

1 Chapter 132

2 Virginia Standards of Accreditation

3 Part I

4 Definitions and Purpose

5 **8VAC20-132-10. Definitions.**

6 When used in this chapter, the following words and terms shall have the following meanings,
7 unless the context clearly indicates otherwise:

8 "Accreditation" means a process used by the Virginia Department of Education to evaluate
9 public schools' compliance with the accountability system, based on student outcome and
10 growth measures, the philosophy, goals, and objectives of public education in Virginia, and
11 standards for student achievement, instructional programs, school and instructional leadership,
12 school facilities and safety, and school and community communications in accordance with this
13 chapter.

14 "Accountability" means the system within the accreditation process used by the Virginia
15 Department of Education to differentiate the performance of public schools and identify schools
16 for improvement, based on student achievement, growth, and other school quality indicators in
17 accordance with this chapter.

18 "Additional test" means a test, including substitute tests approved by the board, that
19 students may use in lieu of a Standards of Learning test to obtain verified credit.

20 "Authentic performance assessment" means a test that complies with guidelines adopted by
21 the board that requires students to perform a task or create a product that is typically scored
22 using a rubric. An authentic performance assessment may be used to confer verified credit in
23 accordance with the provisions of 8VAC20-132-110 B 4.

24 "Board" means the Board of Education or the State Board of Education. The board is
25 responsible for the general supervision of the public school system in Virginia as prescribed in
26 Section 4 of Article VIII of the Constitution of Virginia and § 22.1-8 of the Code of Virginia.

27 "Class period" means a segment of time during the instructional day that is allocated to
28 lessons, courses, testing and assessments, or other instructional activities and excludes
29 homeroom.

30 "Credit accommodations" means adjustments to meet the standard and verified credit
31 requirements for earning a Standard Diploma for students with disabilities.

32 "Department" means the Virginia Department of Education.

33 "Elementary school" means a public school with any grades kindergarten through grade 5.

34 "EL" means English learner, as prescribed in the Elementary and Secondary Education Act
35 (Pub. L. No. 89-10, as amended), an individual:

36 1. Who is aged three through 21 years;

37 2. Who is enrolled or preparing to enroll in an elementary school or secondary school;

38 3. a. Who was not born in the United States or whose native language is a language
39 other than English;

40 b. (1) Who is a Native American or Alaska native, or a native resident of the outlying
41 areas; and

42 (2) Who comes from an environment where a language other than English has had a
43 significant impact on the individual's level of English language proficiency; or

44 c. Who is migratory, whose native language is a language other than English, and
45 who comes from an environment where a language other than English is dominant;
46 and

47 4. Whose difficulties in speaking, reading, writing, or understanding the English language
48 may be sufficient to deny the individual the:

49 a. Ability to meet the challenging state academic standards;

50 b. Ability to successfully achieve in classrooms where the language of instruction is
51 English; or

52 c. Opportunity to participate fully in society.

53 "Enrollment" means the act of complying with state and local requirements relative to the
54 registration or admission of a child for attendance in a school within a local school division. This
55 term also means registration for courses within the student's home school or within related
56 schools or programs.

57 "First time" means the student has not been enrolled in the school at any time during the
58 current school year (for purposes of 8VAC20-132-60 with reference to students who transfer in
59 during the school year).

60 "Four core academic areas" means English, mathematics, science, and history and social
61 science for purposes of testing for the Standards of Learning.

62 "Graduate" means a student who has earned a board recognized diploma, which includes
63 the Advanced Studies Diploma, the Standard Diploma, and the Applied Studies Diploma.

64 "Growth" or "student growth" means student progress toward achievement of the knowledge
65 and skills required by the summative statewide end-of-year tests as demonstrated through a
66 valid and reliable measure.

67 "High school" means a secondary school with, at least, grade 12 and that grants a board
68 recognized diploma.

69 "Homebound instruction" means academic instruction provided to students who are confined
70 at home or in a health care facility for periods of time that prevent normal school attendance,
71 based upon certification of need by a licensed physician or a licensed clinical psychologist.

72 "Instructional day" means all the time in a standard school day, from the beginning of the
73 first scheduled class period to the end of the last scheduled class period, including passing time
74 for class changes and excluding breaks for meals.

75 "Instructional hours" means the hours in a standard school day, from the beginning of the
76 first scheduled class period to the end of the last scheduled class period, including passing time
77 for class changes and excluding breaks for meals.

78 "Locally awarded verified credit" means a verified unit of credit awarded by a local school
79 board in accordance with 8VAC20-132-110 B 3.

80 "Middle school" means a public school with any grades six through eight.

81 "Planning period" means a segment of time in middle and secondary schools during the
82 instructional day that is unencumbered of any teaching or supervisory duties, is not less than 45
83 minutes or the equivalent of a class period, whichever is greater, and that includes passing time
84 for class changes.

85 "Planning time" means a segment of time for elementary teachers that provides at least an
86 average of 30 minutes per day for planning during the student's school week as provided in §
87 22.1-291.1 of the Code of Virginia.

88 "Recess" means a segment of unstructured recreational time exclusive of time provided for
89 meals during the standard school day.

90 "Reporting group" means a group of students who are identified as having common
91 characteristics including students identified as belonging to major racial and ethnic groups,
92 economically disadvantaged students, students with disabilities, and English learners.

93 "School" means a publicly funded institution where students are enrolled for all or a majority
94 of the instructional day and those students are reported in fall membership at the institution.

95 "Secondary school" means a public school with any grades nine through 12.

96 "Standard school day" means a calendar day, including passing time for class changes and
97 excluding breaks for meals, that averages a minimum of five and one-half instructional hours for
98 students in grades one through 12 and a minimum of three instructional hours for students in
99 kindergarten. Recess may be included in the calculation of required instructional hours for
100 elementary school, provided that recess does not exceed 15% of the required instructional
101 hours.

102 "Standard school year" means a school year of at least 180 teaching days or a total of at
103 least 990 instructional hours per year, as specified in § 22.1-98 of the Code of Virginia.

104 "Standard unit of credit" or "standard credit" means credit awarded for a course in which the
105 student successfully completes 140 clock hours of instruction and the requirements of the
106 course. Local school boards may develop alternatives to the requirement for 140 clock hours of
107 instruction as provided for in 8VAC20-132-110 and in accordance with board guidelines.

108 "Standards of Learning tests" or "SOL tests" means those criteria referenced, statewide,
109 summative assessments approved by the board for use in the Virginia Assessment Program
110 that measure mastery of knowledge and skills required by the Standards of Learning.

111 "Standards of Quality" means the Standards of Quality prescribed in Chapter 13.2 (§ 22.1-
112 253.13:1 et seq.) of Title 22.1 of the Code of Virginia.

113 "Student" means a person of school age as defined by § 22.1-1 of the Code of Virginia, a
114 child with disabilities as defined in § 22.1-213 of the Code of Virginia, and a person for whom
115 English is a second language in accordance with § 22.1-5 of the Code of Virginia.

116 "Verified credit" or "verified unit of credit" means credit awarded for a course in which a
117 student earns a standard unit of credit and (i) achieves a passing score on a corresponding end-
118 of-course SOL test; (ii) achieves a passing score on an additional test as defined in this section
119 as part of the Virginia Assessment Program; (iii) meets the criteria for the receipt of a locally
120 awarded verified credit conferred in accordance with board criteria and guidelines as provided in
121 8VAC20-132-110 B 3 when the student has not passed a corresponding SOL test in English,
122 mathematics, laboratory science, or history and social science; or (iv) meets the criteria for the
123 receipt of a verified credit for English (writing) by demonstrating mastery of the content of the
124 associated course on an authentic performance assessment, as provided in 8VAC20-132-110 B
125 4.

126 "Virginia Assessment Program" means a system used to evaluate student achievement that
127 includes SOL tests and additional tests that may be approved from time to time by the board.

128 **8VAC20-132-20. Purpose.**

129 The foremost purpose of public education in Virginia is to provide children with a high-quality
130 education, giving them opportunities to meet their fullest potential in life. The standards for the
131 accreditation of public schools in Virginia are designed to ensure that an effective educational
132 program is established and maintained in Virginia's public schools. The mission of the public
133 education system is to educate students in the essential knowledge and skills in order that they
134 may be equipped for citizenship, work, and an informed and successful life.

135 The Standards of Accreditation provide the foundation for the provision of a high-quality
136 public education, including a system of accountability and continuous improvement. They are
137 intended to:

- 138 1. Provide an essential foundation of high-quality educational programs in all schools for
139 all students.
- 140 2. Encourage and promote school quality and acknowledge achievement and continuous
141 improvements by schools and school divisions in multiple areas.
- 142 3. Foster public confidence that graduating students have mastered multiple areas of
143 learning to include academic subjects, workplace skills, career exploration and planning,
144 and civic and community responsibility.
- 145 4. Assure recognition of Virginia's public schools by other institutions of learning.
- 146 5. Establish the means of determining the effectiveness of schools as prescribed in the
147 Standards of Quality at § 22.1-253.13:3 of the Code of Virginia, including student
148 learning and progress and student outcomes for multiple areas affecting school quality.

149 Section 22.1-253.13:3 A of the Code of Virginia requires the board to promulgate regulations
150 establishing standards for accreditation, which shall include student outcome and growth
151 measures, requirements and guidelines for instructional programs and for the integration of
152 educational technology into such instructional programs, administrative and instructional staffing
153 levels and positions, including staff positions for supporting educational technology, student
154 services, auxiliary education programs such as library and media services, course and credit
155 requirements for graduation from high school, community relations, and the philosophy, goals,
156 and objectives of public education in Virginia.

157 The statutory authority for this chapter is delineated in § 22.1-19 of the Code of Virginia,
158 which includes the requirement that the board shall provide for the accreditation of public
159 elementary, middle, and secondary schools in accordance with regulations prescribed by it.

160 This chapter governs public schools operated by local school boards providing instruction to
161 students as defined in 8VAC20-132-10. Other schools licensed under other state statutes are
162 exempt from these requirements.

163 Part II

164 Philosophy, Goals, and Objectives

165 **8VAC20-132-30. Philosophy, goals, and objectives.**

166 A. Achieving school quality and continuous improvement are accomplishments dependent
167 upon multiple factors, including instruction, leadership, learning environment, professional staff
168 development, student supports, parent and community engagement, and continual evaluation of
169 outcomes. Goals and objectives to be achieved through these and other areas include student
170 opportunities for learning, closure of achievement gaps, reduction of the dropout rate, increased
171 graduation rates, and student mastery beyond minimum requirements.

172 Preparation of all students should result in graduates who have explored and understand
173 what opportunities exist for them after high school and have the knowledge and abilities
174 necessary for the next phase of their lives as adults. Students should attain essential knowledge
175 and skills in order that they may be equipped to be responsible citizens, understand and meet
176 expectations for work, gain and apply knowledge, and plan and achieve personal life goals. In
177 addition to academic and technical knowledge, their education should encompass mastery of
178 creative and critical thinking, analysis and problem solving, and the development of personal
179 attributes such as communication and collaboration skills, dependability, and persistence.

180 The philosophy, goals, and objectives of individual schools should reflect and encompass
181 the means by which the Standards of Learning and Standards of Accreditation are to be
182 achieved.

183 The board's objective is to provide an educational foundation that ensures students are
184 ready to be successful in a global economy, which includes changing and growing technology.

185 Families, students, employers, representatives from institutions of higher education, and
186 educators have all expressed concerns about adequate preparation of Virginia's students for the
187 future. In addition to appropriate content knowledge, stakeholders have asked that graduates be
188 prepared with skills and attributes such as critical thinking, creative thinking, communication,
189 collaboration, and citizenship in order to be prepared to be successful in life and competitive in
190 the work world. In response, the board is redesigning the public school experience for Virginia's
191 students so that they are adequately prepared for the future challenges they face.

192 In Virginia, as a student progresses through elementary, middle, and secondary school, the
193 college-ready, career-ready, and citizenship-ready student is expected to achieve and apply
194 appropriate academic and technical knowledge; attain and demonstrate age-appropriate
195 productive workplace skills, qualities, and behavior; align knowledge, skills, and personal
196 interests with career and civic opportunities; and attain and demonstrate knowledge and skills
197 necessary for productive citizenship and participation in communities and governments.

198 B. Each school shall have current philosophy, goals, and objectives that shall serve as the
199 basis for all policies and practices and shall be developed using the following criteria:

200 1. The philosophy, goals, and objectives shall be developed with the advice of
201 professional and lay people who represent the various populations served by the school
202 and in consideration of the needs of the community and shall serve as a basis for the
203 creation and review of the biennial school plan.

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

206 3. The goals and objectives shall (i) be written in plain language so as to be
207 understandable to noneducators, including parents; (ii) to the extent possible, be stated
208 in measurable terms; and (iii) consist primarily of measurable objectives to raise student
209 and school achievement in the core academic areas of the Standards of Learning, to
210 improve student and staff attendance, to reduce student dropout rates, to increase
211 graduation rates, and to increase the quality of instruction through professional staff
212 development and licensure.

213 4. The school staff and community representatives shall review annually the extent to
214 which the school has met its prior goals and objectives, analyze the school's student
215 performance data, including data by grade level or academic department as necessary,
216 and report these outcomes to the division superintendent and the community in
217 accordance with local school board policy. This report shall be in addition to the school
218 performance report required by 8VAC20-132-250 A.

219 Part III

220 Student Achievement

221 **8VAC20-132-40. Student achievement expectations.**

222 A. Each student should learn the relevant grade level or course subject matter before
223 promotion to the next grade. The division superintendent shall certify to the Department of
224 Education that the division's promotion and retention policy does not exclude students from
225 membership in a grade or participation in a course in which SOL tests are to be administered.
226 Each school shall have a process, as appropriate, to identify and recommend strategies to
227 address the learning, behavior, communication, or development of individual children who are
228 having difficulty in the educational setting.

229 B. In kindergarten through grade eight, where the administration of Virginia Assessment
230 Program tests is required by the board, each student shall be expected to take the tests
231 following instruction. Students who are accelerated shall take the test aligned with the highest

232 grade level, following instruction in the content. No student shall take more than one test in any
233 content area in each year, except in the case of expedited retakes as provided for in this
234 section. Schools shall use the Virginia Assessment Program test results in kindergarten through
235 grade eight as part of a set of multiple criteria for determining the promotion or retention of
236 students. Students promoted to secondary school from grade eight should have attained basic
237 mastery of the Standards of Learning in English, history and social science, mathematics, and
238 science and should be prepared for secondary school work. Students shall not be required to
239 retake the Virginia Assessment Program tests unless they are retained in grade and have not
240 previously passed the related tests.

241 The board shall provide the same criteria for eligibility for an expedited retake of any SOL
242 test, with the exception of the writing SOL tests, to each student regardless of grade level or
243 course.

244 C. In kindergarten through grade 12, students may participate in a remediation recovery
245 program as established by the board in English (reading) or mathematics or both.

246 D. The board recommends that no student in kindergarten through grade eight be required
247 to attend summer school or weekend remediation classes solely based on failing an SOL test in
248 science or history and social science. However, any student who fails to achieve a passing
249 score on all Standard of Learning assessments for the relevant grade level in grades three
250 through eight shall be required to attend a remediation program or to participate in another form
251 of remediation. Further, any student who fails an end-of-course test required for the award of a
252 verified unit of credit shall be required to attend a remediation program or to participate in
253 another form of remediation.

254 E. Each student in middle and secondary schools shall take all applicable end-of-course
255 SOL tests following course instruction. The division superintendent shall certify to the
256 Department of Education that the division's policy for dropping courses ensures that student
257 course schedules are not changed to avoid end-of-course SOL tests. Students who achieve a
258 passing score on an end-of-course SOL test shall be awarded a verified unit of credit in that
259 course in accordance with the provisions of 8VAC20-132-110. Students may earn verified units
260 of credit in any courses for which end-of-course SOL tests are available. Students shall not be
261 required to take an end-of-course SOL test in an academic subject after they have earned the
262 number of verified credits required for that academic content area for graduation, unless such
263 test is necessary in order for the school to meet federal accountability requirements. Middle and
264 secondary schools may consider the student's end-of-course SOL test score in determining the
265 student's final course grade. However, no student who has failed an end-of-course SOL test but
266 passed the related course shall be prevented from taking any other course in a content area
267 and from taking the applicable end-of-course SOL test. The board may approve additional tests
268 to verify student achievement in accordance with guidelines adopted for verified units of credit
269 described in 8VAC20-132-110.

270 F. Participation in the Virginia Assessment Program by students with disabilities shall be
271 prescribed by provisions of their Individualized Education Program (IEP) or 504 Plan. All
272 students with disabilities shall be assessed with appropriate accommodations and alternate
273 assessments where necessary.

274 G. Any student identified as an English Learner (EL) shall participate in the Virginia
275 Assessment Program. A school-based committee shall convene and make determinations
276 regarding the participation level of EL students in the Virginia Assessment Program. In
277 kindergarten through grade eight, EL students may be granted a one-time exemption from SOL
278 testing in the areas of writing and history and social science.

279 H. Students identified as foreign exchange students taking courses for credit shall be
280 required to take the relevant Virginia Assessment Program tests, as specified in subsection E of

281 this section. Foreign exchange students who are auditing courses are not eligible for academic
 282 credit for those courses and shall not be required to take the SOL tests for those courses.

283 **8VAC20-132-50. Requirements for graduation (effective for students entering ninth grade**
 284 **prior to the 2018-2019 school year).**

285 A. The requirements for a student to earn a diploma and graduate from a Virginia high
 286 school shall be those in effect when that student enters the ninth grade for the first time.
 287 Students shall be awarded a diploma upon graduation from a Virginia high school.

288 The Advanced Studies Diploma shall be the recommended diploma for students pursuing
 289 baccalaureate study. Both the Standard Diploma and the Advanced Studies Diploma shall
 290 prepare students for postsecondary education and the career readiness required by the
 291 Commonwealth's economy.

292 When students below the ninth grade successfully complete courses offered for credit in
 293 grades nine through 12, credit shall be counted toward meeting the standard units required for
 294 graduation, provided the courses are equivalent in content and academic rigor as those courses
 295 offered at the secondary level. To earn a verified unit of credit for these courses, students must
 296 meet the requirements of 8VAC20-132-110.

297 The following requirements shall be the only requirements for a diploma, unless a local
 298 school board has prescribed additional requirements that have been approved by the board. All
 299 additional requirements prescribed by local school boards that have been approved by the
 300 board remain in effect until such time as the local school board submits a request to the board
 301 to amend or discontinue them.

302 B. Requirements for a Standard Diploma.

303 1. Beginning with the ninth-grade class of 2013–2014 and through the ninth-grade class
 304 of 2017–2018, students shall earn the required standard and verified units of credit
 305 described in subdivision 2 of this subsection.

306 2. Credits required for graduation with a Standard Diploma.

<u>Discipline Area</u>	<u>Standard Units of Credit Required</u>	<u>Verified Credits Required</u>
<u>English</u>	<u>4</u>	<u>2</u>
<u>Mathematics¹</u>	<u>3</u>	<u>1</u>
<u>Laboratory Science^{2,6}</u>	<u>3</u>	<u>1</u>
<u>History and Social Sciences^{3,6}</u>	<u>3</u>	<u>1</u>
<u>Health and Physical Education</u>	<u>2</u>	
<u>World Language, Fine Arts, or Career and Technical Education⁷</u>	<u>2</u>	
<u>Economics and Personal Finance</u>	<u>1</u>	
<u>Electives⁴</u>	<u>4</u>	
<u>Student Selected Test⁵</u>		<u>1</u>
<u>Career and Technical Education Credential⁸</u>		
<u>Total⁹</u>	<u>22</u>	<u>6</u>

¹Courses completed to satisfy this requirement shall include at least two different course selections from among: Algebra I, Geometry, Algebra, Functions, and Data Analysis, Algebra II, or other mathematics courses above the level of Algebra II. The board shall approve courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a mathematics course credit.

²Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry, or physics, or completion of the sequence of science courses required for the International Baccalaureate Diploma. The board shall approve courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a science course credit.

³Courses completed to satisfy this requirement shall include Virginia and U.S. History, Virginia and U.S. Government, and one course in either world history or geography or both. The board shall approve courses to satisfy this requirement.

⁴Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.

⁵A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics, or other areas as prescribed by the board in 8VAC20-132-110.

⁶Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry or trade or professional association or acquire a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (i) the student-selected verified credit and (ii) either a science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the board as an additional test to verify student achievement.

⁷Pursuant to § 22.1-253.13:4 of the Code of Virginia, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education. Per the Standards of Quality, a computer science course credit earned by students may be considered a career and technical education course credit.

⁸Students shall earn a career and technical education credential approved by the State Board of Education, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the standard diploma requirements. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness assessment.

⁹Students shall successfully complete one virtual course, which may be a noncredit-bearing course or a required or elective credit-bearing course that is offered online. Beginning with first-time ninth-grade students in the 2016–2017 school year, students shall be trained in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an Individualized Education Program (IEP) or

504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in 8VAC20-132-310 B.

307 3. The board shall establish, through guidelines, credit accommodations to the standard
 308 and verified credit requirements for a Standard Diploma. Such credit accommodations
 309 for students with disabilities may include:

- 310 a. Approval of alternative courses to meet the standard credit requirements;
- 311 b. Modifications to the requirements for local school divisions to award locally
- 312 awarded verified credits;
- 313 c. Approval of additional tests to earn a verified credit;
- 314 d. Adjusted cut scores required to earn verified credit; and
- 315 e. Allowance of work-based learning experiences.

316 The student's IEP or 504 Plan shall specify any credit accommodations that are
 317 applicable.

318 Students completing the requirements for the Standard Diploma may be eligible to
 319 receive an honor deemed appropriate by the local school board as described in
 320 subsection H of this section.

321 C. Requirements for an Advanced Studies Diploma.

322 1. Beginning with the ninth-grade class of 2013–2014 and through the ninth-grade class
 323 of 2017–2018, students shall earn the required standard and verified units of credit
 324 described in subdivision 2 of this subsection.

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

<u>Discipline Area</u>	<u>Standard Units of Credit Required</u>	<u>Verified Credits Required</u>
<u>English</u>	<u>4</u>	<u>2</u>
<u>Mathematics¹</u>	<u>4</u>	<u>2</u>
<u>Laboratory Science²</u>	<u>4</u>	<u>2</u>
<u>History and Social Sciences³</u>	<u>4</u>	<u>2</u>
<u>World Language⁴</u>	<u>3</u>	
<u>Health and Physical Education</u>	<u>2</u>	
<u>Fine Arts or Career and Technical Education⁵</u>	<u>1</u>	
<u>Economics and Personal Finance</u>	<u>1</u>	
<u>Electives</u>	<u>3</u>	
<u>Student Selected Test⁶</u>		<u>1</u>
<u>Total⁷</u>	<u>26</u>	<u>9</u>

¹Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II. The board shall approve courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a mathematics course credit.

²Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma. The board shall approve additional courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a science course credit.

³Courses completed to satisfy this requirement shall include Virginia and U.S. History, Virginia and U.S. Government, and two courses in either world history or geography or both. The board shall approve additional courses to satisfy this requirement.

⁴Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.

⁵Per the Standards of Quality, a computer science course credit earned by students may be considered a career and technical education course credit.

⁶A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education, economics, or other areas as prescribed by the board in 8VAC20-132-110.

⁷Students shall successfully complete one virtual course, which may be a noncredit-bearing course, or may be a course required to earn this diploma that is offered online.

326 Students completing the requirements for the Advanced Studies Diploma may be eligible to
327 receive an honor deemed appropriate by the local school board as described in subsection H of
328 this section.

329 Beginning with first-time ninth-grade students in the 2016–2017 school year, students shall
330 be trained in emergency first aid, cardiopulmonary resuscitation, and the use of automated
331 external defibrillators, including hands-on practice of the skills necessary to perform
332 cardiopulmonary resuscitation. Students with an IEP or 504 Plan that documents that they
333 cannot successfully complete this training shall be granted a waiver from this graduation
334 requirement, as provided in 8VAC20-132-310 B.

335 D. In accordance with the requirements of the Standards of Quality, students with disabilities
336 who complete the requirements of their IEP and do not meet the requirements for other
337 diplomas shall be awarded Applied Studies Diplomas.

338 E. In accordance with the requirements of the Standards of Quality, students who complete
339 prescribed programs of studies defined by the local school board but do not qualify for a
340 Standard Diploma, an Advanced Studies Diploma, or an Applied Studies Diploma shall be
341 awarded Certificates of Program Completion. The requirements for Certificates of Program
342 Completion are developed by local school boards in accordance with the Standards of Quality.

343 F. In accordance with the provisions of the compulsory attendance law and 8VAC20-30,
344 Regulations Governing Adult High School Programs, students who do not qualify for diplomas
345 may earn a high school equivalency credential.

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

351 H. Awards for exemplary student performance. Students who demonstrate academic
352 excellence or outstanding achievement may be eligible for one or more of the following awards:

353 1. The Governor's Seal shall be awarded to students who complete the requirements for
354 an Advanced Studies Diploma with an average grade of "B" or better and successfully

355 complete college-level coursework that will earn the student at least nine transferable
356 college credits in Advanced Placement (AP), International Baccalaureate (IB),
357 Cambridge, or dual enrollment courses.

358 2. The Board of Education Seal shall be awarded to students who complete the
359 requirements for a Standard Diploma or an Advanced Studies Diploma with an average
360 grade of "A".

361 3. The Board of Education's Career and Technical Education Seal shall be awarded to
362 students who earn a Standard Diploma or an Advanced Studies Diploma and complete a
363 prescribed sequence of courses in a career and technical education concentration or
364 specialization that they choose and maintain a "B" or better average in those courses or
365 (i) pass an examination or an occupational competency assessment in a career and
366 technical education concentration or specialization that confers certification or
367 occupational competency credential from a recognized industry, trade, or professional
368 association or (ii) acquire a professional license in that career and technical education
369 field from the Commonwealth of Virginia. The board shall approve all professional
370 licenses and examinations used to satisfy these requirements.

371 4. The Board of Education's Seal of Advanced Mathematics and Technology shall be
372 awarded to students who earn either a Standard Diploma or an Advanced Studies
373 Diploma and (i) satisfy all of the mathematics requirements for the Advanced Studies
374 Diploma (four units of credit, including Algebra II, and two verified units of credit) with a
375 "B" average or better and (ii) either (a) pass an examination in a career and technical
376 education field that confers certification from a recognized industry, trade, or
377 professional association; (b) acquire a professional license in a career and technical
378 education field from the Commonwealth of Virginia; or (c) pass an examination approved
379 by the board that confers college-level credit in a technology or computer science area.
380 The board shall approve all professional licenses and examinations used to satisfy these
381 requirements.

382 5. The Board of Education's Seal for Excellence in Civics Education shall be awarded to
383 students who earn either a Standard Diploma or an Advanced Studies Diploma and (i)
384 complete Virginia and United States history and Virginia and United States government
385 courses with a grade of "B" or higher; (ii) have good attendance and no disciplinary
386 infractions as determined by local school board policies; and (iii) complete 50 hours of
387 voluntary participation in community service or extracurricular activities. Activities that
388 satisfy the requirements of clause (iii) of this subdivision include (a) volunteering for a
389 charitable or religious organization that provides services to the poor, sick, or less
390 fortunate; (b) participating in Boy Scouts, Girl Scouts, or similar youth organizations; (c)
391 participating in Junior Reserve Officers' Training Corps; (d) participating in political
392 campaigns or government internships or Boys State, Girls State, or Model General
393 Assembly; or (e) participating in school-sponsored extracurricular activities that have a
394 civics focus. Any student who enlists in the United States military prior to graduation
395 shall be deemed to have met this community service requirement.

396 6. The Board of Education's Seal of Biliteracy shall be awarded to students who
397 demonstrate proficiency in English and at least one other language and meet additional
398 criteria established by the board. Such seal shall be awarded to eligible students
399 graduating from public high schools in the Commonwealth beginning in 2016.

400 7. Students may receive other seals or awards for exceptional academic, career and
401 technical, citizenship, or other exemplary performance in accordance with criteria
402 defined by the local school board.

403 I. Students completing graduation requirements in a summer school program shall be
404 eligible for a diploma. The last school attended by the student during the regular session shall
405 award the diploma unless otherwise agreed upon by the principals of the two schools.

406 J. Students who complete Advanced Placement courses, college-level courses, or courses
407 required for an International Baccalaureate Diploma shall be deemed to have completed the
408 requirements for graduation under these standards, provided they have earned the standard
409 units of credit and earned verified units of credit in accordance with the requirements for the
410 Standard Diploma and the Advanced Studies Diploma, as specified in subsections B and C of
411 this section.

412 K. Students shall be counseled annually regarding the opportunities for using additional
413 tests for earning verified credits, as provided in accordance with the provisions of 8VAC20-132-
414 110, and the consequences of failing to fulfill the obligations to complete the requirements for
415 verified units of credit.

416 **8VAC20-132-51. Requirements for graduation (effective for students who enter the ninth**
417 **grade in the 2018–2019 school year).**

418 A. The requirements for a student to earn a diploma and graduate from a Virginia high
419 school shall be those in effect when that student enters the ninth grade for the first time.
420 Students shall be awarded a diploma upon graduation from a Virginia high school.

421 Both the Standard Diploma and the Advanced Studies Diploma shall provide multiple paths
422 toward college, career, and citizenship readiness for students to follow in the later years of high
423 school. Each such pathway shall provide meaningful and rigorous opportunities tied to
424 instruction to achieve workplace and citizenship skills through experiences such as internships,
425 externships, credentialing, and blended learning, which may be offered for credit toward high
426 school graduation.

427 In accordance with the Profile of a Virginia Graduate approved by the board, the
428 instructional program leading to a Standard Diploma or Advanced Studies Diploma shall ensure
429 that students (i) attain the knowledge, skills, competencies, and experiences necessary to be
430 successful in the evolving global economy whether immediately entering the world of work or
431 pursuing a postsecondary education and (ii) acquire and be able to demonstrate foundational
432 skills in critical thinking, creative thinking, collaboration, communication, and citizenship.

433 When students below grade nine successfully complete courses offered for credit in grades
434 nine through 12, credit shall be counted toward meeting the standard units required for
435 graduation, provided the courses are equivalent in content and academic rigor as those courses
436 offered at the secondary level. To earn a verified unit of credit for these courses, students must
437 meet the requirements of 8VAC20-132-110.

438 The requirements in this section shall be the only requirements for a diploma, unless a local
439 school board has prescribed additional requirements that have been approved by the board. All
440 additional requirements prescribed by local school boards that have been approved by the
441 board remain in effect until such time as the local school board submits a request to the board
442 to amend or discontinue them.

443 **B. Requirements for a Standard Diploma.**

444 1. Beginning with the ninth-grade class of 2018–2019 and beyond, students shall earn
445 the required standard and verified units of credit described in subdivision 2 of this
446 subsection.

447 2. Credits required for graduation with a Standard Diploma.

448 No more than one locally awarded verified credit may be used to satisfy these
449 requirements, except as provided in subdivision 3 of this subsection for credit
450 accommodations for students with disabilities.

<u>Discipline Area</u>	<u>Standard Units of Credit Required</u>
<u>English (reading and writing)</u>	<u>4</u>
<u>Mathematics</u>	<u>3</u>
<u>Laboratory Science</u>	<u>3</u>
<u>History and Social Science</u>	<u>3</u>
<u>Health and Physical Education</u>	<u>2</u>
<u>World Language, Fine Arts, or Career and Technical Education</u>	<u>2</u>
<u>Economics and Personal Finance</u>	<u>1</u>
<u>Electives</u>	<u>4</u>
<u>Total</u>	<u>22</u>

<u>Discipline Area</u>	<u>Sp</u>
<u>Mathematics</u>	<u>Courses completed to satisfy this requirement shall include algebra I, geometry, algebra functions, and data analysis board to satisfy this requirement. Per the Standards of Quality, a computer science course credit may be considered a mathematics course credit.</u>
<u>Laboratory Science</u>	<u>Courses completed to satisfy this requirement shall include disciplines: earth sciences, biology, chemistry, or physics for the International Baccalaureate Diploma and shall include Learning content from multiple academic areas. The board Standards of Quality, a computer science course credit may be considered a laboratory science credit.</u> <u>A laboratory science verified credit may be awarded to a student who (i) complete a program sequence and (i) pass two examinations or occupational certification in an education field that confers certification or an occupational license from a professional association; (ii) acquire two professional licenses from the Commonwealth of Virginia; or (iii) pass one examination or occupational license from clause (ii). The examination or occupational certification shall include an additional test to verify student achievement.</u>
<u>History and Social Science</u>	<u>Courses completed to satisfy this requirement shall include world history and one course in either world history or geography or history to satisfy this requirement.</u>
<u>World Language, Fine Arts, or Career and Technical Education</u>	<u>Per the Standards of Quality, credits earned for this requirement may be considered a career and technical education credit.</u>
<u>Electives</u>	<u>Courses to satisfy this requirement shall include at least 4 credits of Standard Quality.</u>

Additional Requirements for Graduation

(i) complete an Advanced Placement, honors, or International Baccalaureate course, or (ii) earn a career and technical education credit.

Advanced Placement, Honors, or International Baccalaureate Course or Career and Technical Education Credential

In accordance with the Standards of Quality, students shall earn credit for a Standard Diploma by completing a Standard Baccalaureate, or dual enrollment course; (ii) complete by board guidance on work-based learning; or (iii) earn credit by board, except when a career and technical education course is appropriate or does not adequately measure student competency-based instruction in the subject area to satisfy the requirements for a technical education credential, when required, could include completion of a state licensure examination, a national occupational certification, or a national assessment.

Virtual Course

Students shall successfully complete one virtual course or one elective credit-bearing course that is offered online.

Training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED)

Students shall be trained in emergency first aid, CPR, and first aid, as necessary to perform cardiopulmonary resuscitation. Students shall demonstrate that documents that they cannot successfully complete the requirement, as provided in 8VAC20-131-420 B.

Demonstration of the five Cs

Students shall acquire and demonstrate foundational skills in reading, communication, and citizenship in accordance with the

451 3. The board shall establish, through guidelines, credit accommodations to the standard
452 and verified credit requirements for a Standard Diploma. Such credit accommodations
453 for students with disabilities may include:

- 454 a. Approval of alternative courses to meet the standard credit requirements;
455 b. Modifications to the requirements for local school divisions to award locally
456 awarded verified credits;
457 c. Approval of additional tests to earn verified credit;
458 d. Adjusted cut scores required to earn verified credit; and
459 e. Allowance of work-based learning experiences.

460 The student's IEP or 504 Plan shall specify any credit accommodations applicable for
461 the student.

462 Students completing the requirements for the Standard Diploma may be eligible to
463 receive an honor deemed appropriate by the local school board as described in
464 subsection H of this section.

465 C. Requirements for an Advanced Studies Diploma.

466 1. Beginning with the ninth-grade class of 2018–2019 and beyond, students shall earn
467 the required standard and verified units of credit described in subdivision 2 of this
468 subsection.

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

470 No more than one locally awarded verified credit may be used to satisfy these
471 requirements.

<u>Discipline Area</u>	<u>Standard Units of Credit Required</u>	<u>Verified Credits Required</u>
<u>English (reading and writing)</u>	<u>4</u>	<u>2</u>
<u>Mathematics</u>	<u>4</u>	<u>1</u>
<u>Laboratory Science</u>	<u>4</u>	<u>1</u>

<u>History and Social Science</u>	<u>4</u>	<u>1</u>
<u>World Language</u>	<u>3</u>	
<u>Health and Physical Education</u>	<u>2</u>	
<u>Fine Arts or Career and Technical Education</u>	<u>1</u>	
<u>Economics and Personal Finance</u>	<u>1</u>	
<u>Electives</u>	<u>3</u>	
<u>Total</u>	<u>26</u>	<u>5</u>

<u>Discipline Area</u>	<u>Specifications</u>
<u>Mathematics</u>	<u>Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, Algebra II, or other mathematics courses above the level of Algebra II. The board shall approve courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a mathematics course credit.</u>
<u>Laboratory Science</u>	<u>Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma and shall include interdisciplinary courses that incorporate Standards of Learning content from multiple academic areas. The board shall approve additional courses to satisfy this requirement. Per the Standards of Quality, a computer science course credit earned by students may be considered a science course credit.</u>
<u>History and Social Science</u>	<u>Courses completed to satisfy this requirement shall include Virginia and U.S. history, Virginia and U.S. government, and two courses in either world history or geography or both. The board shall approve additional courses to satisfy this requirement.</u>
<u>World Language</u>	<u>Courses completed to satisfy this requirement shall include three years of one language or two years of two languages. A student who is pursuing an advanced diploma and whose individualized education program specifies a credit accommodation for world language may substitute two standard units of credit in computer science for two standard units of credit in a world language. For any student who elects to substitute a credit in computer science for a credit in world language, the student's school counselor must provide notice to the student and parent or guardian of possible</u>

	<u>impacts related to college entrance requirements.</u>
<u>Fine Arts or Career and Technical Education</u>	<u>Per the Standards of Quality, a computer science course credit earned by students may be considered a career and technical credit.</u>
<u>Electives</u>	<u>Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.</u>
<u>Additional Requirements for Graduation</u>	
<u>Advanced Placement, Honors, International Baccalaureate Course, or Career and Technical Education Credential</u>	<u>In accordance with the Standards of Quality, students shall (i) complete an Advanced Placement, honors, International Baccalaureate, or dual enrollment course; (ii) complete a high-quality work-based learning experience as established by board guidance on work-based learning; or (iii) earn a career and technical education credential approved by the board, except when a career and technical education credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student shall receive satisfactory competency-based instruction in the subject area to satisfy the advanced studies diploma requirements. The career and technical education credential, when required, could include the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness assessment.</u>
<u>Virtual Course</u>	<u>Students shall successfully complete one virtual course, which may be a non-credit-bearing course or a required or elective credit-bearing course that is offered online.</u>
<u>Training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AED).</u>	<u>Students shall be trained in emergency first aid, CPR, and the use of AED, including hands-on practice of the skills necessary to perform cardiopulmonary resuscitation. Students with an IEP or 504 Plan that documents that they cannot successfully complete this training shall be granted a waiver from this graduation requirement, as provided in 8VAC20-132-310 B.</u>
<u>Demonstration of the five Cs</u>	<u>Students shall acquire and demonstrate foundational skills in critical thinking, creative thinking, collaboration, communication, and citizenship in accordance with the Profile of a Virginia Graduate approved by the board.</u>

472 D. Requirements for an Applied Studies Diploma. In accordance with the requirements of
473 the Standards of Quality, a student with disabilities who completes the requirements of the
474 student's IEP and does not meet the requirements for other diplomas shall be awarded Applied
475 Studies Diplomas in accordance with state and federal laws and regulations regarding special
476 education.

477 Students who pursue an Applied Studies Diploma shall be allowed to pursue a Standard
478 Diploma or an Advanced Studies Diploma at any time during high school. Such students shall
479 not be excluded from courses or tests required to earn these diplomas.

480 E. Requirements for Certificates of Program Completion. In accordance with the
481 requirements of the Standards of Quality, students who complete prescribed programs of
482 studies defined by the local school board but do not qualify for a Standard Diploma, an
483 Advanced Studies Diploma, or an Applied Studies Diploma shall be awarded Certificates of
484 Program Completion. The requirements for Certificates of Program Completion are developed
485 by local school boards in accordance with the Standards of Quality.

486 F. In accordance with the provisions of the compulsory attendance law and 8VAC20-30,
487 Regulations Governing Adult High School Programs, students who do not qualify for diplomas
488 may earn a high school equivalency credential. The requirements for the General Achievement
489 Adult High School Diploma are provided in 8VAC20-30-20.

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

495 H. Awards for exemplary student performance. Students who demonstrate academic
496 excellence and outstanding achievement may be eligible for one or more of the following
497 awards:

498 1. The Governor's Seal shall be awarded to students who complete the requirements for
499 an Advanced Studies Diploma with an average grade of "B" or better and successfully
500 complete college-level coursework that shall earn the student at least nine transferable
501 college credits in Advanced Placement (AP), International Baccalaureate (IB),
502 Cambridge, or dual enrollment courses.

503 2. The Board of Education Seal shall be awarded to students who complete the
504 requirements for a Standard Diploma or an Advanced Studies Diploma with an average
505 grade of "A."

506 3. The Board of Education's Career and Technical Education Seal shall be awarded to
507 students who earn a Standard Diploma or an Advanced Studies Diploma and complete a
508 prescribed sequence of courses in a career and technical education concentration or
509 specialization that they choose and maintain a "B" or better average in those courses or
510 (i) pass an examination or an occupational competency assessment in a career and
511 technical education concentration or specialization that confers certification or
512 occupational competency credential from a recognized industry, trade, or professional
513 association or (ii) acquire a professional license in that career and technical education
514 field from the Commonwealth of Virginia. The board shall approve all professional
515 licenses and examinations used to satisfy these requirements.

516 4. The Board of Education's Science, Technology, Engineering, and Mathematics
517 (STEM) Seal shall be awarded to students who meet criteria established by the board.

518 5. The Board of Education's Seal for Excellence in Civics Education shall be awarded to
519 students who earn either a Standard Diploma or an Advanced Studies Diploma and (i)
520 complete Virginia and United States history and Virginia and United States government
521 courses with a grade of "B" or higher; (ii) have good attendance and no disciplinary
522 infractions as determined by local school board policies; and (iii) complete 50 hours of
523 voluntary participation in community service or extracurricular activities. Activities that
524 satisfy the requirements of clause (iii) of this subdivision include (a) volunteering for a
525 charitable or religious organization that provides services to the poor, sick, or less
526 fortunate; (b) participating in Boy Scouts, Girl Scouts, or similar youth organizations; (c)
527 participating in Junior Reserve Officers' Training Corps; (d) participating in political
528 campaigns or government internships or Boys State, Girls State, or Model General

529 Assembly; or (e) participating in school-sponsored extracurricular activities that have a
530 civics focus. Any student who enlists in the United States military prior to graduation
531 shall be deemed to have met this community service requirement.

532 6. The Board of Education's Seal of Biliteracy shall be awarded to students who
533 demonstrate proficiency in English and at least one other language and meet additional
534 criteria established by the board.

535 7. The Board of Education's Seal for Excellence in Science and the Environment shall be
536 awarded to students who earn either a Standard Diploma or Advanced Studies Diploma
537 and (i) complete at least three different first-level board-approved laboratory science
538 courses and at least one rigorous advanced-level or postsecondary-level laboratory
539 science course, each with a grade of "B" or higher; (ii) complete laboratory or field-
540 science research and present that research in a formal, juried setting; and (iii) complete
541 at least 50 hours of voluntary participation in community service or extracurricular
542 activities that involve the application of science, such as environmental monitoring,
543 protection, management, or restoration.

544 8. Students may receive other seals or awards for exceptional academic, career and
545 technical, citizenship, or other exemplary performance in accordance with criteria
546 defined by the local school board.

547 I. Students completing graduation requirements in a summer school program shall be
548 eligible for a diploma. The last school attended by the student during the regular session shall
549 award the diploma unless otherwise agreed upon by the principals of the two schools.

550 J. Students who complete Advanced Placement courses, college-level courses, or courses
551 required for an International Baccalaureate Diploma shall be deemed to have completed the
552 course requirements for graduation under these standards, provided they have earned the total
553 number of standard units of credit and verified units of credit in each discipline area in
554 accordance with the requirements for the Standard Diploma and the Advanced Studies
555 Diploma, as specified in subsections B and C of this section.

556 K. Students shall be counseled annually regarding the opportunities for using additional
557 tests for earning verified credits, as provided in accordance with the provisions of 8VAC20-132-
558 110, and the consequences of failing to fulfill the obligations to complete the requirements for
559 verified units of credit.

560 **8VAC20-132-60. Transfer students.**

561 A. The provisions of this section pertain generally to students who transfer into Virginia high
562 schools. Students transferring in kindergarten through grade eight from Virginia public schools
563 or nonpublic schools accredited by one of the approved accrediting constituent members of the
564 Virginia Council for Private Education (VCPE) shall be given recognition for all grade-level work
565 completed. The academic record of students transferring from all other schools shall be
566 evaluated to determine appropriate grade placement in accordance with policies adopted by the
567 local school board. The State Testing Identifier (STI) for students who transfer into a Virginia
568 public school from another Virginia public school shall be retained by the receiving school.

569 B. For the purposes of this section, the term "beginning" means within the first 20 hours of
570 instruction per course. The term "during" means after the first 20 hours of instruction per course.

571 C. Standard or verified units of credit earned by a student in a Virginia public school shall be
572 transferable without limitation regardless of the accreditation status of the Virginia public school
573 in which the credits were earned. Virginia public schools shall accept standard and verified units
574 of credit from other Virginia public schools, Virginia's virtual learning program, Virtual Virginia,
575 and state-operated programs. Standard units of credit shall also be accepted for courses
576 satisfactorily completed in accredited colleges and universities when prior written approval of

577 the principal has been granted or the student has been given credit by the previous school
578 attended.

579 D. A high school shall accept credits toward graduation received from Virginia nonpublic
580 schools accredited by one of the approved accrediting constituent members of the VCPE. The
581 board shall maintain contact with the VCPE and may periodically review its accrediting
582 procedures and policies as part of its policies under this section.

583 Nothing in these standards shall prohibit a public school from accepting standard units of
584 credit toward graduation awarded to students who transfer from all other schools when the
585 courses for which the student receives credit generally match the description of or can be
586 substituted for courses for which the receiving school gives standard credit and the school from
587 which the child transfers certifies that the courses for which credit is given meet the
588 requirements of 8VAC20-132-110 A.

589 E. The academic record of a student transferring from other Virginia public schools shall be
590 sent directly to the school receiving the student upon request of the receiving school in
591 accordance with the provisions of 8VAC20-150, Management of the Student's Scholastic
592 Record in the Public Schools of Virginia. The State Testing Identifier (STI) for students who
593 transfer into a Virginia public school from another Virginia public school shall be retained by the
594 receiving school.

595 F. The academic record of a student transferring into Virginia public schools from other than
596 a Virginia public school shall be evaluated to determine the number of standard units of credit
597 that have been earned, including credit from schools outside the United States, and the number
598 of verified units of credit needed to graduate in accordance with subsection G of this section.
599 Standard units of credit also shall be accepted for courses satisfactorily completed in accredited
600 colleges and universities when the student has been given credit by the previous school
601 attended.

602 Students transferring above grade 10 from schools or other education programs that do not
603 require or give credit for health and physical education shall not be required to take these
604 courses to meet graduation requirements.

605 Students transferring into a Virginia public school from other than a Virginia public school
606 shall earn no fewer than the number of verified units listed in subdivision G 1 or G 2 of this
607 section. The school division shall accept the following tests from the sending state, country,
608 private school, or Department of Defense Educational Activity school for the purpose of
609 awarding verified units of credit in courses previously completed at another school or program of
610 study, for the purpose of awarding a Virginia high school diploma:

611 1. End-of-course tests required for graduation by the sending state;

612 2. Exit tests required for graduation by the sending state; and

613 3. National norm-referenced achievement tests. When students transfer to a Virginia
614 public school from a state that requires a national norm-referenced achievement test,
615 and that state education agency has set a "cut score" or passing score for the purpose
616 of graduation, the school division shall accept the test for the purpose of awarding a
617 verified credit if the test includes some content in a subject for which a verified credit
618 may be awarded. If that state education agency has not set a cut score for the norm-
619 referenced test, the test may not be used for the purpose of awarding a verified credit or
620 earning a high school diploma.

621 Any substitute test approved by the board for verified credit shall be accepted in lieu of the
622 applicable SOL tests if the applicable standard credit has been earned by the student.

623 The sending state's test must include content in the subjects for which verified credit is
624 awarded. The test does not have to be comparable to a Virginia SOL test, so long as the test

625 includes some content in the subject area. If the test includes some content from more than one
626 subject, verified credits shall be awarded for every subject area covered by the test.

627 G. Students entering a Virginia public high school for the first time after grade 10 shall earn
628 as many credits as possible toward the prescribed graduation requirements. However, schools
629 may substitute courses required in other states in the same content area if the student is unable
630 to meet the specific content requirements of 8VAC20-132-50 or 8VAC20-132-51, respectively,
631 without taking a heavier than normal course load in any semester, by taking summer school, or
632 by taking courses after the time when the student otherwise would have graduated.

633 The graduation requirements for students transferring into a Virginia high school for the first
634 time shall be as follows:

635 1. For a Standard Diploma:

636 a. Students entering a Virginia high school for the first time at the beginning of or
637 during grade nine prior to the 2018–2019 school year shall meet the graduation
638 requirements prescribed in 8VAC20-132-50. Students entering a Virginia high school
639 for the first time at the beginning of or during grade nine in the 2018–2019 school
640 year or thereafter shall meet the graduation requirements prescribed in 8VAC20-132-
641 51.

642 b. Students entering a Virginia high school for the first time at the beginning of or
643 during grade 10 prior to the 2019–2020 school year or at the beginning of grade 11
644 prior to the 2020–2021 school year shall meet the graduation requirements
645 prescribed in 8VAC20-132-50, except that such students shall only be required to
646 earn a minimum of four verified units of credit: one each in English, mathematics,
647 history, and science. Students entering a Virginia high school for the first time at the
648 beginning of or during grade 10 in the 2019–2020 school year or thereafter or at the
649 beginning of grade 11 in the 2020–2021 school year or thereafter shall meet the
650 graduation requirements prescribed in 8VAC20-132-51.

651 c. Students entering a Virginia high school for the first time during grade 11 prior to
652 the 2020–2021 school year or at the beginning of grade 12 prior to the 2021–2022
653 school year shall meet the graduation requirements prescribed in 8VAC20-132-50,
654 except that such students shall only be required to earn a minimum of two verified
655 units of credit: one in English and one in mathematics if participation in mathematics
656 testing is required by federal law; otherwise, such verified credit may be of the
657 student's own choosing. Students entering a Virginia high school for the first time
658 during grade 11 in the 2020–2021 school year or thereafter, or at the beginning
659 grade 12 in the 2021–2022 school year or thereafter shall meet the graduation
660 requirements prescribed in 8VAC20-132-51, except that such students shall only be
661 required to earn a minimum of two verified units of credit: one in English and one in
662 mathematics if participation in mathematics testing is required by federal law;
663 otherwise, such verified credit may be of the student's own choosing.

664 d. Students transferring after 20 instructional hours per course of their senior or
665 grade 12 year shall be given every opportunity to earn a diploma following the
666 graduation requirements prescribed in 8VAC20-132-50 for students entering prior to
667 the 2021–2022 school year or following the graduation requirements prescribed in
668 8VAC20-132-51 for students entering in the 2021–2022 school year or thereafter. If it
669 is not possible for the student to meet the requirements for a diploma, arrangements
670 should be made for the student's previous school to award the diploma. If these
671 arrangements cannot be made, a waiver of the verified unit of credit requirements
672 may be available to the student. The Department of Education may grant such

673 waivers upon request by the local school board in accordance with guidelines
674 prescribed by the board.

675 2. For an Advanced Studies Diploma:

676 a. Students entering a Virginia high school for the first time at the beginning of or
677 during grade nine prior to the 2018–2019 school year shall earn credit as prescribed
678 in 8VAC20-132-50. Students entering a Virginia high school for the first time at the
679 beginning of or during grade nine in the 2018-2019 school year or thereafter shall
680 earn credit as prescribed in 8VAC20-132-51.

681 b. Students entering a Virginia high school for the first time at the beginning of or
682 during grade 10 prior to the 2019–2020 school year or at the beginning of grade 11
683 prior to the 2020–2021 school year shall meet the graduation requirements
684 prescribed in 8VAC20-132-50, except that such students shall only be required to
685 earn a minimum of six verified units of credit: two in English and one each in
686 mathematics, history, and science and one of the student's own choosing. Students
687 entering a Virginia high school for the first time at the beginning of or during grade 10
688 in the 2019–2020 school year or thereafter or at the beginning of grade 11 in the
689 2020–2021 school year or thereafter shall earn credit as prescribed in 8VAC20-132-
690 51.

691 c. Students entering a Virginia high school for the first time during grade 11 prior to
692 the 2020–2021 school year or at the beginning of grade 12 prior to the 2021–2022
693 school year shall meet the graduation requirements prescribed in 8VAC20-132-50,
694 except that such students shall only be required to earn a minimum of four verified
695 units of credit: one in English, one in mathematics if required participation in
696 mathematics testing is required by federal law, otherwise such verified credit may be
697 of the student's own choosing, and two additional verified credits of the student's own
698 choosing. Students entering a Virginia high school for the first time during grade 11
699 in the 2020–2021 school year or thereafter or at the beginning of grade 12 in the
700 2021–2022 school year or thereafter shall meet the graduation requirements
701 prescribed in 8VAC20-132-51, except that such students shall only be required to
702 earn a minimum of two verified units of credit: one in English, and one in
703 mathematics if required participation in mathematics testing is required by federal
704 law; otherwise such verified credit may be of the student's own choosing.

705 d. Students transferring after 20 instructional hours per course of their senior or
706 grade 12 year shall be given every opportunity to earn a diploma following the
707 graduation requirements prescribed in 8VAC20-132-50 for students entering prior to
708 the 2021–2022 school year or following the graduation requirements prescribed in
709 8VAC20-132-51 for students entering in the 2021–2022 school year or thereafter. If it
710 is not possible for the student to meet the requirements for a diploma, arrangements
711 should be made for the student's previous school to award the diploma. If these
712 arrangements cannot be made, a waiver of the verified unit of credit requirements
713 may be available to the student. The Department of Education may grant such
714 waivers upon request by the local school board in accordance with guidelines
715 prescribed by the board.

716 3. For an Applied Studies Diploma: In accordance with the requirements of the
717 Standards of Quality, students with disabilities who complete the requirements of their
718 Individualized Education Plan and do not meet the requirements for other diplomas shall
719 be awarded Applied Studies Diplomas in accordance with state and federal laws and
720 regulations regarding special education.

721 Students who pursue an Applied Studies Diploma shall be allowed to pursue a Standard
722 Diploma or an Advanced Studies Diploma at any time during high school. Such students
723 shall not be excluded from courses or tests required to earn these diplomas.

724 4. For a Certificate of Program Completion: In accordance with the requirements of the
725 Standards of Quality, students who complete prescribed programs of studies defined by
726 the local school board but do not qualify for a Standard Diploma, an Advanced Studies
727 Diploma, or an Applied Studies Diploma shall be awarded Certificates of Program
728 Completion. The requirements for Certificates of Program Completion are developed by
729 local school boards in accordance with the Standards of Quality.

730 H. No local school division receiving approval to increase its course credit requirements for a
731 diploma may deny either the Standard Diploma or the Advanced Studies Diploma to any
732 transfer student who has otherwise met the requirements contained in these standards if the
733 transfer student can only meet the division's additional requirements by taking a heavier than
734 normal course load in any semester, by taking summer school, or by taking courses after the
735 time when the student otherwise would have graduated.

736 I. The transcript of a student who graduates or transfers from a Virginia secondary school
737 shall conform to the requirements of 8VAC20-160, Regulations Governing Secondary School
738 Transcripts.

739 J. The accreditation status of a high school shall not be included on the student transcript
740 provided to colleges, universities, or employers. The board expressly states that any student
741 who has met the graduation requirements and has received a Virginia diploma holds a diploma
742 that should be recognized as equal to any other Virginia diploma of the same type, regardless of
743 the accreditation status of the student's high school. It is the express policy of the board that no
744 student shall be affected by the accreditation status of the student's school. The board shall
745 take appropriate action, from time to time, to ensure that no student is affected by the
746 accreditation status of the student's school.

747 Part IV

748 School Instructional Program

749 **8VAC20-132-70. Program of instruction and learning objectives.**

750 A. As required by the Standards of Quality, each local school board shall develop and
751 implement a program of instruction for kindergarten through grade 12 that is aligned to the
752 Standards of Learning and meets or exceeds the requirements of the board. The program of
753 instruction shall emphasize reading, writing, speaking, mathematical concepts and
754 computations, proficiency in the use of computers and related technology, computer science
755 and computational thinking, including computer coding, and scientific concepts and processes;
756 essential skills and concepts of citizenship, including knowledge of Virginia history and world
757 and United States history, economics, government, world languages, international cultures,
758 health and physical education, environmental issues, and geography necessary for responsible
759 participation in American society and in the international community; fine arts, which may
760 include music and art, and practical arts; knowledge and skills needed to qualify for further
761 education, gainful employment, or training in a career or technical field; and development of the
762 ability to apply such skills and knowledge in preparation for eventual employment and lifelong
763 learning and to achieve economic self-sufficiency.

764 B. As described in 8VAC20-132-51 and in accordance with the Profile of a Virginia Graduate
765 approved by the board, the instructional program and learning objectives shall ensure that
766 students (i) attain the knowledge, skills, competencies, and experiences necessary to be
767 successful in the evolving global economy whether immediately entering the world of work or
768 pursuing a postsecondary education and (ii) acquire and be able to demonstrate foundational

769 skills in critical thinking, creative thinking, collaboration, communication, and citizenship.
770 Consistent with the Profile of a Virginia Graduate, the instructional program and learning
771 objectives shall ensure that, as age appropriate, during the kindergarten through grade 12
772 experience, students achieve and apply appropriate career development and technical
773 knowledge. During the elementary and middle school years, students shall explore personal
774 interests, be exposed to different types of careers, and plan for career development. In the later
775 school years, students are to attain and demonstrate productive workplace skills, qualities, and
776 behaviors; align knowledge, skills, and personal interests with career opportunities; and
777 understand and demonstrate civic responsibility and community engagement.

778 C. Each school shall provide a program of instruction that promotes individual student
779 academic achievement in the essential academic disciplines and shall provide additional
780 instructional opportunities that meet the abilities, interests, and educational needs of students.
781 Each school shall establish learning objectives to be achieved by students at successive grade
782 levels that meet or exceed the knowledge and skills contained in the Standards of Learning for
783 English, mathematics, science, and history and social science adopted by the board and shall
784 continually assess the progress of each student in relation to the objectives.

785 D. Instruction shall be designed to accommodate all students, including those identified with
786 disabilities in accordance with the Individuals with Disabilities Education Act (20 USC § 1400 et
787 seq.) or § 504 of the Rehabilitation Act, as amended, those identified as gifted or talented, and
788 those who are ELs. Students with disabilities shall have the opportunity to receive a full
789 continuum of education services in accordance with 8VAC20-81, Regulations Governing
790 Special Education Programs for Children with Disabilities in Virginia, and other pertinent federal
791 and state laws and regulations.

792 **8VAC20-132-80. Instructional program in elementary schools.**

793 A. The elementary school shall provide each student a program of instruction that
794 corresponds to the Standards of Learning for English, mathematics, science, and history and
795 social science. Each school shall provide instruction in art, music, and physical education and
796 health and shall require students to participate in a program of physical fitness during the
797 regular school year in accordance with guidelines established by the board. In addition, each
798 school shall provide instruction in career exploration in accordance with the provisions of
799 8VAC20-132-140.

800 B. In kindergarten through grade three, reading, writing, spelling, and mathematics shall be
801 the focus of the instructional program. Schools shall maintain an early skills and knowledge
802 achievement record in reading and mathematics for each student in kindergarten through grade
803 three to monitor student progress and to promote successful achievement on the third-grade
804 SOL tests. This record shall be included with the student's records if the student transfers to a
805 new school.

806 In accordance with the Standards of Quality, local school boards shall implement early
807 identification, diagnosis, and assistance for students with reading and mathematics problems
808 and provide instructional strategies and reading and mathematics practices that benefit the
809 development of reading and mathematics skills for all students.

810 C. To provide students with sufficient opportunity to learn, local school divisions shall
811 provide a minimum of 680 hours of the required 990 hours of instructional time to students in
812 elementary school in the four academic disciplines of English, mathematics, science, and
813 history and social science.

814 Students who are not successfully progressing in early reading proficiency or who are
815 unable to read with comprehension the materials used for instruction shall receive additional
816 instructional time in reading, which may include summer school.

817 In accordance with the Standards of Quality, local school divisions shall provide reading
818 intervention services to students in kindergarten through grade three who demonstrate
819 deficiencies based on their individual performance on the SOL reading test or any reading
820 diagnostic test that meets criteria established by the Department of Education. The local school
821 division, in its discretion, shall provide such reading intervention services prior to promoting a
822 student from grade three to grade four.

823 D. Elementary schools are encouraged to provide instruction in world languages.

824 **8VAC20-132-90. Instructional program in middle schools.**

825 A. The middle school shall provide each student a program of instruction that corresponds to
826 the Standards of Learning for English, mathematics, science, and history and social science. In
827 addition, each school shall provide instruction in art, music, world language, physical education
828 and health, and career and technical exploration and shall require students to participate in a
829 program of physical fitness during the regular school year in accordance with guidelines
830 established by the board. Each middle school shall provide a course in career investigation in
831 accordance with the provisions of 8VAC20-132-140. School divisions may seek alternate means
832 of delivering the career investigation course content, provided it is equivalent in content and
833 rigor and provides the foundation for students to develop their academic and career plans as
834 described in 8VAC20-132-140 C 2. Possible alternative means to deliver the career
835 investigation course content could include online methods, middle school exploratory course
836 options, and delivering the course content through other courses.

837 B. The middle school shall provide a minimum of eight courses to students in grade eight.
838 English, mathematics, science, and history and social science shall be required. Four elective
839 courses shall be available: level one of a world language, one in health and physical education,
840 one in fine arts, and one in career and technical exploration.

841 C. Level one of a world language and an Algebra I course shall be available to all eighth-
842 grade students. For any secondary school credit-bearing course taken in middle school, parents
843 may request that grades be omitted from the student's transcript and the student earn no high
844 school credit for the course in accordance with policies adopted by the local school board.
845 Notice of this provision must be provided to parents with a deadline and format for making such
846 a request. Nothing in this chapter shall be construed to prevent a middle school from offering
847 any other credit-bearing courses for graduation.

848 D. To provide students a sufficient opportunity to learn, each student shall be provided a
849 total of 560 instructional hours per year in the four academic disciplines of English,
850 mathematics, science, and history and social science.

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

854 F. In accordance with the Standards of Quality, each school shall ensure that students in
855 grades six through eight who need targeted mathematics remediation or intervention, including
856 remediation or intervention for computational deficiencies as demonstrated by their individual
857 performance on any diagnostic test or grade-level SOL mathematics test, shall receive
858 additional instruction in mathematics, which may include summer school. Students in grades six
859 through eight who are at risk of failing the Algebra I end-of-course test shall be provided Algebra
860 readiness intervention services.

861 **8VAC20-132-100. Instructional program in secondary schools.**

862 A. The secondary school, in accordance with the Profile of a Virginia Graduate approved by
863 the board, shall provide a program of instruction to ensure that students (i) attain the knowledge,
864 skills, competencies, and experiences necessary to be successful in the evolving global

865 economy whether immediately entering the world of work or pursuing a postsecondary
 866 education and (ii) acquire and be able to demonstrate foundational skills in critical thinking and
 867 creative thinking, collaboration, communication, and citizenship in accordance with 8VAC20-
 868 132-70 and the Profile of a Virginia Graduate.

869 The secondary school shall provide each student a program of instruction in the four core
 870 academic areas of English, mathematics, science, and history and social science that identifies
 871 the knowledge and skills that students should attain, giving due consideration to critical thinking,
 872 creative thinking, collaboration, communication, and citizenship in the early years of high school,
 873 and enables each student to meet the prescribed graduation requirements. The secondary
 874 school shall offer opportunities for each student, including:

875 1. Career and technical education choices that incorporate knowledge of regional
 876 workforce needs and opportunities; prepare the student as a career and technical
 877 education program completer in one of three or more occupational areas; and prepare
 878 the student for technical or preprofessional postsecondary programs;

879 2. Coursework and experiences that prepare the student for college-level studies,
 880 including access to at least three Advanced Placement (AP) courses, college-level
 881 courses for degree credit, International Baccalaureate (IB) courses, Cambridge courses,
 882 or any combination thereof;

883 3. Preparation for college admissions tests;

884 4. Study and exploration of the fine arts and world languages; and

885 5. Participation in work experiences, such as internships, externships, and other work-
 886 based learning experiences, and attaining workforce and career readiness and industry
 887 credentials.

888 B. Minimum course offerings for each secondary school shall provide opportunities for
 889 students to meet the graduation requirements stated in this chapter and must include:

<u>English</u>	<u>4</u>
<u>Mathematics</u>	<u>4</u>
<u>Science (Laboratory)</u>	<u>4</u>
<u>History and Social Science</u>	<u>4</u>
<u>World Language</u>	<u>3</u>
<u>Electives</u>	<u>4</u>
<u>Career and Technical Education</u>	<u>11</u>
<u>Fine Arts</u>	<u>2</u>
<u>Health and Physical Education</u>	<u>2</u>
<u>Economics and Personal Finance</u>	<u>1</u>
<u>Total Units</u>	<u>39</u>

890 C. Classroom driver education may count for 36 class periods, or the equivalent in minutes,
 891 of health education. Students shall not be removed from classes other than health and physical
 892 education for the in-car phase of driver education.

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

896 E. In accordance with the Standards of Quality, each school shall ensure that students who
897 need targeted mathematics remediation and intervention, including remediation or intervention
898 for computational deficiencies as demonstrated by their individual performance on any
899 diagnostic test or grade-level SOL mathematics test, shall receive additional instruction in
900 mathematics, which may include summer school. Students in grade nine who are at risk of
901 failing the Algebra I end-of-course test, as demonstrated by their individual performance on any
902 diagnostic test that has been approved by the department, shall be provided Algebra readiness
903 intervention services.

904 **8VAC20-132-110. Standard and verified units of credit.**

905 A. A "standard unit of credit" or "standard credit" is a credit awarded for a course in which
906 the student successfully completes 140 clock hours of instruction and the requirements of the
907 course. A school division may waive the requirement that a student receive 140 clock hours of
908 instruction to earn a standard credit, effective with students enrolled in the 2015-2016 school
909 year, as prescribed in the Standards of Quality and board guidelines. When credit is awarded in
910 less than whole units, the increment awarded must be no greater than the fractional part of the
911 140 hours of instruction provided. If a school division elects to award credit on a basis other
912 than the 140 clock hours of instruction required for a standard unit of credit defined in this
913 subsection, the local school division shall provide the board with satisfactory proof, based on
914 board guidelines, that the students for whom the 140-clock-hour requirement is waived have
915 learned the content and skills included in the relevant Standards of Learning. In addition, the
916 local school division shall develop a written policy approved by the superintendent and school
917 board that ensures:

918 1. That the content of the course for which credit is awarded is comparable to 140 clock
919 hours of instruction; and

920 2. That upon completion, the aims and objectives of the course have been met.

921 B. A "verified unit of credit" or "verified credit" is a credit awarded for a course in which a
922 student earns a standard unit of credit and completes one of the following:

923 1. Achieves a passing score on a corresponding end-of-course SOL test. In accordance
924 with the provisions of the Standards of Quality, students may earn a standard and
925 verified unit of credit for any elective course in which the core academic Standards of
926 Learning course content has been integrated and the student passes the related end-of-
927 course SOL test. Such course and test combinations must be approved by the board.

928 Upon waiver of the 140-clock-hour requirement according to board guidelines, qualified
929 students who have received a standard unit of credit shall be permitted to sit for the
930 relevant SOL test to earn a verified credit without having to meet the 140-clock-hour
931 requirement.

932 2. Achieves a passing score on an additional test, as defined in 8VAC20-132-10, as a
933 part of the Virginia Assessment Program.

934 3. Meets the criteria for the receipt of a locally awarded verified credit when the student
935 has not passed a corresponding SOL test.

936 a. Students who enter grade nine for the first time prior to the 2018-2019 school year
937 and do not pass SOL tests in English, mathematics, science, or history and social
938 science may receive locally awarded verified credits from the local school board in
939 accordance with criteria established in guidelines adopted by the board. Credit

940 accommodations for students with disabilities may be used to confer locally awarded
941 verified credits as provided in 8VAC20-132-50 B 3.

942 b. Students who enter grade nine for the first time in the 2018-2019 school year or
943 thereafter and do not pass SOL tests in English, mathematics, laboratory science, or
944 history and social science may receive locally awarded verified credits from the local
945 school board in accordance with criteria established in guidelines adopted by the
946 board. No more than one locally awarded verified credit may be used to satisfy
947 graduation requirements, except as provided in 8VAC20-132-51 B 3 for students with
948 disabilities seeking a standard diploma.

949 4. Meets the criteria for the receipt of a verified credit in English (writing) by
950 demonstrating mastery of the content of the associated course on an authentic
951 performance assessment that complies with guidelines adopted by the board. Such
952 students shall not also be required to take the corresponding SOL test in English
953 (writing).

954 C. The board may from time to time approve additional tests for the purpose of awarding
955 verified credit. Such additional tests, which enable students to earn verified units of credit, must,
956 at a minimum, meet the following criteria:

957 1. The test must be standardized and graded independently of the school or school
958 division in which the test is given;

959 2. The test must be knowledge based;

960 3. The test must be administered on a statewide, multistate, or international basis, or
961 administered as part of another state's accountability assessment program; and

962 4. To be counted in a specific academic area, the test must measure content that
963 incorporates or exceeds the Standards of Learning content in the course for which
964 verified credit is given.

965 The board shall set the score that must be achieved to earn a verified unit of credit on the
966 additional test options.

967 D. With such funds as are appropriated by the General Assembly, the board shall provide
968 opportunities for students who meet criteria adopted by the board to have an expedited retake
969 of a SOL test to earn verified credit.

970 E. The provisions of this section are effective on and after the beginning of the 2018–2019
971 academic year.

972 **8VAC20-132-120. Summer school.**

973 A. The courses offered and the quality of instruction in the summer school program shall be
974 comparable to that offered during the regular school term. At the middle and secondary school
975 levels, credit for courses taken for credit toward graduation other than a repeat course shall be
976 awarded in accordance with the requirements of 8VAC20-132-110. Students must also meet the
977 requirements for SOL testing if appropriate.

978 B. Summer school instruction at any level, which is provided as part of a state-funded
979 remedial program, shall be designed to improve specific identified student deficiencies. Such
980 programs shall be conducted in accordance with regulations adopted by the board.

981 **8VAC20-132-130. Elective courses.**

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

984 **8VAC20-132-140. College and career readiness; career exposure, exploration, and**
985 **planning; and opportunities for postsecondary credit.**

986 A. Each middle and secondary school shall provide for the early identification and
987 enrollment of students in a program with a range of educational and academic experiences
988 related to college and career readiness in and outside the classroom, including an emphasis on
989 experiences that will motivate disadvantaged and minority students to prepare for a career or
990 postsecondary education.

991 B. Beginning with the 2013–2014 academic year and through the 2017–2018 academic
992 year:

993 1. All schools shall begin development of a personal Academic and Career Plan (ACP)
994 for each seventh-grade student with completion by the fall of the student's eighth-grade
995 year. Students who transfer from other than a Virginia public school into grade eight
996 shall have the plan developed as soon as practicable following enrollment. Beginning
997 with the 2014–2015 academic year, students who transfer into a Virginia public school
998 after their eighth-grade year shall have an ACP developed upon enrollment. The
999 components of the ACP shall include the student's program of study for high school
1000 graduation and a postsecondary career pathway based on the student's academic and
1001 career interests. The ACP shall be developed in accordance with guidelines established
1002 by the board and signed by the student, student's parent or guardian, and school official
1003 designated by the principal. The ACP shall be included in the student's record and shall
1004 be reviewed and updated, if necessary, before the student enters grades nine and 11.
1005 The school shall have met its obligation for parental involvement if it makes a good faith
1006 effort to notify the parent or guardian of the responsibility for the development and
1007 approval of the ACP. Any personal ACPs prescribed by local school boards for students
1008 in grades seven through 12 and in effect as of June 30, 2009, are approved to continue
1009 without further action by the board.

1010 2. Beginning in the middle school years, students shall be counseled on opportunities for
1011 beginning postsecondary education and opportunities for obtaining industry
1012 certifications, occupational competency credentials, or professional licenses in a career
1013 and technical education field prior to high school graduation. Such opportunities shall
1014 include access to at least three Advanced Placement (AP), International Baccalaureate
1015 (IB), or Cambridge courses or three college-level courses for degree credit pursuant to
1016 8VAC20-132-100. No student taking advantage of such opportunities shall be denied
1017 participation in school activities for which the student is otherwise eligible. Wherever
1018 possible, students shall be encouraged and afforded opportunities to take college
1019 courses simultaneously for high school graduation and college degree credit (dual
1020 enrollment), under the following conditions:

1021 a. Written approval of the secondary school principal prior to participation in dual
1022 enrollment must be obtained;

1023 b. The college must accept the student for admission to the course; and

1024 c. The course must be given by the college for degree credits (no remedial courses
1025 will be accepted).

1026 No school that complies with this standard shall be penalized in receiving state
1027 appropriations.

1028 C. Beginning with the 2018–2019 academic year:

1029 1. Each elementary, middle, and secondary school shall provide for the identification by
1030 all students of personal interests and abilities to support planning for postsecondary
1031 opportunities and career preparation. Such support shall include provision of information

1032 concerning exploration of career cluster areas in elementary schools and course
1033 information and planning for college preparation programs, opportunities for educational
1034 and academic experiences in and outside the classroom, including internships and work-
1035 based learning, and the multiple pathways to college and career readiness in middle and
1036 secondary school.

1037 2. Beginning in the elementary school years, students are to explore the different
1038 occupations associated with career clusters and select areas of interest. Students shall
1039 begin the development of an Academic and Career Plan Portfolio (ACPP) in elementary
1040 grades to include information about interests, values such as dependability and
1041 responsibility, and skills supporting decisions about their future interests and goals. The
1042 ACPP is a repository for planning notes, class projects, interest inventory results, awards
1043 and recognitions, and other information related to academic and career plans and
1044 preparation. The ACPP is student led and updated and revised as the student continues
1045 to plan for the student's future throughout school years. The information contained in the
1046 ACPP shall serve as the foundation for creating the ACP in grade seven.

1047 In middle school, students are to complete a locally selected career interest inventory
1048 and select a career pathway. To support development of the ACP, students shall
1049 complete a career investigations course selected from the career and technical
1050 education state-approved list or a school division-provided alternative means of
1051 delivering the career investigations course content, provided that the alternative is
1052 equivalent in content and academic rigor. The course, or its alternative, shall address, at
1053 a minimum, planning for academic courses, work-based learning opportunities,
1054 completion of industry certifications, possible independent projects, and postsecondary
1055 education. The course, or its alternative, shall include demonstration of personal,
1056 professional, and technical workplace readiness skills.

1057 All schools shall continue development of a personal ACP with each seventh-grade
1058 student with completion by the end of the fall semester of the student's eighth-grade
1059 year. Students who transfer from other than a Virginia public school into grade eight
1060 shall have the ACP developed as soon as practicable following enrollment. Students
1061 who transfer into a Virginia public school after their eighth-grade year shall have an ACP
1062 developed upon enrollment. The components of the ACP shall include the student's
1063 program of study for high school graduation and a postsecondary career pathway based
1064 on the student's academic and career interests. In secondary school, a career-related
1065 learning experience shall be chosen by the student and documented in the ACP.

1066 3. The ACP shall be developed in accordance with guidelines established by the board
1067 and signed by the student, student's parent or guardian, and school official or officials
1068 designated by the principal. The ACP shall be included in the student's record and shall
1069 be reviewed and updated annually.

1070 4. Beginning in the middle school years, students shall be counseled on opportunities for
1071 beginning postsecondary education and opportunities for obtaining industry
1072 certifications, occupational competency credentials, or professional licenses in a career
1073 and technical education field prior to high school graduation. Such opportunities shall
1074 include access to at least three Advanced Placement, International Baccalaureate, or
1075 Cambridge courses or three college-level courses for degree credit pursuant to 8VAC20-
1076 132-100. No students taking advantage of such opportunities shall be denied
1077 participation in school activities for which the student is otherwise eligible.

1078 5. Wherever possible, students shall be encouraged and afforded opportunities to take
1079 college courses simultaneously for high school graduation and college degree credit
1080 (dual enrollment), under the following conditions:

- 1081 a. Written approval of the secondary school principal prior to participation in dual
1082 enrollment must be obtained;
- 1083 b. The college must accept the student for admission to the course;
- 1084 c. The course must be given by the college for degree credits (no remedial courses
1085 will be accepted); and
- 1086 d. Students participating in courses offered by an institution of higher education shall
1087 be permitted to exceed a full course load in order to participate in courses that lead
1088 to a degree, certificate, or credential at such institution.

1089 **8VAC20-132-150. Standard school year and school day.**

1090 A. The standard school year shall be 180 instructional days or 990 instructional hours. The
1091 standard school day, including passing time for class changes and excluding breaks for meals,
1092 shall average a minimum of 5-1/2 instructional hours for students in kindergarten through grade
1093 12. Recess may be included in the calculation of required instructional hours for elementary
1094 school, provided that recess does not exceed 15% of the required instructional hours.

1095 B. All students in kindergarten through grade 12 shall maintain a full day schedule of classes
1096 (5-1/2 hours), unless a waiver is granted in accordance with policies defined by the local school
1097 board.

1098 **8VAC20-132-160. Family life education.**

1099 Each school may implement the Standards of Learning for the Family Life Education
1100 program promulgated by the board or a Family Life Education program consistent with the
1101 guidelines developed by the board, which program shall have the goals of reducing the
1102 incidence of pregnancy, sexually transmitted diseases, and substance abuse among teenagers.

1103 **8VAC20-132-170. Off-site instruction.**

1104 A. Homebound instruction shall be made available to students who are confined at home or
1105 in a health care facility for periods that would prevent normal school attendance based upon
1106 certification of need by a licensed physician or licensed clinical psychologist. For students
1107 eligible for special education or related services, the Individualized Education Program (IEP)
1108 committee must revise the IEP, as appropriate. Credit for the work shall be awarded when it is
1109 done under the supervision of a licensed teacher qualified in the relevant subject areas and
1110 employed by the local school board, and there is evidence that the instructional time
1111 requirements or alternative means of awarding credit adopted by the local school board in
1112 accordance with the provisions of 8VAC20-132-110 have been met.

1113 B. Schools are encouraged to pursue alternative means to deliver instruction to
1114 accommodate student needs through virtual courses, emerging technologies, and other similar
1115 means. Students may enroll in and receive a standard and verified unit of credit for supervised
1116 virtual courses with prior approval of the principal. The local school board shall develop policies
1117 governing this method of delivery of instruction that shall include the provisions of 8VAC20-132-
1118 110 and the administration of required SOL tests prescribed by 8VAC20-132-40. For courses
1119 offered for possible high school credit, standard units of credit shall be awarded for successful
1120 completion of such courses when the course is equivalent to that offered in the regular school
1121 program and the work is done under the supervision of a licensed teacher qualified in the
1122 relevant subject areas. A verified unit of credit may be earned when the student has
1123 successfully completed the requirements specified in 8VAC20-132-110.

1124 **8VAC20-132-180. Library media, materials, and equipment.**

1125 A. Each school shall maintain an organized library media center as the resource center of
1126 the school and provide a unified program of media services and activities for students and
1127 teachers before, during, and after school. The library media center shall contain hard copy,
1128 electronic technological resources, materials, and equipment that are sufficient to meet

1129 research, inquiry, and reading requirements of the instructional program and general student
1130 interest.

1131 B. Each school shall provide a variety of materials, resources, and equipment to support the
1132 instructional program.

1133 **8VAC20-132-190. Extracurricular and other school activities; recess.**

1134 A. School sponsored extracurricular activities shall be under the direct supervision of the
1135 staff and shall contribute to the educational objectives of the school. Extracurricular activities
1136 must be organized to avoid interrupting the instructional program. Extracurricular activities shall
1137 not be permitted to interfere with the student's required instructional activities. Extracurricular
1138 activities and eligibility requirements shall be established and approved by the superintendent
1139 and the school board.

1140 B. Competitive sports of a varsity nature (scheduled league games) shall be prohibited as a
1141 part of the elementary school program.

1142 C. Each elementary school shall provide students with a daily recess during the regular
1143 school year as determined appropriate by the school.

1144 D. Local school boards shall provide a program of physical activity for all students in
1145 kindergarten through five consisting of at least 20 minutes per day or an average of 100 minutes
1146 per week during the regular school year and available to all students in grades six through 12
1147 with a goal of at least 150 minutes per week on average during the regular school year.

1148 Part V

1149 School and Instructional Leadership

1150 **8VAC20-132-200. Role of the principal.**

1151 A. The principal is recognized as the instructional leader and manager of the school and is
1152 responsible for:

1153 1. Fostering the success of all students by facilitating the development, communication,
1154 implementation, and evaluation of a shared vision of teaching and learning that leads to
1155 student academic progress and school improvement;

1156 2. Fostering the success of all students by developing, advocating, and sustaining an
1157 academically rigorous, positive, and safe school climate for all stakeholders;

1158 3. Fostering effective human resources management by appropriately assigning,
1159 selecting, inducting, supporting, evaluating, and retaining quality instructional and
1160 support personnel;

1161 4. Fostering the success of all students by communicating and collaborating effectively
1162 with stakeholders;

1163 5. Fostering the success of all students by demonstrating professional standards and
1164 ethics, engaging in continuous professional development, and contributing to the
1165 profession; and

1166 6. Providing leadership that results in acceptable, measurable student academic
1167 progress based on established standards.

1168 As a matter of policy, the board, through these standards, recognizes the critically important
1169 role of principals to the success of public schools and the students who attend those schools
1170 and recommends that local school boards provide principals with the maximum authority
1171 available under law in all matters affecting the school, including instructional leadership, school
1172 climate, human resources management, organizational management, communication and
1173 community relations, and student academic progress, in a manner that allows the principal to be
1174 held accountable in a fair and consistent manner for matters under the principal's direct control.

- 1175 B. As the instructional leader, the principal is responsible for ensuring that students are
1176 provided an opportunity to learn and shall:
- 1177 1. Lead the collaborative development and maintenance of a student-centered shared
1178 vision for educational improvement and work collaboratively with staff, students, parents,
1179 and other stakeholders to develop a mission and programs for effective teaching and
1180 learning, consistent with the division's strategic plan and the school's goals;
- 1181 2. Collaboratively plan, implement, support, monitor, and evaluate instructional programs
1182 that enhance teaching and student academic progress and lead to school improvement;
- 1183 3. Analyze current academic achievement data and instructional strategies and monitor
1184 and evaluate the use of diagnostic, formative, and summative assessment by grade and
1185 by discipline to:
- 1186 a. Make appropriate educational decisions to improve classroom instruction,
1187 increase student achievement, and improve overall school effectiveness; provide
1188 timely and accurate feedback to students and parents and to inform instructional
1189 practices; and direct and require appropriate prevention, intervention, or remediation
1190 to those students performing below grade level or not meeting expectations,
1191 including passing the SOL tests;
- 1192 b. Involve the staff of the school in identifying and evaluating professional
1193 development needed to improve student achievement and provide professional
1194 development opportunities and ensure that the staff participate in those activities;
- 1195 c. Evaluate and improve classroom practices and instruction; and
- 1196 d. Seek to ensure students' successful attainment of knowledge and skills set forth in
1197 the Standards of Learning;
- 1198 4. Ensure that student records are maintained and that criteria used in making
1199 placement and promotion decisions, as well as any instructional interventions used to
1200 improve a student's performance, are included in the record;
- 1201 5. Protect the academic instructional time from unnecessary interruptions and
1202 disruptions and provide collaborative leadership for the design and implementation of
1203 effective and efficient schedules that protect and maximize instructional time;
- 1204 6. Involve students, staff, parents, and the community to create and sustain a positive,
1205 safe, and healthy learning environment that enforces state, division, and local rules,
1206 policies, and procedures and consistently models and collaboratively promotes high
1207 expectations, mutual respect, care, and concern for students, staff, parents, and the
1208 community;
- 1209 7. Create a culture of shared accountability and continuous school improvement;
- 1210 8. Involve students, families, staff, and other stakeholders to promote community
1211 engagement;
- 1212 9. Maintain records of students who drop out of school, including their reasons for
1213 dropping out and actions taken to prevent these students from dropping out;
- 1214 10. Notify the parents of rising eleventh-grade and twelfth-grade students of:
- 1215 a. The number of standard and verified units of credit required for graduation; and
- 1216 b. The remaining number of such units of credit the individual student requires for
1217 graduation; and
- 1218 11. Notify the parent or guardian of students removed from class for disciplinary reasons
1219 for two or more consecutive days in whole or in part. The school shall have met its
1220 obligation if it makes a good faith effort to notify the parent or guardian.

- 1221 C. As the school manager, the principal shall:
- 1222 1. Support, manage, and oversee the school's organization, operation, and use of
- 1223 resources;
- 1224 2. Demonstrate and communicate a knowledge and understanding of Virginia public
- 1225 education rules, regulations, laws, and school division policies and procedures;
- 1226 3. Work with staff to create an atmosphere of mutual respect and courtesy and to
- 1227 facilitate constructive communication by establishing and maintaining a current
- 1228 handbook of personnel policies and procedures;
- 1229 4. Ensure the use of data systems and technology to support goals;
- 1230 5. Disseminate information to staff, parents, and other stakeholders in a timely manner
- 1231 through multiple channels and sources;
- 1232 6. Work with the community to involve parents and citizens in the educational program;
- 1233 7. Facilitate communication with parents by maintaining and disseminating a current
- 1234 student handbook of policies and procedures that includes the school division's
- 1235 standards of student conduct and procedures for enforcement, along with other matters
- 1236 of interest to parents and students;
- 1237 8. Manage the supervision and research-based evaluation of staff in accordance with
- 1238 local and state requirements;
- 1239 9. Maintain a current record of staff's licenses and endorsements to ensure compliance
- 1240 and professional development completed by staff;
- 1241 10. Follow local and state laws and policies with regard to finances, school
- 1242 accountability, and reporting;
- 1243 11. Maintain records of receipts and disbursements of all funds handled, which shall be
- 1244 audited annually by a professional accountant approved by the local school board; and
- 1245 12. Ensure the security of all tests administered to students, including those required by
- 1246 the board and the local school division. This includes:
- 1247 a. The requirement that all schools adhere to a policy that prohibits students' access
- 1248 to cell phones and other electronic devices with texting or camera capabilities during
- 1249 the administration of the SOL tests;
- 1250 b. The requirement that, to the extent possible, no teacher should administer the
- 1251 SOL test associated with the grade level content or class such teacher taught;
- 1252 c. Notification to teachers of the penalties for breaching security on SOL tests,
- 1253 including actions against the teacher's license and civil penalties; and
- 1254 d. Establishment of penalties for students who breach security on SOL tests.

1255 **8VAC20-132-210. Role of professional teaching staff.**

1256 The professional teaching staff shall be responsible for providing instruction that is

1257 educationally sound in an atmosphere of mutual respect and courtesy that is conducive to

1258 learning and in which all students are expected to achieve the objectives of the Standards of

1259 Learning for the appropriate grade level or course. The staff shall:

- 1260 1. Serve as role models for effective oral and written communication with special
- 1261 attention to the use of standard English;
- 1262 2. Strive to strengthen the basic skills of students in all subjects and to close any
- 1263 achievement gaps among groups of students in the school;
- 1264 3. Establish teaching objectives to achieve the following:
- 1265 a. Identify what students are expected to learn; and

1266 b. Inform students of the achievement expected and keep them engaged in learning
1267 tasks;

1268 4. Provide for individual differences of students through the use of differentiated
1269 instruction, varied materials, and activities suitable to student interests and abilities; and

1270 5. Assess the progress of students and report promptly and constructively to students
1271 and their parents.

1272 **8VAC20-132-220. Role of support staff.**

1273 The school's support staff shall work with the principal and professional teaching staff to
1274 promote student achievement and successful attainment of the school's goals.

1275 **8VAC20-132-230. Administrative and support staff; staffing requirements.**

1276 A. Each school shall have, at a minimum, the staff as specified in the Standards of Quality
1277 with proper licenses and endorsements for the positions they hold.

1278 B. The principal of each middle and secondary school shall be employed on a 12-month
1279 basis.

1280 C. Each elementary, middle, and secondary school shall employ school counseling staff as
1281 prescribed by the Standards of Quality. School counseling shall be provided for students to
1282 ensure that a program of studies contributing to the student's academic achievement and
1283 meeting the graduation requirements specified in this chapter is being followed.

1284 D. Each member of the school counseling staff in the counseling program for elementary,
1285 middle, and secondary schools shall spend at least 80% of the member's staff time during
1286 normal school hours in direct counseling of individual students or groups of students.

1287 E. A middle school classroom teacher's standard load shall be based on teaching no more
1288 than the instructional day minus one planning period per day or the equivalent with no more
1289 than 150 students or 25 class periods per week. If a middle school classroom teacher teaches
1290 more than 150 students or 25 class periods per week, an appropriate contractual arrangement
1291 and compensation shall be provided.

1292 F. The secondary classroom teacher's standard load shall be based on teaching no more
1293 than the instructional day minus one planning period per day or the equivalent with no more
1294 than 150 students or 25 class periods per week. If a secondary school classroom teacher
1295 teaches more than 150 students or 25 class periods per week, an appropriate contractual
1296 arrangement and compensation shall be provided.

1297 G. Middle or secondary school teachers shall teach no more than 150 students per week;
1298 however, physical education and music teachers may teach 200 students per week. If a middle
1299 or secondary school physical education or music teacher teaches more than 200 students per
1300 week, an appropriate contractual arrangement and compensation shall be provided.

1301 H. Each elementary classroom teacher shall be provided at least an average of 30 minutes
1302 per day during a student's school week as planning time. Each full-time middle and secondary
1303 classroom teacher shall be provided one planning period per day or the equivalent, as defined
1304 in 8VAC20-132-10, unencumbered of any teaching or supervisory duties.

1305 I. Staff-student ratios in special education and career and technical education classrooms
1306 shall comply with regulations of the board.

1307 J. Student support positions as defined in the Standards of Quality shall be available as
1308 necessary to promote academic achievement and to provide support services to the students in
1309 the school.

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Part VI

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School Facilities and Safety

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8VAC20-132-240. School facilities and safety.

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A. Each school shall be maintained in a manner ensuring compliance with the Virginia Uniform Statewide Building Code (13VAC5-63). In addition, the school administration shall:

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1. Maintain a physical plant that is accessible, barrier free, safe, and clean;

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2. Provide for the proper outdoor display of flags of the United States and of the Commonwealth of Virginia;

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3. Provide suitable space for classrooms, administrative staff, pupil personnel services, library and media services, and for the needs and safety of physical education;

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4. Provide adequate, safe, and properly equipped laboratories to meet the needs of instruction in the sciences, technology, fine arts, and career and technical programs;

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5. Provide facilities for the adequate and safe administration and storage of student medications; and

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6. Carry out the duties of the threat assessment team established by the division superintendent and implement policies established by the local school board related to threat assessment pursuant to § 22.1-79.4 of the Code of Virginia.

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B. Each school shall maintain records of regular safety, health, and fire inspections that have been conducted and certified by local health and fire departments. The frequency of such inspections shall be determined by the local school board in consultation with the local health and fire departments. In addition, the school administration shall:

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1. Equip all exit doors with panic hardware as required by the Virginia Uniform Statewide Building Code (13VAC5-63);

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2. Conduct a fire drill at least twice during the first 20 days of school and conduct at least two additional fire drills during the remainder of the school term. Evacuation routes for students shall be posted in each room; and

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3. Conduct a lock-down drill at least twice during the first 20 days of school and conduct at least two additional lock-down drills during the remainder of the school term.

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

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Each school building with instructional or administrative staff of 10 or more shall have at least three employees with current certification or training in emergency first aid, CPR, and the use of an automated external defibrillator. If one or more students diagnosed with diabetes attend such school, at least two employees shall have been trained in the administration of insulin and glucagon.

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Each school building with instructional or administrative staff of fewer than 10 shall have at least two employees with current certification or training in emergency first aid, CPR, and the use of an automated external defibrillator. If one or more students diagnosed with diabetes attend such school, at least one employee shall have been trained in the administration of insulin and glucagon.

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D. In addition, the school administration shall ensure that the school has:

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1. Written procedures to follow in emergencies such as fire, injury, illness, allergic reactions, and violent or threatening behavior. This shall include school board policies for the possession and administration of epinephrine in every school, to be administered by any school nurse, employee of the school board, employee of a local governing body, or employee of a local health department who is authorized by a prescriber and trained

1356 in the administration of epinephrine to any student believed to be having an anaphylactic
1357 reaction. The plan shall be outlined in the student handbook and discussed with staff
1358 and students during the first week of each school year;
1359 2. Space for the proper care of students who become ill;
1360 3. A written procedure, in accordance with guidelines established by the local school
1361 board, for responding to violent, disruptive, or illegal activities by students on school
1362 property or during a school-sponsored activity; and
1363 4. Written procedures to follow for the safe evacuation of persons with special physical,
1364 medical, or language needs who may need assistance to exit a facility.

1365 Part VII

1366 School and Community Communications

1367 **8VAC20-132-250. School and community communications.**

1368 A. Each school shall promote communication and foster mutual understanding with parents
1369 and the community. Each school shall:

1370 1. Involve parents, citizens, community agencies, and representatives from business and
1371 industry in developing, disseminating, and explaining the biennial school plan; on
1372 advisory committees; in curriculum studies; and in evaluating the educational program.

1373 2. Provide annually to the parents and the community a school performance report in a
1374 manner prescribed by the board and consistent with the requirements of the Elementary
1375 and Secondary Education Act (Pub. L. No. 89-10, as amended). The school
1376 performance report shall include designated information for the most recent three-year
1377 period. Such information shall be designated by the board to include indicators of the
1378 following: accountability, assessments, enrollment and demographics, college and
1379 career readiness, finance, learning environment, and teacher quality. Specific indicators
1380 shall include:

1381 a. Virginia Assessment Program results by percentage of participation and
1382 proficiency and disaggregated by student reporting groups.

1383 b. School performance, disaggregated by student reporting groups, on each school
1384 quality indicator described in 8VAC20-132-270 B, the school's overall performance
1385 category described in 8VAC20-132-270 E, and whether the school is identified for
1386 improvement under 8VAC20-132-280.

1387 c. Accreditation status.

1388 d. Attendance and absenteeism for students.

1389 e. Information related to school safety, to include incidents of crime and violence.

1390 f. Information related to qualifications and educational attainment of the teaching
1391 staff.

1392 g. In addition, each secondary school's school performance report shall include the
1393 following:

1394 (1) Advanced Placement (AP) information, to include the percentage of students who
1395 take AP courses and percentage of students who take AP tests;

1396 (2) International Baccalaureate (IB) and Cambridge course information, to include
1397 the percentage of students who are enrolled in IB or Cambridge programs and the
1398 percentage of students who receive an IB or Cambridge Diploma;

1399 (3) College-level course information, to include the percentage of students who take
1400 college-level courses, including dual enrollment courses;

1401 (4) Number and percentage of (i) graduates by diploma type as prescribed by the
1402 board; (ii) certificates awarded to the senior class, including high school equivalency
1403 preparation program credentials approved by the board; and (iii) students who do not
1404 complete high school;

1405 (5) As a separate category on the school performance report, the number of students
1406 obtaining board-approved industry certifications and passing state licensure
1407 examinations, national occupational competency assessments, and Virginia
1408 workplace readiness skills assessments while still in high school, and the number of
1409 career and technical education completers who graduated; and

1410 (6) Number and percentage of dropouts.

1411 3. Cooperate with business and industry in formulating career and technical educational
1412 programs and conducting joint enterprises involving personnel, facilities, training
1413 programs, and other resources.

1414 4. Encourage and support the establishment or continuation of a parent-teacher
1415 association or other organization and work cooperatively with it.

1416 B. At the beginning of each school year, each school shall provide to the parents or
1417 guardians of its students information on the availability of and source for receiving:

1418 1. The learning objectives developed in accordance with the provisions of 8VAC20-132-
1419 70 to be achieved at the child's grade level or, in high school, a copy of the syllabus for
1420 each of the child's courses, and a copy of the school division promotion, retention, and
1421 remediation policies;

1422 2. The Standards of Learning applicable to the child's grade or course requirements and
1423 the approximate date and potential impact of the child's next SOL testing; and

1424 3. An annual notice to students in all grade levels of all requirements for Standard
1425 Diploma and Advanced Studies Diploma and the board's policies on promotion and
1426 retention as outlined in 8VAC20-132-30.

1427 The division superintendent shall report to the department compliance with this subsection
1428 as required by 8VAC20-132-300.

1429 Part VIII

1430 School Accountability

1431 **8VAC20-132-260. Expectations for school accountability.**

1432 A. The system of school accountability provides a means of determining the quality and
1433 effectiveness of schools for the following purposes:

1434 1. Building on strengths in schools and addressing specific areas needing improvement;

1435 2. Driving continuous improvement in school achievement for all schools;

1436 3. Identifying areas for technical assistance and the use of school improvement
1437 resources;

1438 4. Providing a comprehensive picture of school quality information to the public; and

1439 5. Informing board accreditation of schools based on the conditions specified in
1440 8VAC20-132-300.

1441 B. The accountability system, which presents expectations and standards for schools and
1442 school divisions, shall:

1443 1. Be used to publish the annual school performance report, as referenced in 8VAC20-
1444 132-250, which provides information to parents, citizens, the community, businesses and

1445 other agencies, and the general public about school characteristics and about a
1446 comprehensive range of school indicators;

1447 2. Fulfill the state accountability provisions for schools and divisions as presented in this
1448 part and the federal accountability provisions required under the Elementary and
1449 Secondary Education Act (Pub. L. No. 89-10, as amended) and the Individuals with
1450 Disabilities Education Act (20 USC § 1400 et seq.); and

1451 3. Identify schools, based on student outcome and growth measures, that require multi-
1452 year school support plans to improve performance on school quality indicators, which
1453 shall be taken into consideration in accrediting schools consistent with 8VAC20-132-300
1454 alongside compliance with the standards for student achievement, instructional
1455 programs, school and instructional leadership, school facilities and safety, and school
1456 and community communications in this chapter.

1457 **8VAC20-132-270. Measurement of school quality for accountability.**

1458 A. Requirements for indicator selection. School quality for the purposes of accountability
1459 shall be measured for each school using multiple indicators as provided for in this part. School
1460 quality indicators include student academic outcomes and other factors that are associated with
1461 student learning.

1462 Designation of school quality indicators by the board is based on the following criteria:

1463 1. Research demonstrates that the indicator is related to student academic outcomes,
1464 such as academic achievement and success beyond high school;

1465 2. Standardized procedures exist across schools and school divisions for collection of
1466 data used for the indicator so that the indicator is measured consistently and comparably
1467 statewide;

1468 3. The data used in the indicator is reliable and valid;

1469 4. Performance in the indicator can be positively impacted through division-level and
1470 school-level policies and procedures;

1471 5. The indicator meaningfully differentiates among schools based on progress of all
1472 students and student reporting groups; and

1473 6. The indicator does not unfairly impact one type or group of schools or students.

1474 B. School quality indicators. Specific indicators designated by the board for accountability
1475 purposes include the following:

1476 1. For all schools, academic achievement on board-approved Standards of Learning
1477 tests in reading, mathematics, and science, as measured through a weighted mastery
1478 index that gives full credit, or a weight of one, in the numerator for students who attain
1479 grade-level proficiency; partial credit, or a weight of less than one, in the numerator for
1480 students who do not attain grade-level proficiency; and bonus credit, or a weight greater
1481 than one, in the numerator for students who exceed grade-level proficiency;

1482 2. For elementary and middle schools, growth in reading and mathematics, as measured
1483 by an individual student's year-over-year progress on summative statewide end-of-year
1484 tests;

1485 3. For high schools, graduation rate, which shall primarily be based on the four-year
1486 adjusted cohort graduation rate as prescribed in the Elementary and Secondary
1487 Education Act (Pub. L. No. 89-10, as amended) and may include other graduation rate
1488 measures determined by the board consistent with federal requirements;

1489 4. Readiness for all students as measured by:

1490 a. For all schools, chronic absenteeism, defined as students who miss 10% or more
1491 of the school year regardless of reason, excluding students receiving homebound
1492 instruction, as defined in 8VAC20-132-10; and

1493 b. For high schools, college, career, and civic readiness, as measured by the extent
1494 to which a school's students demonstrate preparedness for postsecondary
1495 experiences such as successful completion of advanced high school coursework,
1496 acquisition of approved industry-recognized credentials, and meeting qualifications
1497 for military service;

1498 5. For all schools, the progress of EL students toward achieving proficiency in English,
1499 as measured by board-approved English language proficiency assessments consistent
1500 with the Elementary and Secondary Education Act (Pub. L. No. 89-10, as amended);
1501 and

1502 6. At the board's discretion, additional indicators of school quality consistent with
1503 subsection G of this section.

1504 C. EL and transfer students. When calculating the academic achievement and growth
1505 indicators described in subsection B of this section for the purpose of school accountability, the
1506 following tolerances for EL and transfer students shall apply:

1507 1. The scores of EL students enrolled in Virginia public schools fewer than three
1508 semesters may be removed from the calculation used to measure the academic
1509 achievement and growth indicators consistent with the Elementary and Secondary
1510 Education Act (Pub. L. No. 89-10, as amended). Completion of a semester shall be
1511 based on school membership days. Membership days are defined as the days the
1512 student is officially enrolled in a Virginia public school, regardless of days absent or
1513 present. For a semester to count as a completed semester, a student must have been in
1514 membership for a majority of the membership days of the semester. These semesters
1515 need not be consecutive. The scores of students who were formerly classified as English
1516 learners may be included in the calculation to measure the academic achievement and
1517 growth indicators for four years after the student ceases to be identified as an English
1518 learner consistent with the Elementary and Secondary Education Act (Pub. L. No. 89-10,
1519 as amended).

1520 2. In accordance with the provisions of 8VAC20-132-40, all students who transfer into
1521 Virginia public schools are expected to take and pass all applicable SOL tests in the
1522 content areas in which they receive instruction.

1523 3. All students who transfer within a school division shall have their scores counted in
1524 the calculation of the school's academic achievement and growth indicators. Students
1525 who transfer into a Virginia school from home instruction or from another Virginia school
1526 division, another state, or another country in kindergarten through grade eight shall be
1527 expected to take all applicable SOL tests or additional tests approved by the board as
1528 outlined in 8VAC20-132-110. If the transfer takes place after the 20th instructional day
1529 following the opening of school, the scores on these tests may be used in calculating the
1530 academic achievement and growth indicators applied to school accountability.

1531 4. Students who transfer into a Virginia middle or secondary school from home
1532 instruction or from another Virginia school division, another state, or another country and
1533 enroll in a course for which there is an end-of-course SOL test shall be expected to take
1534 the test or additional tests for that course approved by the board as outlined in 8VAC20-
1535 132-40 and 8VAC20-132-110. If the transfer takes place after 20 instructional hours per
1536 course have elapsed following the opening of school or beginning of the semester, if
1537 applicable, the scores on those tests may be used in calculating the academic
1538 achievement and growth indicators applied to school accountability.

1539 5. Students who enroll on the first day of school and subsequently transfer to a school
1540 outside of the division for a total amount of instructional time equal to or exceeding 50%
1541 of a current school year or semester, whether the transfer was a singular or multiple
1542 occurrence, and return during the same school year shall be expected to take any
1543 applicable SOL test. The scores of those tests may be used in measuring the school
1544 academic achievement and growth indicators in the year in which the transfers occur.

1545 D. School performance calculation and weighting. The board shall meaningfully differentiate
1546 schools annually, beginning with the 2025-2026 school year, using data collected from the
1547 2024-2025 school year, based on the school quality indicators described in subsection B of this
1548 section.

1549 Consistent with the requirements for the weighting of indicators for annual meaningful
1550 differentiation in the Elementary and Secondary Education Act (Pub. L. No. 89-10, as
1551 amended), an overall score for each school shall be calculated by:

1552 1. For elementary and middle schools, a weighted measure, consisting of the school
1553 quality indicators described in subsection B of this section, such that the academic
1554 achievement mastery index comprises between 50% and 70% of a school's score and
1555 growth comprises up to 40% of a school's score.

1556 2. For high schools, a weighted measure, consisting of the school quality indicators
1557 described in subsection B of this section, such that the academic achievement mastery
1558 index comprises between 40% and 60% of a school's score and the four-year adjusted
1559 cohort graduation rate as prescribed in the Elementary and Secondary Education Act
1560 (Pub. L. No. 89-10, as amended) comprises at least 15% of a school's score.

1561 E. Public reporting. To provide parents and the public with transparent and clear information
1562 about the overall performance of schools, the board shall use the calculation in subsection D of
1563 this section to assign schools into at least four performance categories on an annual basis. The
1564 scores associated with each performance category shall be determined by the board and
1565 posted on the portion of the department's website relating to the school performance report,
1566 beginning with the 2025-2026 school year, using data collected from the 2024-2025 school
1567 year. A school's performance category shall be reported separately from its accreditation status
1568 and shall not affect a school's accreditation status. Further, the board shall review the scores
1569 associated with each performance category at least once every three years.

1570 F. Student groups. Any school identified for targeted support or additional targeted support
1571 under 8VAC20-132-280 based on the performance of a reporting group, including students
1572 belonging to each major racial and ethnic group, economically disadvantaged students,
1573 students with disabilities, and English learners, shall have their overall performance category
1574 described in subsection E of this section lowered by one level.

1575 G. Board responsibilities.

1576 1. The board may adopt special provisions related to the measurement and use of a
1577 school quality indicator as prescribed by the board. The board may also alter the
1578 inclusions and exclusions from indicator calculations or school ratings by providing
1579 adequate notice to local school boards.

1580 2. The board may add new assessments or discontinue the use of existing assessments
1581 in the Virginia Assessment Program by providing adequate notice to local school boards.
1582 As specified in the Standards of Quality, the board may adopt special provisions related
1583 to the administration and use of any SOL tests as applied to school quality indicators for
1584 any period during which the Standards of Learning content or assessments in that area
1585 are being revised and phased in. Notice shall be provided to local school boards
1586 regarding the special provisions prior to statewide administration of such tests.

1587 3. The board may adopt valid and reliable measures of student growth to be used in
1588 calculating the growth indicators for reading and mathematics and in determining the
1589 progress of English learners toward English proficiency.

1590 4. The board may incorporate additional school quality indicators into the calculation
1591 described in subsection D of this section, according to its criteria as specified in
1592 subsection A of this section.

1593 H. Schools with non-tested grades. To use the school quality indicators to meaningfully
1594 differentiate among schools with grade configurations that do not house a grade or offer courses
1595 for which SOL tests or additional tests approved by the board as outlined in 8VAC20-132-110
1596 are administered, such schools shall be paired with another school in the division housing one
1597 or more of the grades in which SOL tests are administered. The pairing of such schools shall be
1598 made upon the recommendation of the division superintendent. The schools should have a
1599 "feeder" relationship and the grades should be contiguous.

1600 **8VAC20-132-280. Identification of schools for improvement and required actions.**

1601 A. Using the indicators and weights described in 8VAC20-132-270 and consistent with the
1602 Elementary and Secondary Education Act (Pub. L. No. 89-10, as amended), the department
1603 shall identify schools as follows:

1604 1. Comprehensive support. For school identification in the 2025-2026 school year, this
1605 category shall include at least the lowest-scoring 5.0% of schools based on the
1606 calculation described in 8VAC20-132-270 D. In subsequent identification years, the
1607 board shall set a minimum score on such calculation for identification for comprehensive
1608 support informed by the baseline established in the 2025-2026 school year. In addition,
1609 any high school where the four-year adjusted cohort graduation rate, as prescribed in
1610 the Elementary and Secondary Education Act (Pub. L. No. 89-10, as amended), is below
1611 67% shall be identified for comprehensive support, starting with identification in the
1612 2025-2026 year. Comprehensive support schools shall be identified once every three
1613 years, and no school in comprehensive support shall be placed in the highest
1614 performance category described in 8VAC20-132-270 E.

1615 2. Targeted support. For school identification in the 2025-2026 school year and all
1616 subsequent identification years, this category shall include any school that is not
1617 identified for comprehensive support where the performance of any reporting group
1618 within a school using the calculation described in 8VAC20-132-270 D is below the score
1619 by which schools are identified for comprehensive support. Targeted support schools
1620 shall be identified annually and the performance of the reporting group shall be reflected
1621 in the school's performance category consistent with 8VAC20-132-270 F.

1622 3. Additional targeted support. For school identification beginning in the 2028-2029
1623 school year, this category shall include any targeted support school where the
1624 performance of any reporting group within a school using the calculation described in
1625 8VAC20-132-270 D meets the criteria in subdivision 2 of this subsection after being
1626 identified for targeted support in the previous three years. Additional targeted support
1627 schools shall be identified once every three years, and the performance of the reporting
1628 group shall be reflected in the school's performance category consistent with 8VAC20-
1629 132-270 F.

1630 Responses and actions to be taken by schools, under the leadership of division
1631 superintendents and school principals, school divisions, and the Department as a result
1632 of school identification are as prescribed in subsections B, C, and D of this section.

1633 B. Targeted and additional targeted support. If a school is identified for targeted or additional
1634 targeted support, the school and its school division shall work cooperatively and in consultation
1635 with stakeholders, including principals, teachers, and parents, to develop and implement a multi-

1636 year school support plan to improve student outcomes, which shall be incorporated as a
1637 component of the school's comprehensive, unified long-range plan in 8VAC20-132-300 B 9.

1638 In developing and revising such plan, the school and its school division shall conduct a
1639 needs assessment to determine the issues and conditions that are likely contributing to the
1640 school's performance on the school quality indicators for all students and reporting groups;
1641 identify the resources the school may require to implement its plan and how any resource needs
1642 will be addressed; and develop a plan for implementation with goals, measurable objectives,
1643 evidence-based strategies, and actions designed to improve performance on the school quality
1644 indicators to exit targeted support or additional targeted support status.

1645 School division and school staff shall:

1646 1. Identify factors related to the school's performance on the school quality indicators
1647 described in 8VAC20-132-270 B for all students and reporting groups as part of the
1648 school's comprehensive needs assessment;

1649 2. Use the results of the comprehensive needs assessment to develop and revise the
1650 multi-year school support plan to include goals, measurable objectives, at least two
1651 evidence-based strategies, and actions that address the factors identified in the needs
1652 assessment that are related to the school's performance on the school quality indicators.
1653 The department may implement an audit process to ensure compliance with this
1654 provision;

1655 3. Review available resources for the school, which may include reviewing division-level
1656 and school-level budgeting; identify the resources the school may require to implement
1657 its multi-year support plan; and include how any resource needs will be addressed in
1658 such plan. The school's multi-year support plan shall be approved by the school division
1659 and local school board and published on the website for the school and school division.
1660 The department may implement an audit process to ensure compliance with this
1661 provision;

1662 4. Implement the evidence-based strategies and actions with fidelity;

1663 5. Regularly evaluate the impact of plan implementation and evidence of the school's
1664 progress, monitor changes on the school quality indicators for all students and reporting
1665 groups, and make adjustments as warranted; and

1666 6. Evaluate progress on the school quality indicators for all students and each reporting
1667 group at the end of each year and assess the results of the school support plan actions
1668 at the end of two years. If no progress is made within the two-year period on the school
1669 quality indicators, the plan shall be revised.

1670 The board shall establish criteria for sufficient improvement on the school quality indicators
1671 for schools to exit additional targeted support. If the school is reidentified for additional targeted
1672 support after three years, the school must undergo a review conducted by the department, or
1673 under its guidance, to identify further or alternative evidence-based strategies and actions to
1674 improve student achievement on the school quality indicators. Review of other data by the
1675 department, or under its guidance, may occur based on the school's multi-year school support
1676 plan. Revised school support plans developed as a result of the review shall be reviewed
1677 through a department-established process, which may include peer review by staff from other
1678 school divisions. Further, if such a school receives funding under Title I, Part A of the
1679 Elementary and Secondary Education Act (Pub. L. No. 89-10, as amended), the school shall be
1680 identified for comprehensive support and required to implement actions specified in subsection
1681 C of this section.

1682 School divisions with schools identified for targeted or additional targeted support may
1683 request technical assistance from the department.

1684 C. Comprehensive support.

1685 1. Multi-year support plans. If a school is identified for comprehensive support, the
1686 school and school division shall work cooperatively and in consultation with the
1687 department and with stakeholders, including principals, teachers, and parents, to
1688 develop and implement a multi-year support plan to improve student outcomes, which
1689 shall be incorporated as a component of the school's comprehensive, unified, long-range
1690 plan in 8VAC20-132-300 B 9.

1691 The department shall develop a standardized template to develop multi-year support
1692 plans for schools in comprehensive support that divisions and schools must use. In
1693 developing such plan, the school and school division, in consultation with the
1694 department, shall conduct a needs assessment to determine the issues and conditions
1695 that are likely contributing to the school's performance on the school quality indicators;
1696 identify the resources the school may require to implement its plan and how any
1697 resource needs will be addressed; and develop a plan for implementation with goals,
1698 measurable objectives, evidence-based strategies, and actions to achieve improvement
1699 on the school quality indicators and exit comprehensive support status.

1700 In consultation and with support from department staff, school division and school staff
1701 shall:

1702 a. Identify factors related to the school's performance on the school quality indicators
1703 described in 8VAC20-132-270 B for all students and reporting groups as part of the
1704 school's comprehensive needs assessment;

1705 b. Use the results of the comprehensive needs assessment to develop a multi-year
1706 school support plan that includes goals, measurable objectives, at least four
1707 evidence-based strategies, and actions that address the factors in the needs
1708 assessment that are related to the school's performance on the school quality
1709 indicators;

1710 c. Review available resources for the school, which may include reviewing division-
1711 level and school-level budgeting; identify the resources the school may require to
1712 implement its multi-year support plan; and include how any resource needs will be
1713 addressed in such plan;

1714 d. Submit the completed multi-year support plan to the department through the
1715 division superintendent for department approval. The school's proposed plan shall
1716 also be provided to the local school board for review prior to submission;

1717 e. Amend the plan if the department disapproves any portion thereof, as needed to
1718 secure the department's approval and publish the approved plan on the website for
1719 the school and school division;

1720 f. Implement the approved multi-year support plan's evidence-based strategies and
1721 actions with fidelity; and

1722 g. Meet regularly with department staff to evaluate the impact of plan implementation
1723 and monitor evidence of the school's progress, to track improvement on the school
1724 quality indicators and whether the school is on track to exit comprehensive support
1725 status, and to identify next steps, including whether adjustments to the plan are
1726 warranted.

1727 2. Schools failing to meet exit criteria. The board shall establish criteria for sufficient
1728 improvement on the school quality indicators for schools to exit comprehensive support.
1729 If a school is reidentified for comprehensive support after implementing its plan for three
1730 years, the multi-year support plan described in subdivision 1 of this subsection shall be
1731 revised with greater direction and intervention from the department, including that the

1732 department will identify more rigorous actions, consistent with the Elementary and
1733 Secondary Education Act (Pub. L. No. 89-10, as amended), to improve student
1734 outcomes on the school quality indicators.

1735 The level of direction and intervention from the department may include calling for the local
1736 school division superintendent and the Superintendent of Public Instruction to enter into an
1737 agreement that shall delineate the responsibilities for the school staff, school division staff, and
1738 department staff and shall include required goals, measurable objectives, evidence-based
1739 strategies, and actions to improve student achievement and to improve performance on the
1740 school quality indicators.

1741 D. Division responsibilities. In addition to facilitating the development of multi-year school
1742 support plans, school divisions with schools identified for additional targeted and comprehensive
1743 support under subsection A of this section shall create a division support plan to improve
1744 student outcomes in such schools, which shall be incorporated into the long-range
1745 comprehensive plan for the division in 8VAC20-132-300 B 9. Division support plans shall be
1746 published on the website for the division. In developing and revising such plan, the school
1747 division shall:

1748 1. Conduct a needs assessment to determine division-level issues and conditions that
1749 are likely contributing to the school's performance on the school quality indicators;

1750 2. Review the resources available to identified schools compared to other schools in the
1751 division and identify resources identified schools may require to implement their school
1752 support plans. Such plans shall be informed by a division needs assessment and each
1753 identified school's multi-year improvement plan;

1754 3. Include how the division will support effective implementation of the required actions
1755 and evidence-based interventions within the school support plan for each identified
1756 school in the division; and

1757 4. Regularly evaluate the impact of plan implementation and evidence of the division's
1758 progress in implementing the plan, monitor changes on the school quality indicators for
1759 all students and reporting groups in identified schools compared to those that are not
1760 identified in the division, and make adjustments as warranted.

1761 E. Once every three years, the board shall review the performance scores used to identify
1762 schools for comprehensive, targeted, and additional targeted support status in the school
1763 accountability system.

1764 **8VAC20-132-290. Recognitions and rewards for school and division accountability.**

1765 Schools and divisions shall be recognized by the board in accordance with guidelines the
1766 board shall establish for the Exemplar School Recognition Program to recognize (i) schools or
1767 school divisions that exceed board-established requirements or show continuous improvement
1768 on the school quality indicators and (ii) schools, school divisions, and school boards that
1769 implement effective, innovative practices. Such recognition may include:

1770 1. Public announcements recognizing individual schools and divisions;

1771 2. Tangible rewards;

1772 3. Waivers of certain board regulations;

1773 4. Exemptions from certain reporting requirements; or

1774 5. Other commendations deemed appropriate to recognize high achievement.

1775 In addition to board recognition, local school boards shall adopt policies to recognize
1776 individual schools through public announcements, media releases, and participation in
1777 community activities when setting policy relating to schools and budget development, as well as
1778 other appropriate recognition.

1779

Part IX

1780

School Accreditation

1781

8VAC20-132-300. Accreditation.

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A. The board shall adopt a process to accredit schools based on the school accountability requirements and student outcome and growth measures, as well as compliance with the standards for student achievement, school instructional programs, school and instructional leadership, school facilities and safety, and school and community communications described in this chapter.

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The department shall develop guidance, templates, evidentiary exemplars, or rubrics to demonstrate how it will objectively measure school and division compliance with each of the Standards of Accreditation described in subsection B of this section. All such guidance shall be submitted to the board for approval and final guidance shall be published on the department's website and directly provided to local school divisions.

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B. The principal of each new or existing school and the division superintendent shall annually document and report to the Department of Education, in a manner prescribed by the board, satisfactory evidence of the following:

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

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2. Compliance with the requirements to offer courses that shall allow students to complete the graduation requirements in 8VAC20-132-50 and 8VAC20-132-51, as applicable;

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3. The school and school division's ability to offer the instructional program prescribed in 8VAC20-132-70 through 8VAC20-132-100;

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4. The school and school division's offering of history and social science and English, to include writing, as prescribed in 8VAC20-132-70 C;

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5. Compliance with the leadership and staffing requirements of 8VAC20-132-200 through 8VAC20-132-230;

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6. Compliance with the facilities and safety provisions of 8VAC20-132-240;

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7. Compliance with the parental notification provisions of 8VAC20-132-250 B;

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

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

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To develop such plans, each school shall conduct a comprehensive needs assessment in collaboration with its school division staff to identify needed actions to ensure continuous improvement for its students. For schools receiving comprehensive, targeted, or additional targeted support, results of the needs assessment shall be used to develop the multi-year school support plan, consistent with the requirements specified in 8VAC20-132-280, which shall be included in the school's comprehensive, unified, long-range plan;

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1825 10. Actions prescribed by 8VAC20-132-280 have been completed, and in the case of a
1826 school identified for comprehensive support, a corrective action plan for continuous
1827 improvement aligned to its multi-year school support plan demonstrates the support plan
1828 is being implemented with fidelity and the school is on track to improve student
1829 achievement, growth, and performance on other school quality indicators in 8VAC20-
1830 132-270 consistent with subsection C of this section; and

1831 11. Actions taken to correct any noncompliance issues that the school reported in the
1832 previous year.

1833 C. Accreditation designations. Effective no later than the academic year 2025-2026, schools
1834 shall be assigned one of the following accreditation designations.

1835 1. Fully accredited.

1836 a. For a school that is not identified for comprehensive support under 8VAC20-132-
1837 280 based on its performance on the school quality indicators in 8VAC20-132-270 B,
1838 once all required evidence in subsection B of this section is submitted to the
1839 department, deemed satisfactory, and approved for compliance, the school shall be
1840 designated "Fully Accredited."

1841 b. If a school is identified for comprehensive support, the required evidence in
1842 subsection B of this section must be submitted to the department, deemed
1843 satisfactory, and approved for compliance along with a corrective action plan for
1844 continuous improvement. Such plan must demonstrate the school is faithfully
1845 implementing its department-approved multi-year school support plan under
1846 8VAC20-132-280 and include data showing the school's progress in improving
1847 student achievement, growth, and performance on other school quality indicators.

1848 If the school is not among the lowest performing 5.0% on the school quality
1849 indicators in the current year (or has improved the four-year adjusted cohort
1850 graduation rate above 67% for schools identified due to low graduation rates), the
1851 school shall be designated "Fully Accredited." Further, the board may grant an
1852 exception and designate schools identified for comprehensive support as "Fully
1853 Accredited" that have not met the progress threshold using current year data but are
1854 improving at a rate using data from previous years that would lead to the school
1855 meeting the exit criteria established by the board in 8VAC20-132-280 within the
1856 required timeline.

1857 2. Conditionally accredited.

1858 a. If any piece of required evidence in subsection B of this section is submitted to the
1859 department and determined to be unsatisfactory or noncompliant, a school shall be
1860 designated "Conditionally Accredited" until such school successfully submits
1861 additional evidence and is deemed to meet the conditions set forth in subsection B of
1862 this section by the department.

1863 b. If the corrective action plan for continuous improvement submitted by a school
1864 identified for comprehensive support does not demonstrate such school has
1865 improved from the lowest performing 5.0% on the school quality indicators in the
1866 current year (or improved the four-year adjusted cohort graduation rate above 67%
1867 for schools identified due to low graduation rates) or is improving at a rate using data
1868 from previous years that would lead to the school meeting the exit criteria
1869 established by the board in 8VAC20-132-280 within the required timeline, the school
1870 shall be designated "Conditionally Accredited." If a school identified for
1871 comprehensive support is "Conditionally Accredited," the department shall require
1872 and approve revisions to the school's multi-year support plan under 8VAC20-132-

1873 280 C 1 to include more rigorous actions to improve student achievement, growth,
1874 and performance on the school quality indicators.

1875 3. Accreditation denied.

1876 a. If a school is designated "Conditionally Accredited" and the school or school
1877 division fails to submit additional documentation consistent with subsection A of this
1878 section, it may be designated by the board as "Accreditation Denied."

1879 b. If a school identified for comprehensive support is designated "Conditionally
1880 Accredited" and fails to submit, amend, adopt, and implement a revised multi-year
1881 support plan with more rigorous actions, the Superintendent of Public Instruction
1882 shall review the school for potential designation by the board as "Accreditation
1883 Denied" and shall present the results of such review to the board with
1884 recommendations. If the board determines that any such school is at not on track to
1885 improve student achievement, growth, and performance on other school quality
1886 indicators and meet the exit criteria in 8VAC20-132-280 due to its failure to adopt
1887 and implement a multi-year school support plan and corrective action plan with
1888 fidelity as required by this section, the board shall designate such school as
1889 "Accreditation Denied."

1890 The local school board shall be given an opportunity to correct such failure, and if
1891 successful in a timely manner, the school's "Accreditation Denied" designation may
1892 be rescinded at the board's discretion.

1893 c. If the board determines that the local school board failed to demonstrate progress
1894 in developing or implementing the corrective action plan on behalf of any school
1895 designated "Accreditation Denied," the local school board shall enter into a
1896 memorandum of understanding with the board, which shall delineate responsibilities
1897 for the local school board, the board, school division staff, school staff, and
1898 department staff and shall also include required goals, measurable objectives, and
1899 actions based on a division-level needs assessment to improve student achievement
1900 and to improve performance on school quality indicators. Department staff shall meet
1901 regularly with school division staff to monitor the memorandum of understanding and
1902 corrective action plan, to track progress on the school quality indicators, and to
1903 identify next steps. School divisions that do not demonstrate evidence of progress
1904 under the memorandum of understanding and the associated corrective action plan
1905 shall be subject to additional actions, which may include more frequent meetings with
1906 department staff, required technical assistance, or appearance before the board.

1907 D. Any school in violation of this chapter shall be subject to appropriate action by the board,
1908 including withholding the school's accreditation rating.

1909 E. A school's accreditation rating may be withheld by action of the board for any school
1910 found to be in violation of test security procedures pursuant to § 22.1-19.1 of the Code of
1911 Virginia.

1912 F. Review cycles. If a school has been designated "Fully Accredited" for three consecutive
1913 years and is not receiving comprehensive support as specified in 8VAC20-132-280, the board
1914 shall review the accreditation status of the school every three years. If a school is identified for
1915 comprehensive support during its triennial accreditation period, the school shall be required to
1916 receive approval from the department of its school support plan, consistent with 8VAC20-132-
1917 280, and submit a corrective action plan to the department consistent with subsection C of this
1918 section each subsequent year within that triennial period.

1919 If the board finds that a school with multi-year accreditation status that is not identified for
1920 comprehensive support would have been accredited every year of the triennial review period,
1921 the board shall accredit the school for another three years. A multi-year accreditation status

1922 shall neither relieve any school or division of annual reporting requirements, nor relieve any
1923 school or division of annual review of school quality indicators used for school accountability
1924 and subsequent actions as appropriate and provided for in 8VAC20-132-270 and 8VAC20-132-
1925 280.

1926 G. Division-level reviews and corrective actions. Because a high proportion of schools
1927 identified for support under 8VAC20-132-280 within a single division may be indicative of a
1928 division-level failure to implement the Standards of Quality or other division-level action or
1929 inaction, school divisions with at least 40% of their schools identified for comprehensive or
1930 additional targeted support or 10 or more schools identified for comprehensive support will be
1931 required to undergo a division-level academic and resource allocation review conducted by the
1932 department consistent with the Elementary and Secondary Education Act (Pub. L. No. 89-10, as
1933 amended).

1934 After the completion of such review, the Superintendent of Public Instruction shall present
1935 the results of such review to the board with recommendations. Each local school board shall,
1936 within a time period specified by the board, enter into a memorandum of understanding with the
1937 board and shall subsequently submit to the board for approval a corrective action plan,
1938 consistent with criteria established by the board, delineating responsibilities for the local school
1939 board, the board, school division staff, school staff, and department staff and setting forth
1940 specific actions and a schedule designed to ensure that schools within its school division meet
1941 the standards established by the board and improve performance on the school quality
1942 indicators. If the board determines that the proposed corrective action plan is not sufficient to
1943 enable all schools within the division to meet the standards established by the board, the board
1944 may return the plan to the local school board with directions to submit an amended plan
1945 pursuant to board guidance. Such corrective action plans shall be part of the relevant school
1946 division's comprehensive plan pursuant to § 22.1-253.13:6 of the Code of Virginia.

1947 Department staff shall meet regularly with school division staff to monitor the memorandum
1948 of understanding and corrective action plan, to track progress on the school quality indicators,
1949 and to identify next steps.

1950 School divisions that do not demonstrate evidence of progress under the memorandum of
1951 understanding and the associated corrective action plan shall be subject to additional actions,
1952 which may include more frequent meetings with department staff, required technical assistance,
1953 or appearance before the board.

1954 H. At-risk add-on funds. As provided in the appropriation act, if the board has required a
1955 local school board to submit a corrective action plan pursuant to § 22.1-253.13:3 A of the Code
1956 of Virginia, either for the school division pursuant to a division-level review or for any schools
1957 within its division that have been designated as not meeting the standards as approved by the
1958 board, the Superintendent of Public Instruction shall determine and report to the board whether
1959 each such local school board has met its obligation to develop and submit such corrective
1960 action plan and is making adequate and timely progress in implementing the plan. Additionally,
1961 if an academic review process undertaken pursuant to § 22.1-253.13:3 A of the Code of Virginia
1962 has identified actions for a local school board to implement, the Superintendent of Public
1963 Instruction shall determine and report to the board whether the local school board has
1964 implemented required actions. If the Superintendent of Public Instruction certifies that a local
1965 school board has failed or refused to meet any of those obligations, the board shall withhold
1966 payment of some or all at-risk add-on funds otherwise allocated to the affected division pursuant
1967 to this allocation for the pending fiscal year. In determining the amount of at-risk add-on funds to
1968 be withheld, the board shall take into consideration the extent to which such funds have already
1969 been expended or contractually obligated. The local school board shall be given an opportunity
1970 to correct its failure and if successful in a timely manner, may have some or all of its at-risk add-
1971 on funds restored at the board's discretion.

1972 I. Additional remedies. The board may exercise its authority to seek school division
1973 compliance with school laws pursuant to the relevant provisions of the Code of Virginia when
1974 any school within a division receives an accreditation designation other than "Fully Accredited."

1975 In accordance with the Standards of Quality at § 22.1-253.13:8 of the Code of Virginia, if the
1976 board determines that a school division has failed or refused and continues to fail or refuse to
1977 comply with any of the Standards of Quality, including the requirement for local school boards to
1978 maintain schools designated as "Accredited" as provided in § 22.1-253.13:3 A of the Code of
1979 Virginia, the board may petition the circuit court having jurisdiction in the school division to
1980 mandate or otherwise enforce compliance with such standard, including the development or
1981 implementation of any required corrective action plan that a local school board has failed or
1982 refused to develop or implement in a timely manner.

1983 J. The board shall provide a process for a local school board to appeal an accreditation
1984 designation under subsection C of this section for any school in the division. The board shall
1985 grant such appeals only in limited circumstances that warrant special consideration. In order to
1986 appeal such designation, the local school board shall submit a request to the board, signed by
1987 the chairman of the school board and the division superintendent, explaining why the school
1988 board is appealing the designation and shall include documentation supporting the request.

1989 **8VAC20-132-310. Waivers and alternative accreditation plans.**

1990 A. Except as specified in this section, the board may grant, for a period of up to five years, a
1991 waiver of requirements of this chapter that are not mandated by state or federal law or designed
1992 to promote health or safety. The board may grant all or a portion of the request for a waiver and
1993 designate conditions as appropriate. Waivers of requirements in 8VAC20-132-40, 8VAC20-132-
1994 50, 8VAC20-132-51, 8VAC20-132-70, and 8VAC20-132-260 through 8VAC20-132-320 shall not
1995 be granted, and no waiver may be approved for a program that violates the Standards of
1996 Quality.

1997 B. Waivers of some of the requirements of this chapter may be granted by the board based
1998 on submission of a request from the division superintendent and chairman of the local school
1999 board. The request shall include documentation of the justification and need for the waiver. In
2000 no event shall waivers be granted to the requirements of Part III (8VAC20-132-40 et seq.) of this
2001 chapter, except that the board may provide for the waiver of certain graduation requirements
2002 and the subsequent award of a high school diploma in 8VAC20-132-50 and 8VAC20-132-51
2003 upon (i) the board's initiative; (ii) the request of a local school board; or (iii) the request of the
2004 parent of any high school senior who died in good standing prior to graduation during the
2005 student's senior year. Such waivers shall be granted only for good cause and shall be
2006 considered on a case-by-case basis. The board shall develop guidelines for implementing this
2007 chapter.

2008 Any student with a disability whose Individualized Education Program (IEP) or 504 Plan
2009 documents that the student cannot successfully complete training in emergency first aid,
2010 cardiopulmonary resuscitation, or the use of automated external defibrillators, including hands-
2011 on practice of the skills necessary to perform cardiopulmonary resuscitation, as required for
2012 graduation in 8VAC20-132-50 B 2 and C 2 and 8VAC20-132-51 B 2 and C 2 shall be granted a
2013 waiver from this graduation requirement.

2014 C. Waivers for innovative or school experimental programs. With the approval of the local
2015 school board, schools seeking to implement experimental or innovative programs, or both, that
2016 are not consistent with this chapter shall submit a waiver request to the board for evaluation and
2017 approval prior to implementation. The request must include the following:

- 2018 1. Purpose and objectives of the experimental or innovative programs;
2019 2. Description and duration of the programs;

2020 3. Anticipated outcomes;
2021 4. Number of students affected;
2022 5. Evaluation procedures; and
2023 6. Mechanisms for measuring goals, objectives, and student academic achievement.

2024 D. Alternative accreditation plans. Subject to the provisions of subsection B of this section,
2025 the governing school board of special purpose schools such as those provided for in § 22.1-26
2026 of the Code of Virginia, Governor's schools, special education schools, alternative schools, or
2027 career and technical schools that serve as the student's school of principal enrollment may seek
2028 approval of an alternative accreditation plan from the board. Schools offering alternative
2029 education programs and schools with a graduation cohort of 50 or fewer students as defined by
2030 the graduation rate formula adopted by the board may request that the board approve an
2031 alternative accreditation plan using different graduation rate measures than those specified in
2032 8VAC20-132-270 B. Special purpose schools with alternative accreditation plans shall be
2033 evaluated on standards appropriate to the programs offered in the school and approved by the
2034 board prior to August 1 of the school year for which approval is requested. Any student
2035 graduating from a special purpose school with a Standard Diploma or an Advanced Studies
2036 Diploma must meet the requirements prescribed in 8VAC20-132-50 or 8VAC20-132-51.

2037 As set forth in the Standards of Quality and according to department procedures, any school
2038 board may request the board for release from state regulations or, on behalf of one or more of
2039 its schools, for approval of an Individual School Accreditation Plan for the evaluation of the
2040 performance of one or more of its schools as authorized for schools enumerated in this
2041 subsection, based on special circumstances.

2042 **8VAC20-132-320. Effective dates.**

2043 A. Graduation requirements.

2044 1. The graduation requirements for students entering grade nine for the first time in the
2045 2013-2014 school year and prior to the 2018-2019 school year shall be those provided in
2046 8VAC20-132-50.

2047 2. The graduation requirements for students entering grade nine for the first time in the
2048 2018-2019 school year and beyond shall be those provided in 8VAC20-132-51.

2049 3. The graduation requirements applicable to students transferring into a Virginia high
2050 school for the first time shall be as determined by 8VAC20-132-60 G.

2051 B. Locally awarded verified credits.

2052 1. Locally awarded verified credits conferred for English, mathematics, laboratory
2053 science, and history and social science for students entering grade nine for the first time
2054 prior to the 2018-2019 school year shall be as provided in 8VAC20-132-110 B 3 a.

2055 2. Locally awarded verified credits conferred for English, mathematics, laboratory
2056 science, and history and social science for students entering grade nine for the first time
2057 in 2018-2019 or thereafter shall be as provided in 8VAC20-132-110 B 3 b.

2058 C. Academic and career planning.

2059 1. The requirements for academic and career planning prescribed in 8VAC20-132-140 B
2060 shall be effective beginning with the 2013-2014 academic year and through the 2017-
2061 2018 academic year.

2062 2. The requirements for Academic and Career Plans prescribed in 8VAC20-132-140 C
2063 shall be effective beginning with the 2018-2019 academic year.

2064 D. Unless otherwise specified, the remainder of this chapter shall become effective
2065 beginning with the 2025-2026 academic year.