purposes differ from those of a comprehensive high school may be allowed to deviate from certain requirements provided in these standards when evidence is submitted with the Preliminary Annual Secondary School Accreditation Report to clearly indicate that the departures from the accreditation standards are in keeping with sound educational practices and the philosophy under which the schools operate.

Certain nonpublic schools may be allowed to deviate from the standards for accrediting secondary schools in the areas of health and physical education, fine and practical arts offering, graduation requirements, guidance, length of school term, and auditing of school activity funds. Such schools will be expected to meet these requirements in the following manner:

1. Nonpublic secondary schools may offer two additional units in academic and/or fine arts subjects in lieu of two of the required unit offerings in practical arts and vocational subjects.
2. Nonpublic secondary schools which are recognized by the Department of Education as primarily college preparatory oriented are not required to meet the requirements with respect to the scope of offering for practical arts and/or vocational subjects. The criteria for justifying a request for recognition as primarily college preparatory include: (1) a philosophy which explicitly states the school's purpose as primarily college preparatory; (2) admissions policies which insure that only those students are admitted who are capable of college preparatory work and who aspire to enter college; (3) a minimum of 90 percent of each year's graduating class accepted for enrollment in two- or four-year colleges. Schools recognized as primarily college preparatory shall offer three years of Health and Physical Education or a program recognized as the equivalent by the Department of Education. A program designed in lieu of, rather than the equivalent of, a Health and Physical Education program will not be acceptable.
3. Nonpublic secondary schools which limit admission to boys or girls only and which are not recognized as primarily college preparatory schools shall offer each year a minimum of eight units in practical arts and vocational subjects.
4. Instruction in the fine arts shall be available in nonpublic secondary schools each year. When such instruction is not designed for a credit

course, it need not be taught by a certified teacher but should be under the direction of qualified personnel.

5. Nonpublic secondary schools with special purposes, such as military schools and church-related schools, may require additional units of credit for graduation above the eighteen required by Standard C, provided that these additional units are directly related to the special nature of the institution concerned. Nonpublic secondary schools recognized by the Department of Education as primarily college preparatory may require additional prescribed academic units for graduation above the 18-unit requirement, provided that such requirement is fully explained in writing to all students and their parents or guardians before students are admitted.
6. Guidance services shall be available to all students in nonpublic secondary schools.

APPENDIX D

BOARD REGULATIONS FOR ISSUING GENERAL EDUCATIONAL DEVELOPMENT (GED) CERTIFICATES

GED Certificates may be issued or the battery of tests may be given to individuals provided they are no longer in regular school and meet the following criteria:

1. *Minimum Age:*
 - a. *Issuance of Certificate*

An applicant must be at least 19 years of age. Under special circumstances which are considered by local school authorities to be justifiable, the age limit may be lowered. Notwithstanding the foregoing requirement, applicants below 19 years of age shall provide one of the following:

 - (1) A letter from an official of the regular day school last attended stating that he or she has been withdrawn from school for a period of one year; or
 - (2) A letter from an official of the regular day school last attended stating that the applicant has been withdrawn from the school for a period of six months; *and*, a letter from a director of a high school review program stating the applicant has successfully completed the program; or
 - (3) A letter from an employer, a recruiting officer of the armed forces, or an admissions officer of an institution of higher learning or post-secondary training institution stating the applicant meets all requirements for employment or admissions with exception of a General Educational Development Certificate; *and*, a letter from an official of the regular day school last attended recommending the applicant be tested.
2. *High School Credit*

Not required.
3. *Residence*

That an individual be a physical resident of the State of Virginia for a minimum of 30 days immediately prior to making application to take the test.
4. *Minimum Test Scores*

A standard score of 35 on each of the five tests *and* an average standard score of 45 on all five tests.
5. *Credit for Out-of-State Test Scores*

Test scores may be accepted for an approved GED battery of tests administered by an approved GED Center outside of Virginia provided the requirements for the issuance of a certificate established by the State of Virginia have been fulfilled.
6. *Retesting*

An applicant who fails to achieve a passing score on one or more of the tests may be retested provided there is satisfactory evidence of additional study in the subject areas to be retested.

As required by federal laws and regulations the Virginia Department of Education does not discriminate on the basis of sex, race, color, religion, handicapping conditions, or national origin in employment or in its educational programs and activities.