

Standards for Accrediting Secondary Schools in Virginia

**Approved by the
State Board of Education
Effective September 1970**

**Division of Secondary Education
State Department of Education
Richmond, Virginia 23216**

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INTRODUCTION

The State Board of Education is the policy-making body for public education in Virginia. The Board adopts policies, rules, and regulations on a state-wide basis to provide guidance and general supervision to the State's system of public education. In fulfilling its responsibilities to the citizenry of Virginia, the Board constantly studies the needs, problems, and progress of public education, and in light of its continuing appraisal, adopts policies for further strengthening this program.

The necessity for updating and strengthening the *Standards for Accrediting Secondary Schools* is evident through the efforts of the Board to provide an educational program that is consistent with the demands of today's society. Except as otherwise indicated, the standards set forth in this bulletin become effective for the 1970-71 school year.

This revision represents the efforts of a committee of public and private school representatives appointed by the State Superintendent of Public Instruction in December, 1966, to review, revise, and strengthen accreditation standards for secondary schools. The contents of this bulletin reflect the efforts of many educators in the State to reconcile ideas and theories of what constitutes quality with the practical application and implementation of standards that will provide a foundation on which to build a strong educational program for all students. These standards have been stated in a manner to facilitate interpretation and implementation in the secondary schools. Those procedures, requirements, and standards identified with the word "shall" are mandatory for schools seeking accreditation. Those statements identified with the word "should" are recommended for minimum secondary school programs, but are not mandatory.

Leadership in developing the revised standards was provided by the following members of the State Department of Education: George W. Burton, assistant superintendent for instruction; Numa P. Bradner, director, and James H. Stiltner, supervisor, Division of Secondary Education.

Appreciation is expressed to all who assisted in bringing to fruition this vital and important task. Special commendation is expressed to the following members of the committee who contributed generously of their time, effort, and valuable assistance in preparing this bulletin:

*Fary, Oscar W., Jr., Chm.. George Wythe High School. Richmond
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STATUTORY PROVISIONS FOR ACCREDITATION

Section 22-21 of The Code of Virginia. Encouragement of elementary and secondary schools; kindergarten and nursery schools—The State Board of Education is authorized and required to do all things necessary to stimulate and encourage local supervisory activities and interest in the improvement of the elementary and secondary schools, and further the State Board may provide for the accreditation of elementary and secondary schools in accordance with standards prescribed by such Board. . . .

PURPOSE OF ACCREDITATION

The accreditation of schools is primarily a means to an end with its chief value being the stimulation of growth and improvement in schools. Accreditation standards are designed to provide general guidance and direction for the secondary schools in the State in their continuing efforts to provide a spectrum of educational opportunities to meet the needs, interests, and aspirations of all students in all schools.

PROCEDURES FOR ACCREDITATION

Reports and Accreditation Status

The principal of each secondary school shall submit each year through the office of the division superintendent to the Director of Secondary Education, State Department of Education, a Preliminary Annual High School Report, and at the close of each school year a Final Annual High School Report. The Preliminary Annual High School Report shall be accompanied by a statement outlining the progress that has been made toward fulfilling plans for the development of the school. The statement shall concern itself primarily with the basic needs of the youth and community served.

Reports shall be submitted accurately and completely on forms furnished by the State Department of Education.

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

the strict enforcement of accrediting standards would work extreme hardship, the State Board of Education may, because of certain local conditions and/or superiorities in the school's total program, grant provisional accreditation.

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

When a new secondary school is established, or when the secondary program of a school division is reorganized so that two or more high schools are consolidated to form a new secondary school, this new school shall, upon request of the division superintendent, be considered for accreditation. On the basis of the Preliminary Annual High School Report, the statement of plans for the development of the school, and the findings and recommendations of the State Superintendent of Public Instruction, the State Board of Education shall determine the school's accreditation status, which shall then become effective and continue, pending subsequent reports and evaluations.

Evaluation and Accreditation

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

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

A State-approved evaluation is recommended at least every 10 years. The *Standard Evaluation* may be used in instances where use of the *Evaluative Criteria* may not be possible; for example, (1) when the division superintendent submits a request or (2) when the State Board of Education directs that a high school or high schools be evaluated as an additional measure for determining accreditation.

The *Standard Evaluation* shall be conducted by a visiting committee consisting of representatives from the State Department of Education, local school divisions and/or colleges in the State. The committee's major objective shall be to measure qualitatively the school's program, the tone of the school itself, and to determine how effectively the school meets the Standards of Accreditation. This evaluation shall not

be as complex or as highly structured as an evaluation by a complete visitation committee of the State Department of Education, using the *Evaluative Criteria*, and should not be construed to be a replacement of such an evaluation.

The *Standard Evaluation* will be completed during a two-day period by the visiting committee using reporting forms and other material prescribed by the State Department of Education.

POLICIES

Philosophy and Objectives for Secondary Schools

Each secondary school shall have a written statement setting forth its philosophy and educational objectives. The philosophy and objectives should be studied periodically by the high school principal and his staff and should be revised as often as experience and further study indicate a need for change.

The school should formulate both immediate and long-range plans for achieving its educational objectives. These plans shall be re-examined yearly by the school's faculty in light of changing needs of the community and the pupils.

Transfer of Credit

The secondary school shall accept credits received from other accredited secondary schools. Students entering an accredited high school from a non-accredited school may establish credits through an examination given by the receiving school.

At the request of the receiving principal, credits transferred shall be sent directly by the principal of the school from which the student is transferring to the principal of the school receiving the student.

The transcript of a student who graduates or transfers from a Virginia secondary school shall clearly show that 23 units of credit, including at least 18 in ninth-, tenth-, eleventh-, and twelfth-grade subjects, are required for graduation.

A school receiving a transfer student from a 12-year school system of another state may permit such a student to graduate upon completing 18 units in the last four years. In determining the student's schedule of courses for graduation, consideration shall be given to his previous record in terms of requirements of the school from which he is transferring and to the graduation requirements of the State Board of Education.

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

Acceleration of Students

The school schedule should be flexible enough to allow qualified eighth-grade students to be placed in certain ninth-grade subjects. This procedure will make it possible to place certain students in courses which will be of greatest benefit to them, will make it possible for them to take certain advanced subjects in grade 12, and permit them, in justifiable instances, to graduate in less than five years.

Supervised Correspondence Courses

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

Home Study

Home study may be approved for credit provided that:

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

Extracurricular Activities

The basic responsibility of the school is to provide sound instruction for boys and girls eligible to attend. It is also recognized that certain meetings and conferences involving teachers and/or students, and certain extracurricular activities, contribute significantly to the educational objectives of the school. Those that do not or that interfere with the regular classroom program should be reorganized or eliminated. In

the time-honored tradition of American education, local school authorities determine what is best for their school system. The State Board of Education respects this fundamental principle and has faith that the division superintendents and school boards that are constitutionally charged with supervision of the schools will make appropriate decisions concerning conferences and extracurricular activities involving teachers and/or students.

Extracurricular Activities. Extracurricular activities should be under the direct supervision of the school and should supplement the regular classroom program. The justification for such activities rests upon the extent to which they contribute to the fulfillment of the purposes of the secondary school. They must be evaluated periodically and so organized and administered that interruptions of the classroom program are kept to a minimum. Students should not be permitted to engage in these activities to the point that they interfere with regular class work. The secondary school's extracurricular activities (including athletic events) and the time and place of such activities must have the approval of the local school board in accordance with the policy adopted by the State Board of Education, and a complete list of these activities showing date of approval and the signature of the chairman of the school board must be submitted on or before January 15 of the current year as a supplement to the Preliminary Annual High School Report.

Meetings and Conferences. Conferences involving teachers and/or student should be held after school hours, on non-teaching days, or during the summer. This policy should be observed by local school authorities and all agencies, organizations, and associations that plan meetings and other events.

STANDARDS

STANDARD A

A SECONDARY SCHOOL SHALL OFFER EACH YEAR IN GRADES 8-12 A MINIMUM OF 42 UNITS WHICH SHALL BE DISTRIBUTED AS FOLLOWS: 26 UNITS IN ACADEMIC SUBJECTS, 11 UNITS IN PRACTICAL ARTS AND/OR VOCATIONAL SUBJECTS, 2 UNITS IN FINE ARTS, AND 3 UNITS IN HEALTH AND PHYSICAL EDUCATION.

The minimum academic offering shall include the following:

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

Subjects offered during the summer session may be considered as part of the total scope of offering of a secondary school.

The minimum program required in a senior high school comprising the last three or four years of secondary education shall be the same as that prescribed for the corresponding grades in a five year high school.

STANDARD B

A SECONDARY SCHOOL SHALL REQUIRE 23 UNITS FOR GRADUATION, EIGHTEEN OF WHICH SHALL BE REQUIRED IN 9th-, 10th-, 11th-, AND 12th-GRADE SUBJECTS.

Within the 23 units required for graduation, 15 shall be in the following subjects:

English	5
Mathematics	2
*Laboratory Science	2
**Virginia and U. S. History	1
**Virginia and U. S. Government	1
World History and/or Geography	1
Health and Physical Education	3

The unit of credit shall be the measure of time for the quantitative element in high school instruction and shall represent satisfactory completion of a designated course for a minimum time allotment of 160 clock hours. Each unit of credit acquired for graduation shall include 160 clock hours of high school instruction. Credit shall be given in whole units or in half-units, but no credit is to be allowed for less than one-half unit.

STANDARD C

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

* A laboratory science course shall include a minimum of 80 clock hours of laboratory type experiences.

** These subjects shall be taught above the eighth grade.

The guidance process is that aspect of the school program designed to help each student develop a realistic self-concept, acquire knowledge of the world of work and educational opportunities available to him, and make appropriate personal adjustments and decisions. The overall objectives of the guidance program shall be based on the needs of the students and the community in which they live. The program should be organized to assist the student in establishing and attaining worthwhile goals of personal satisfaction and usefulness as a citizen.

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

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

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

STANDARD D

THE LIBRARY SHALL BE ORGANIZED AS A LEARNING CENTER AND SHALL BE OPEN TO STUDENTS THROUGHOUT THE ENTIRE SCHOOL DAY. THE LIBRARY MAY BE AVAILABLE BEFORE AND AFTER THE REGULAR SCHOOL DAY AT THE DISCRETION OF THE LOCAL SCHOOL OFFICIALS.

All library-learning centers shall have accurate and current records such as a shelf list, a system of cataloguing, and an adequate card loan system. Books shall be properly classified, marked, and shelved. Periodicals which contribute a valuable source of reference materials shall be filed, bound, or microfilmed and retained for three to five years.

Non-book materials such as pictures, pamphlets, and periodicals shall be organized and filed in an attractive and functional manner. Recordings, filmstrips, and other audio-visual materials shall be properly processed and housed for convenient use. Accession records shall be maintained. Each student shall receive instruction in the use of the library and its related services.

(References: School Library Guide, Chapters VII and XI; section on "Library" under "School Building" in this bulletin.)

To meet the minimum requirements for books and other materials, a library must have:

1. A basic collection of 1,000 well-selected books exclusive of duplicates, government documents, and textbooks. In schools with more than 150 students, there shall not be fewer than seven books per pupil. The collection of books and other reference materials shall be representative of the school's overall program of studies.
2. A minimum of two sets of encyclopedias, one of which shall be copyrighted within a 5-year period and the other within a 10-year period of the present school year.
3. At least one unabridged dictionary. Schools with more than 500 students shall have at least two unabridged dictionaries from different publishers.
4. Three newspaper subscriptions, one of local coverage, one of state coverage, and one of national coverage. It is not necessary for the latter to be a daily subscription.
5. At least 25 carefully selected periodicals which represent or are pertinent to all phases of the school's program.
6. A carefully-selected, well-organized collection of pamphlets, pictures, and other materials adequate to meet the needs of the school.
7. A centrally located, well-selected, and up-to-date professional library for teachers, including at least 50 books and a minimum of 15 professional journals. If a school division has an Instructional Materials Center which includes a centralized professional library for teachers, this requirement will be satisfied.

For each secondary school, the annual expenditure for books, periodicals, supplies, binding, and other materials, must total at least \$3.00 per student; for combined schools, the annual expenditure must amount to \$3.00 for each secondary school student and \$2.50 for each elementary school student.

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

STANDARD E

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

Supervision is the systematic effort to stimulate and encourage the growth of teachers so that they may make their maximum contribution to the growth of students. Supervisory activities include all aspects of motivating, facilitating, and improving the instructional program. Effective supervision is predicated on cooperative planning by administrative and supervisory personnel, teachers, and students. It utilizes

such in-service techniques as faculty meetings, directed observations, intervisitations, school self-studies, innovative practices, extension study, and formal study.

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

As a supplement to the Preliminary Annual High School Report, the principal shall furnish a written report outlining procedures utilized to improve the instructional program.

STANDARD F

IT SHALL BE THE RESPONSIBILITY OF EACH LOCAL SECONDARY SCHOOL, ACTING THROUGH THE DIVISION SUPERINTENDENT, TO SECURE APPROVAL FROM THE STATE BOARD OF EDUCATION TO OFFER ANY NEW COURSE OR PROGRAM WHICH HAS NOT BEEN PREVIOUSLY APPROVED.

The following procedures shall be followed in securing approval to offer a new course or to implement an innovative or experimental program:

1. After the desirability of initiating a new program or new course has been established, the division superintendent shall submit a request for approval to the appropriate Director (Division of Secondary Education, Division of Vocational Education) at least 60 days prior to the desired effective date of approval.
2. Requests for approval by a local school division to offer new courses or programs which have not been previously approved for that division by the State Board of Education shall include the following information:
 - (a) A statement indicating whether the course is to be required or elective; offered during the regular term, summer session, or both; and the amount of unit credit to be awarded.
 - (b) Designation of the grade level(s) at which the course is to be offered, and/or the nature of the student group for whom the course has been planned.
 - (c) When a local school division desires to use a basal text in a course which is new to that division and for which there is no state adopted text, State Board approval for the course and the textbook must be requested through the Director of Secondary Education.

- (d) A statement indicating the qualifications of instructors for the course.
- (e) The request must be accompanied by an outline of the course content including the aims and objectives of the course.

STANDARD G

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

A schedule shall be considered as a device to implement the instructional program. It shall be flexible and carefully designed to serve the current and future needs and interests of students, and it shall be made available to all teachers, non-teaching staff members, and students as a means of facilitating orientation, station assignments, and movement of students and faculty.

Effective scheduling depends on early planning and individual and group counseling. It should be conceived as a cooperative project involving the principal and his assistants, guidance personnel, teachers, and students. Pre-registration of students, assignments of teachers to special areas of instruction for which they are certified, and the judicious use of all personnel and facilities constitute effective schedule-making.

Length of Class Period

Within the requirement that a student receive a minimum of 160 clock hours of instruction for each credit to be earned, considerable flexibility is permitted in scheduling classes to make the instructional program most effective. Time required for a subject may include time necessary for the exchange of classes between periods, provided such time requirement is not excessive.

Length of School Day

The schedule shall provide for a minimum of five hours for the school day, exclusive of time allowed for lunch periods.

Bus schedules may make a longer day necessary where students are brought to school early or are late in leaving. Provision should be made for enriching the offering for these students by making available, before and after school, additional activities and guidance services.

Length of Term

The school term shall provide for a minimum of 180 days of classroom instruction.

A school calendar should be adopted by the local board of education.

The minimum specification of 180 days is exclusive of all holidays and professional meetings and shall be adhered to rigidly.

STANDARD H

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

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

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

Regulations—The following regulations shall be the basis for accredited summer school work in Virginia secondary schools:

1. The summer school shall be administered by the regular school authorities and shall be supervised by the principal of the secondary school sponsoring the summer work or by a qualified staff member approved by the principal and superintendent.
2. The minimum qualifications of the teachers in a summer school shall be the same in all respects as those required for the regular session; other pertinent requirements of the State Board of Education for an accredited secondary school also shall be met.
3. Summer sessions shall operate for 160 clock hours for a minimum of 30 days (if students desiring one full unit of credit for new work are to be enrolled).
4. The library facilities available during the regular session shall be available for the summer school session; if science is offered, the laboratory facilities also shall be available.
5. The summer school program shall be designed to meet the needs of the students served by that particular summer school. Students who are repeating courses and who are taught for less than 160 clock hours must be taught separately from students enrolled in new courses.
6. Courses which students are studying for the first time shall be structured to require completion of a minimum of 160 clock hours of classroom instruction per unit of credit or 80 clock hours of classroom instruction for one-half unit of credit. One unit of new credit per summer session shall be the maximum for which a student may enroll.

7. Credit for repeated work ordinarily will be granted on the same basis as that for new work. In justifiable instances and at the discretion of the division superintendent, however, certain students may be allowed to enroll in two repeat subjects to be completed in less time than is usually required for a unit of credit. In no instance shall the time scheduled for such a repeat course be less than 80 clock hours of instruction per unit of credit.
8. A pupil desiring to do summer school work in a school other than that in which he is regularly enrolled should obtain prior approval from his principal for any courses that are to be transferred to apply toward graduation requirements.

STANDARD 1

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

Principals

Each school shall be under the administrative direction of a principal who has had at least three years' successful experience as a teacher, administrator, or supervisor, and has had graduate study in administration, supervision, and curriculum development. The graduate study must include at least one course each in secondary school administration, supervision of instruction, and curriculum development from an accredited institution. The principal shall hold the highest type of certificate issued by the State Department of Education.

A person approved to serve as a principal prior to the effective date of these standards shall be eligible to continue as principal on eligibility requirements in effect at the time of his appointment. Persons in these positions after September, 1970, who do not meet the requirements shall earn six hours of graduate work each two years thereafter until such time as they meet the new requirements or come within five years of retirement.

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

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

Teachers

All members of the instructional staff shall be properly certified and shall be assigned only those subjects which they are endorsed to

teach. (See the *Certification Regulations for Teachers and Qualifications for Administrative, Supervisory, and Related Instructional Positions* for specific endorsement requirements.)

Librarian

A high school with fewer than 300 students enrolled shall provide at least one professionally qualified librarian on a half-time basis. Combined schools with a total enrollment of 300 or more elementary and secondary school students shall have a full-time professionally qualified librarian. A secondary school with an enrollment of 300 or more students shall provide the services of a full-time professionally qualified librarian. A school enrolling as many as 750 students must provide full-time clerical assistance, in addition to any professionally qualified personnel. Secondary schools enrolling as many as 1,000 students must provide one librarian and one other professionally qualified person such as a librarian, an audio-visual specialist, or a materials specialist. Additional staff should be provided as needed.

The librarian shall hold a Collegiate Professional Certificate and be endorsed for library science. The audio-visual or materials specialist shall be certified and have at least 12 semester hours in library science.

Guidance

Schools shall employ guidance counselors who are personally qualified and professionally prepared for their work. Services of the entire school staff, the home, and suitable community agencies shall be utilized in the guidance program. At least one member of the guidance staff shall be employed for a minimum of 11 months per year in schools with 300 or more students.

A guidance counselor who is included in the counselor-student ratio must meet the qualifications for guidance counselors established by the State Board of Education and must be approved by the State Department of Education.

One period of guidance shall be provided by a professionally trained guidance counselor for every group of 70 students. A period of guidance is to be provided when more than one-half of the group of 70 students is enrolled.

STANDARD J

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

Individual class sizes may vary widely with a variety of teaching methods such as team teaching, modular scheduling, educational television, etc. It is important that all classes be structured so that they contribute to the most effective learning possible, regardless of the scheduling procedures employed.

The minimum requirements for teaching load of the regular school day are as follows:

1. The principal may not teach more than five hours per week.
2. The student-teacher ratio shall not exceed 25 to one. Only classroom teachers shall be counted in computing the student-teacher ratio. Part-time teachers shall be equated as part of a five-period teaching assignment.
3. No teacher shall teach more than 25 regular class periods per week except teachers of day trades courses.
4. No classroom teacher shall teach more than 750 student periods per week except for the following areas of instruction: physical education teachers may teach 1,000 student periods per week; music teachers are not affected by any of the foregoing requirements for student periods per week. Schools utilizing large group instruction shall not schedule classroom teachers for more than an average of 750 student periods per week over the span of one school year.
5. One period each day, unencumbered by supervisory or teaching duties, should be provided for every full-time classroom teacher.

STANDARD K

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

Special Services Staff

Nurses, speech and hearing therapists, psychologists, and other staff specialists have important roles in the school program. An adequate staff of special service personnel should be employed to care for the needs of the student body. Small high school can share the services of a nurse, psychologist, speech therapist, or other staff specialists.

Clerical Staff

A secondary school or combined school with not more than 200 students enrolled shall provide at least one half-time person for secretarial and clerical assistance. A secondary school enrolling more than 200 students must employ at least one full-time secretary. The equiv-

alent of one full-time additional clerical and/or secretarial person shall be provided for each additional 400 students.

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

Custodial Staff

Custodial services must be provided for all high schools. A high school shall have at least one full-time custodian who is experienced and has been trained or is being trained for such work. Additional full and/or part-time custodial personnel shall be provided to help keep the school plant and school grounds safe, clean, and attractive.

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

Cafeteria Staff

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

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

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

STANDARD L

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

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

It shall be the duty of each principal to make certain that records

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

The use of specific forms prescribed by the State Board of Education is not mandatory; however, the basic information required by the uniform system of accounting for school activity funds must be included in any plan that might be adopted by a local school board as a substitute for the system designed by the State Board of Education.

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

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

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

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

STANDARD M

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

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

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

STANDARD N

SCHOOL BUILDINGS

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

There shall be facilities and a sufficient number of rooms of the size and type to accommodate the total school enrollment as well as activities connected with the educational program. There shall be sufficient rooms or instructional areas for all classes to accommodate students without overcrowding and without limiting the educational opportunity of any student. In addition to adequate, attractive classrooms and learning areas, the school plant shall include space for out-of-class curricular and co-curricular activities, adequate facilities for healthful school living, and other special features which the school organization and community needs might require.

New secondary school buildings or additions to buildings shall be constructed in accordance with minimum requirements and standards as set forth in the Virginia State Statutes and the current edition of the State Board of Education's *School Planning Manual*. Detailed information concerning the specifications, regulations, and requirements for all facets of the school building can be found in the *School Planning Manual*.

*Administrative Unit**

The administrative unit shall be located on the main floor, convenient to all general use facilities and to the central entrance. It shall be secluded from distracting noises and located so that expansion can be provided economically.

This unit shall be designed to accommodate the needs of the personnel using it.

The principal's office shall be located to provide direct access to the general office, waiting room, and to the corridor through a private exit. It shall afford complete privacy, access to records, and space for a desk, several chairs, a bookcase, and personal file.

The assistant principal's office shall be similar to the principal's office in arrangement and size.

In large secondary schools, a separate office shall be provided for the principal's secretary. It shall be adjacent to the principal's office and designed to permit supervision of the general office area.

* Applies to new construction subsequent to the effective date of these standards.

If possible, private toilet facilities shall be provided for the personnel who work in the administrative unit. The accessibility of teachers' lounges would determine the extensiveness of these facilities.

A storage-duplicating room shall be provided in the administrative unit. General and textbook storage areas shall be part of, or adjacent to, the administrative complex. A conference-workroom could be a useful addition to this general area.

Guidance Facilities

Guidance services are a major aspect of the total school program. A suitable and adequate area shall be provided for the operation of guidance services. Because of the close working relationship between the administrative and guidance staffs, the guidance area shall be near the administrative unit.

To provide effective professional guidance services, the following facilities shall be available:

A counselor's office shall be provided for the first 250 students enrolled and one for each additional 400 students. Each counselor's office shall be sufficient in size for a desk, bookshelves, several chairs, and a file cabinet.

The counselor's office shall be accessible to an outer office and shall be designed for uninterrupted privacy, free from record storage, occupational files and other guidance functions that are not related to individual counseling and interviewing.

A guidance coordinator's office shall be provided in all schools with secondary students with more than one counselor. This office shall be entered from the reception area and shall be centrally located in the group of counselor office spaces.

The outer office shall be located, sized, and equipped to operate as a reception room where students and parents may browse through guidance materials while waiting to see a member of the staff. Sufficient space shall be provided in this area for a secretary-receptionist and for a working area for counselors. A closet for the wraps and other personal appurtenances of the guidance staff and visitors shall be a part of this central area.

A supply room for storage of all guidance and testing materials and office equipment shall be provided.

A classroom-size space for groups of 30 to 50 students for group guidance activities should be available near to the guidance suite.

Laboratories

Science laboratories, laboratory-classroom combinations, and classrooms shall be adequate and properly equipped to meet the needs of instruction in all science courses.

All classrooms where science is taught shall be equipped with at least a teacher's demonstration desk, water, gas, and electricity. Shelf and storage space for equipment and supplies, bulletin boards, and other basic materials shall be a part of the science classroom.

Science laboratories shall be provided for instruction in physics, chemistry, biology, and all other laboratory courses.

Library

The basic library quarters shall provide space for a periodical-reading room, work area, audio-visual storage and previewing, a conference room, and a librarian's office.

The size of the general library room shall be adequate to accommodate 15 per cent of the enrollment up to 500 students and 10 per cent of the number of students in excess of 500. (When seating is required for over 100 students, the excess shall be seated in the periodical-reading room, conference room, or a listening area.)

The general area shall be equipped with tables, chairs, shelves, charging desks, bulletin boards, card catalogues, dictionary stands, and book trucks. (Refer to SCHOOL PLANNING MANUAL for specific recommendations.)

The periodical-reading area shall include racks for current magazines and storage space for bound copies of important periodicals. (Three to five years of back issues are recommended.) Appropriate tables and chairs shall be provided for reading and notetaking.

The librarian's office shall be equipped with a desk, a filing cabinet, shelving, a typewriter, and appropriate stools and chairs.

The workroom shall be equipped with shelving, a sink with hot and cold water taps, a work counter, tables, chairs, book truck, files, a typewriter, and a storage area with locked facilities.

The audio-visual room shall be equipped with an area for previewing and listening; ample storage space for films, filmstrips, slides, projectors, records and record players; a work counter with chairs or stools; and projection screens.

The conference room shall be equipped with a table, chairs, shelving, and a file cabinet.

Practical and Fine Arts and Vocational Education

Schools shall provide adequate facilities and appropriate equipment for instruction in practical and fine arts and vocational education.

Health and Physical Education

Facilities and equipment for instruction in health and physical education shall be adequate to meet the needs in this field.

Academic Subjects

Schools shall provide adequate and appropriate facilities and equipment for instruction in all academic subjects.

STANDARDS FOR ACCREDITING JUNIOR HIGH OR INTERMEDIATE SCHOOLS*

FOREWORD

Schools that are specifically organized to provide intermediate education have a unique function. They provide a program of general education and exploratory experiences suitable for pre-adolescent and early-adolescent youth. The program of studies for such grade organizations should be based on careful analyses of early adolescent needs and determination of how best to meet these needs. The staff should be carefully selected to provide persons particularly suited to work with this age group.

Organization

Junior High or Intermediate School

The intermediate school may be organized with grades 7 and 8, 8 and 9, or 7, 8 and 9. The accrediting standards for schools specifically organized as intermediate schools shall be the same as those for secondary schools except as herein noted. In those instances where local school divisions find it advisable to include grade six as a part of this organization, these standards will apply.

A school encompassing any combination of elementary and secondary grades such as K-8, 1-8, K-9, K-12, or 1-12 and not organized as a junior high or intermediate school, is referred to as a combined school. Such schools shall have standards for accreditation of elementary schools applied to the elementary grades and standards for accreditation of secondary schools applied to the secondary grades.

Curriculum

For those grades below the eighth grade an intermediate school shall provide instruction in each of the following areas:

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

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

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

Social Studies—history, geography, economics, government, and citizenship.
Science—physical, life, earth, space.
Health, Physical Education and Safety—physiology, hygiene and health education.
Fine Arts—music and art.
Pre-Vocational—exploratory experiences in home economics and industrial arts.

Instruction in these areas should provide a balanced program of continuous learning experiences for students of all levels of ability. Articulation of subject matter within the grade organizational pattern is essential to the success of these programs. Credit will not be awarded for subjects below the eighth grade.

Scope of Offering

An intermediate school shall offer each year in grade eight a minimum of eight units of credit which shall include five units in academic subjects, one unit each in health and physical education, fine arts, practical arts, and/or vocational subjects.

The minimum academic offering shall include one unit in each of the following:

- English
- Mathematics
- Science
- Social Studies
- Elective

Foreign languages should be made available in grade eight to all students with special needs and interest in this area.

Reading, both developmental and remedial, should be available to all students with special needs in this area.

The offering for the ninth grade in the intermediate school organization shall be essentially the same as for a ninth grade in any other grade organization.

Staff

A teacher in an intermediate school may teach any subject within the grade organization for which he or she has a specific endorsement. A teacher with an elementary endorsement covering upper elementary grades may teach any subject below the eighth grade in the junior high school regardless of the degree of departmentalization.

APPENDIX A

ORGANIZATION AND ADMINISTRATION

Plans of Organization

The basic plan of organization in Virginia designates grades 1-7 as the elementary school and grades 8-12 as the high school. Within this broad structure there are several plans of organization which may be utilized. The local school system shall make this determination, based on its unique needs and interest.

The following plans are examples of grade organizations which may be adapted to local situations:

1. *Seven-Five.* The 7-5 type of organization comprises elementary school of grades 1-7 and a high school of grades 8-12.
2. *Six-Three-Three.* The 6-3-3 type of organization comprises an elementary school of grades 1-6, a junior high school of grades 7-9, and a senior high school of grades 10-12. The 6-3-3 plan presumes separate housing and separate administrative and instructional staffs for each of the three units. This type of organization is used in areas of Virginia where the density of population provides sufficient enrollment in the junior and senior high school to justify comprehensive offerings.
3. *Six-Two-Four.* The 6-2-4 type of organization comprises an elementary school of grades 1-6, an intermediate school of 7-8, and a senior high school of grades 9-12. Like the junior high school, this type of organization requires a population density that will provide sufficient enrollment of these two levels to justify separate buildings and comprehensive offerings.
4. *Five-Three-Four.* The 5-3-4 organization encompasses an elementary school of grades 1-5, an intermediate school of 6-8, and a senior high school of 9-12. Local needs should determine the grade organization of schools.
5. Any additional organizations which may be recognized by the State Board of Education.

APPENDIX B

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

Adult and Evening Schools

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

1. *Age:* A student shall be at least 19 years of age. Under circumstances which local school authorities consider to be justifiable, the age limit may be lowered. Only in exceptional circumstances should local authorities permit a regularly enrolled day student to earn credits toward high school graduation in adult classes. (In such cases, 160 hours of classroom instruction shall be required for one unit of credit.
2. *Credit:* (a) Satisfactory completion of 108 hours of classroom instruction in a subject shall constitute sufficient evidence for one unit of credit. Where accelerated or other innovative instructional methods are employed, credit may be given in less time when required achievement is evident.
(b) When, in the judgment of the superintendent and the principal, a student or adult not regularly enrolled in the day school program is able to prove, by examination or other objective evidence, satisfactory completion of the work, he may receive credit in less than the time usually required. When credit is to be granted for a subject(s) in which the work is completed in less than the time usually required, it is the responsibility of the school issuing the credit to document the amount of time spent on each course, the types of examinations employed, the testing procedures, and the extent of progress in each case.
(c) Sixteen units of high school credit are required for a diploma. These units must include ninth, tenth, eleventh and twelfth grade English, Virginia and U.S. History, Virginia and U.S. Government, World History and/or World Geography, ninth grade science and mathematics, plus electives above the eighth grade.
(d) No student may be issued a diploma, by earning credits in adult or evening classes, prior to the time that he would have graduated from secondary school had he remained in school and made normal progress.
(e) Credits actually earned in approved adult secondary school programs shall be transferable.
3. *Minimum Qualifications of Teachers:* The minimum qualifications of the teachers in the adult and evening school shall be the same in all respects as those required for the regular day school.
4. *Library Facilities:* The library facilities available for the regular day school shall be available for the adult and evening school.
5. *Science Laboratory Facilities:* If science is offered, the laboratory facilities also shall be available.
6. *Administration and Supervision:* The adult and evening school shall be under the supervision of the secondary school principal, assistant principal, or a qualified staff member approved by the Superintendent.

7. *Guidance Services:* The adult and evening school should have appropriate guidance services available.

APPENDIX C

PRIVATE, INDEPENDENT, AND PAROCHIAL SECONDARY SCHOOLS SEEKING ACCREDITATION FROM THE STATE BOARD OF EDUCATION SHALL MEET THE STANDARDS AS OUTLINED IN THIS BULLETIN.

Since the standards are designed primarily to provide a minimum basis for quality education in comprehensive secondary schools, certain private, independent, and parochial schools may find their programs at variance with certain standards. Schools whose philosophy and purposes differ from those of a comprehensive high school may be allowed to deviate from certain requirements provided in these standards, when evidence is submitted with the Preliminary Annual High School Report to clearly indicate that the departures from the accreditation standards are in keeping with sound educational practices and the philosophy under which the schools operate. These departures apply to the health and physical education program, the fine and practical arts, and the guidance program.

Certain private, independent, and parochial schools may be allowed to deviate from the standards for accrediting secondary schools in the areas of health and physical education, fine and practical arts offering, guidance, approval of new courses, and length of school term. Such schools will be expected to meet these requirements in the following manner:

1. Private schools which are primarily college preparatory oriented are not required to meet the requirements with respect to the scope of offering for practical arts and/or vocational subjects. These schools shall offer three years of health and physical education or the equivalent. A program designed in lieu of rather than the equivalent of a health and physical education program will not be acceptable.
2. Instruction in the fine arts shall be available in private secondary schools each year. When such instruction is not designed for a credit course, it need not be taught by a certified teacher but should be under the direction of qualified personnel.
3. Guidance services shall be available to all students in private secondary schools.
4. Approval of new courses is not required of private schools provided no other standards are violated.
5. Private or independent boarding schools shall schedule their school year for 180 days of instruction or the equivalent. Such equivalency is subject to State Department of Education approval.

APPENDIX D
GENERAL EDUCATIONAL DEVELOPMENT TESTING
PROGRAM

THE STATE DEPARTMENT OF EDUCATION, IN COOPERATION WITH LOCAL SCHOOL DIVISIONS, SHALL ADMINISTER TESTS OF GENERAL EDUCATIONAL DEVELOPMENT (GED) TO CIVILIANS AND MILITARY PERSONNEL IN APPROVED GEOGRAPHICALLY LOCATED GED TESTING CENTERS. SCHOOL DIVISIONS, AT THEIR OWN DETERMINATION, MAY OR MAY NOT PARTICIPATE IN THIS PROGRAM.

THE LOCAL DIVISIONS ARE AUTHORIZED TO AWARD CREDIT TO MILITARY PERSONNEL FOR EDUCATIONAL EXPERIENCE GAINED IN THE ARMED FORCES.

Certificates for Civilians and Military Personnel

Certificates may be issued to civilians and military personnel who meet the following minimum requirements:

1. *Age:* An applicant must be at least 20 years of age. Under circumstances which are considered by local school authorities to be justifiable, the age limit may be lowered; however, no applicant may be permitted to take the battery of tests prior to the time that he would have graduated from high school had he remained in school and made normal progress.
2. *High School Credits:* An applicant shall have earned at least eight units of high school credit (exclusive of health and physical education). This requirement does not apply to applicants 20 years of age or over.
3. *Residence:* An applicant must either be a permanent resident, or have resided in Virginia six months prior to applying for testing.
4. *Minimum Test Scores:* A General Educational Development (GED) test standard score of 35 or above on each of the five tests and an average standard score of 45 on all five tests are required. A serviceman applying for a certificate must request that USAFI Headquarters, Madison 3, Wisconsin, forward an official copy of his scores to the State Department of Education. An applicant's copy of the test scores is not acceptable.

Note: In the case of a veteran confined to a Veteran's Administration Hospital, an official copy of his scores on the approved battery of tests administered under the Educational Therapy Program must be forwarded by the manager of the hospital directly to the State Department of Education.

5. *Credit for Out-of-State Test Scores:* Test scores may be accepted for an approved GED battery of tests administered by an approved GED Center outside of Virginia, provided the requirements established by the State of Virginia have been fulfilled.
6. *Retesting:* An applicant who fails to achieve a passing score on any one of the tests may be given an opportunity for retesting, provided he can present satisfactory evidence of additional study in the subject areas to be tested.

Credit for Educational Experiences in the Armed Forces

A serviceman who has earned eight units (exclusive of health and physical education) in a Virginia secondary school program may be awarded secondary school credit for the satisfactory completion of acceptable courses taken from any of the following sources:

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

Credit recommendation for educational experiences in the Armed Forces may be obtained by writing to the Commission on Accreditation of Service Experiences, American Council on Education, 1785 Massachusetts Avenue, N. W., Washington, D. C. 20036.