Standards for Accrediting Secondary Schools in Virginia

Approved by State Board of Education
Effective July 1, 1974

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

STANDARDS

FOR ACCREDITING

SECONDARY SCHOOLS

IN VIRGINIA

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STATUTORY PROVISIONS FOR ACCREDITATION

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

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

PURPOSE OF ACCREDITATION

Accreditation 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.

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

PROCEDURES FOR ACCREDITATION

Reports and Accreditation Status

The principal of each secondary school shall submit each year through the division superintendent to the Supervisor of Secondary Education, State Department of Education, a Preliminary Annual Secondary School Accreditation Report.

A Summer Secondary School Accreditation Report shall be submitted for each summer program conducted in a secondary school and shall be part of the accreditation report for the regular school session immediately following. Report forms will be provided by the State Department of Education. Failure to submit any one of the reports will constitute grounds for withholding accreditation.

Standards established by the State Board of Education shall be met by all secondary 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 secondary schools, depending on the seriousness of the deficiencies. Each school division that has one or more secondary schools unaccredited or accredited with a warning by the State Board of Education shall develop by July first of the ensuing school year a plan for each such school to meet the accrediting standards and shall state, via the Supervisor of Secondary Education, a date acceptable to the Board for meeting the standards. 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 visits by State Department of Education personnel reveal that prescribed standards are being met satisfactorily.

When a new secondary school is established, or when the secondary program of a school division is reorganized so that two or more secondary schools are consolidated to form one new secondary school, this new school shall, upon request of the division superintendent, be considered for accreditation. On the basis of the Preliminary Annual Secondary School Accreditation 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 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 secondary 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 ten years. An alternative to an evaluation using the Evaluative Criteria is the Standard Evaluation. The Standard Evaluative Criteria has two emphases: (1) an in-depth study of the community, its resources and aspirations for the education of its children; and (2) a determination of the extent to which the school meets the Standards for Accrediting Secondary Schools in Virginia. Through the second emphasis, the school gains an understanding of its capability for carrying out the educational objectives of the community. This evaluation is not as complex or as highly structured as an evaluation by a visiting committee of the State Department of Education using the Evaluative Criteria, and should not be construed to be a replacement of such an evaluation. The Standard Evaluation may be used in instances where use of the Evaluative Criteria may not be possible; for example, (1) when the division superintendent submits a request, (2) when the State Board of Education directs that a high school or high schools be evaluated as an additional measure for determining accreditation, or (3) when certain problems arise with respect to implementation of the Standards of Quality and Objectives for Public Schools in Virginia.

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

STANDARDS

STANDARD A

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

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

STANDARD B

*A SECONDARY SCHOOL SHALL OFFER EACH YEAR IN GRADES NINE-TWELVE A MINIMUM OF THIRTY-SEVEN UNITS WHICH SHALL BE DISTRIBUTED AS FOLLOWS: TWENTY-TWO UNITS IN ACADEMIC SUBJECTS, ELEVEN UNITS IN PRACTICAL ARTS AND VOCATIONAL SUBJECTS, TWO UNITS IN FINE ARTS, AND TWO UNITS IN HEALTH AND PHYSICAL EDUCATION.

The minimum academic offering shall include the following:

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

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

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* A five-year secondary school giving credit for eighth grade subjects shall offer a minimum of 42 units which shall be distributed as follows: 26 units in academic subjects; 11 units in practical arts and/or vocational subjects; 2 units in fine arts, and three units in health and physical education.

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

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

Extra-curricular 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 extra-curricular 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. Local school authorities determine which activities are 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 extra-curricular activities involving teachers and/or students. Extra-curricular activities should be approved by the school board and lists of such activities filed in the offices of the division superintendent and principals of the respective schools.

Extra-curricular activities should be under the direct supervision of the school and should supplement and complement the regular instructional program. The justification for such activities rests upon the extent to which they contribute to the fulfillment of the purposes of the secondary school. They must be evaluated periodically and 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 classwork.

STANDARD C

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

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

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

Unit of Credit

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

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* Credit for subjects in grade nine and above which eighth grade pupils are allowed to take shall count toward meeting the eighteen unit requirement for graduation.

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

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

**** At least forty (40) per cent of the instructional time for Health and Physical Education shall be devoted to health education. When classroom driver education is offered as a part of the health and physical education instruction rather than as a separate course, it is counted as a part of the instruction in health education.

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

Alternative Method for Granting Credit

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

1. Insure that the scope of each course for which credit is awarded under this provision is comparable to the scope of a corresponding course meeting the standard of 150 clock hours of instruction;

2. Develop a set of performance objectives for a well defined course of study which will clearly indicate that upon completion the student will have met the aims and objectives of the course as evidenced through the mastery of certain predetermined skills, knowledge, and values associated with the course;

3. Develop procedures for evaluating the progress of students in this program. Such procedures could include criterion-referenced tests or standardized tests;

4. Develop a written policy covering this program and have approval from the division superintendent and school board.

Eighth Grade Credit Optional

Credit for eighth grade subjects shall be optional at the discretion of local school authorities. Credits earned for eighth grade subjects shall be in addition to the eighteen units required for graduation in grades nine-twelve. The curriculum and the schedule of a secondary school should provide the flexibility to place certain students in subjects normally considered to be above their grade level. Scheduling students into subjects above their normal grade level (e.g., eighth grade student enrolled in a ninth grade subject)

should be done at the discretion of local school officials in cooperation with individual students and their parents or guardians. Local school boards should adopt specific policies and procedures governing acceleration of students. Acceleration of students shall not be interpreted to mean that the required eighteen units for graduation may be reduced. In cases where eighth grade students complete subjects identified as ninth, tenth, eleventh, or twelfth grade subjects, credit may be counted toward meeting the eighteen units required for graduation.

Graduation Eligibility

A student shall be eligible to graduate from the accredited secondary school last attended during the regular school term upon successful completion of the graduation requirements as set forth in these standards. Students completing graduation requirements in an accredited summer school shall be eligible to graduate from the school previously attended.

Articulation

Since credit for eighth grade subjects is optional, articulation of instruction becomes increasingly important. The rationale for removing credit from eighth grade subjects is to provide flexibility that will result in improved programs for students in junior high, middle school, or intermediate schools. This standard shall not be interpreted to mean that eighth grade subjects are to be eliminated. Quality of instruction in sequentially developed programs in such areas as mathematics, science, and health and physical education is expected to be enhanced by the added flexibility.

Counting College Credits Toward High School Graduation

Students who leave high school prior to graduation after having been accepted by an accredited college or university under an early admission program

may receive credit, with prior approval of the high school principal, toward high school graduation when the following conditions are met:

1. The course(s) has been successfully completed as evidenced by an official transcript;

2. The course(s) for which high school credit is to be issued corresponds to the subject area needed for high school graduation (i.e., one year of English for one year of English);

3. The number of units to be earned in this manner is set at a maximum of two;

4. The college subject(s) for which high school credit is to be granted has been earned and recorded on the student's college transcript and is a part of the student's program leading to graduation from the college or university. Credit will not be granted for remedial work.

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 or by other means as determined by local school authorities.

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

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

Transfer students from outside Virginia shall be required to accrue eighteen units of credit above the eighth grade for graduation. Credit may be accepted for comparable courses or subjects completed on the secondary school level by students prior to their transfer. In determining the student's schedule of courses for graduation, consideration shall be given to 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 residency requirement with respect to graduation shall be imposed on transfer students if there is a corresponding move by their parents or guardians.

Supervised Correspondence Courses

Students may be allowed to enroll in supervised correspondence courses in subjects not available to them through the school's present scope of offering when, in the opinion of local school authorities, extenuating circumstances indicate that such action is desirable. Credit may be awarded for the successful completion of such 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 a part of the school's scope of offering.

Home Study

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

1. The student is physically unable to attend regular school;

2. The subject which the homebound student wishes to take is approved by the principal of the school in which the student normally would be enrolled;

3. An outline of work approved by the student's secondary school is followed;

4. The home teacher is, in the opinion of the local school authorities, qualified to teach the subject;

5. A minimum of ten hours of instruction is given per month throughout the year in each subject; in instances where the physical condition and mental ability of the student will permit, the principal may approve a maximum of four subjects;

6. Homebound students take tests or examinations approved by the local school authorities for the subjects being studied.

Local school systems are required to provide homebound instruction for eligible students. Guidelines and procedures for identifying students who

are eligible for the program must be in accordance with Board of Education regulations and Guidelines for Special Education Programs, May, 1972, and Services for Exceptional Children, May, 1970.

STANDARD D

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

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 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, extra-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 E

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

Administrative procedures shall provide for:

1. Availability of the library media center to students and teachers throughout the entire school day as well as before and after the regular school day;

2. The cataloging of all instructional materials in the school in a unified catalogue;

3. The proper labeling, organizing and housing of all materials in specialized storage units to assure efficient retrieval;

4. A functional loan system;

5. An accurate and current shelf-list of all materials;

6. An accurate and current inventory of audio-visual equipment;

7. An acquisition procedure which includes a written selection policy containing evaluative criteria and utilizing recommended selection aids to assure a quality collection of materials; (Aids to Media Selection for Students and Teachers is available from the School Libraries and Textbooks Service of the State Department of Education upon request);

8. A systematic procedure for annual screening of materials so that unusable and out-of-date materials are discarded and are not included in the totals for a specific school.

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

1. A basic collection of 1,000 well-selected 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 from different sources; (These subscriptions shall provide local, state and national news coverage.);

5. At least 25 carefully selected periodicals which represent or are pertinent to all phases of the school's program;

6. A well-selected collection of pamphlets, clippings, pictures, etc., organized into an information file which is adequate to meet the needs of the school;

7. Audio-visual materials, carefully selected and adequate in quantity to meet the needs of the instructional program as well as individual student needs; (Recommended types for inclusion are: art prints, charts and posters, recordings (disc, tape and cassette), filmstrips, filmloops, multi-media kits, models, study prints, slides, transparencies, maps, and globes. Corresponding equipment shall be provided to promote maximum utilization of these materials.);

8. 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. Within this amount, $1.00 per pupil shall be spent for educational television in each school for which an Educational TV signal is provided through the Virginia Public Telecommunications Council.

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 semester of the first year of operation.

STANDARD F

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

Supervision is the systematic effort to stimulate and encourage the growth of teachers so that they may make their maximum contribution to the growth of students. Supervisory activities include all aspects of motivating, facilitating, and improving the instructional program. Effective supervision is predicated on cooperative planning by administrative and supervisory personnel, teachers, and students. It utilizes such in-service techniques as faculty meetings, directed observations, 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 Secondary School Accreditation Report, the principal shall furnish a written report outlining procedures utilized to improve the instructional program.

STANDARD G

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

Elective Courses

It shall be the responsibility of the division superintendent and school board to approve new elective courses beyond those designated subjects required for graduation. Elective courses, designed and implemented locally,

should be used to offer a varied program to meet properly identified individual student needs.

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

1. Be certain that a balanced basic program is available to all students.

2. Avoid fragmentation of courses.

3. Work with students, parents, teachers, and guidance counselors to determine the need and desirability for instituting a new course.

4. Identify qualified and endorsed instructors for the proposed course(s).

5. Designate the grade level(s) at which the course will be offered.

6. Establish criteria and procedures for selecting students for the new course(s).

7. Establish methods and procedures for evaluation of the new course(s).

8. Code numbers for reporting purposes will be assigned through the Division of Secondary Education upon request to the Supervisor of Secondary Education.

Experimental and Innovative Programs which are in Conflict with Standards

Schools planning to initiate experimental and innovative programs which are in conflict with one or more of these accrediting standards shall submit written requests for approval via the division superintendent to the Director of the Division of Secondary Education at least sixty days prior to the scheduled commencement date for such program. All requests submitted shall contain the following information:

1. The purpose of the proposed program;

2. The objectives of the proposed program;

3. An explanation as to what accrediting standards conflict with the proposed program;

4. An outline or syllabus of the proposed program;

5. A statement explaining methods which will be employed to evaluate the proposed program;

6. A statement indicating that the proposed program has been approved by the local school board.

STANDARD H

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

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

Class Schedule

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

The time for opening and closing schools shall be prescribed by the school board, upon recommendation of the division superintendent, provided

that no school shall schedule less than five nor more than six and one-half hours each school day for all pupils, exclusive of the midday intermission but including the necessary time for appropriate opening exercises. At the discretion of the local school authorities, and with the approval of the State Superintendent of Public Instruction, the length of the school day may be modified for justifiable reasons.

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

Length of Term

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

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

STANDARD I

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

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

1. Each school division planning to offer approved summer school work in any secondary school shall advise the State Department of Education prior to the opening of the summer school session.

2. Each secondary school holding a summer session shall submit, immediately upon the close of such summer session, a report on forms furnished by the State Department of Education.

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

1. The summer school shall be administered by the local school authorities and shall be supervised by the principal of the secondary school sponsoring the summer work or by a staff member who is considered qualified by the principal and superintendent.

2. The minimum qualifications of the staff in a summer school shall be the same in all respects as those required for the regular session; other pertinent requirements of the State Board of Education for an accredited secondary school also shall be met.

3. Summer sessions shall operate for 150 clock hours for a minimum of thirty days (if students desiring one full unit of credit for new work are to be enrolled).

4. A librarian and the library facilities available during the regular session shall be available for the summer school session; all instructional facilities provided during the regular school session (including laboratories) shall be available for summer school courses on the same basis as during the regular session.

5. Students repeating courses and who are taught for less than 150 clock hours shall be responsible for demonstrating their familiarity with and competency in the same subject matter and/or skills as those students who are enrolled for 150 clock hours.

6. Courses which students are studying for the first time shall be structured to require completion of a minimum of 150 clock hours of classroom instruction per unit of credit or seventy-five clock hours of classroom instruction for one-half unit of credit. One unit of new credit per summer session shall be the maximum for which a student may enroll except that high school seniors who lack two units in meeting graduation requirements may be allowed to enroll in two subjects with approval of the principal and superintendent.

7. Credit for repeated work ordinarily will be granted on the same basis as that for new work. In justifiable instances, and at the discretion of the division superintendent and principal, however, certain students may be allowed to enroll in two repeat subjects to be completed in less time than is usually required for a unit of credit. In no instance shall the time scheduled for such a repeat course be less than seventy-five clock hours of instruction per unit of credit.

8. A student 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 J

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

Principals

Each secondary school shall be under the direction of a principal who may not teach more than five (5) hours per week. The principal shall have the following qualifications:

1. Hold the Postgraduate Professional Certificate;

2. Have demonstrated the leadership qualities and personal characteristics necessary for working effectively with students, teachers, and parents as attested to by a division superintendent of schools or the chief administrative officer of a non-public school or by an official in an institution of higher learning who is in a position to evaluate the applicant's qualifications;

3. Have successfully completed at least one graduate course in each of the following areas:

   School Administration
   Supervision of Instruction
   Secondary (including intermediate or middle)
   School Curriculum Development
   School Law
   School-Community Relations

4. Have at least three years of successful experiences as a teacher, administrator, or supervisor, one year of which must have been at the secondary level;

5. The applicant's course of study shall include, at the graduate or undergraduate level, training in drug education. (Such training may constitute a separate course or may be included in one or more of the courses listed under Item 3 above).

6. An applicant's course of study should include training in human relations.

The principal shall be employed on a twelve-month basis and shall be responsible for the instructional leadership of the school. Schools with unusually small enrollments may request approval to employ a principal for a term other than on a twelve-month basis. An exception may be granted if proper justification is submitted in writing to the Director of the Division of Secondary Education of the State Department of Education.

Assistant Principals

A secondary school with an enrollment of 600 students or more shall have an assistant principal and shall add an assistant for each additional 600 students. 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 K

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

Individual class sizes may vary widely when different teaching methods, such as team teaching, modular scheduling, educational television, etc., are employed. 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 following requirements shall be considered minimum when developing staff assignments:

1. The student-teacher ratio shall not exceed twenty-five to one. An assignment of five periods daily shall constitute one full-time instructional person. Part-time teachers shall be equated as part of a five-period teaching assignment. School divisions planning to utilize auxillary instructional personnel, e.g., paraprofessionals, aides, etc., may request approval from the Director of Secondary Education, State Department of Education, to adjust the student-teacher ratio. A maximum of 10 per cent of the instructional staff may be considered for adjustment of the student-teacher ratio provided their responsibilities as instructional aides are delineated and approved by the division superintendent. For purposes of computing the student-teacher ratio, two instructional aides may be counted as one professional instructional staff member. Administrative personnel, guidance counselors, and librarians may not be counted in determining the student-teacher ratio.

2. No classroom teacher, with the exceptions noted, shall teach more than 750 student periods per week. Schools utilizing large group instruction shall not schedule classroom teachers, with the exception of music teachers, for more than an average of 750 student periods per week over the span of one school year. Classes devoted to musical performing organizations with enrollments above the range, 55-60, require out-of-class time far in excess of that necessary to teach a normal class. It should be remembered that the teacher has to provide management, planning, curriculum development (content and all materials since he has no basic text), humanizing and individualizing of strategies, as well as arranging out-of-school rehearsals and staging performances for not 30 but 55-plus individuals. Performance organizations of this, or larger, size are desirable and even necessary, properly, to study and perform the more difficult and complex types of music literature. Reduction in size, therefore, is not recommended. It is recommended that teachers who have such work loads be considered for additional planning time. Physical education teachers may not teach more than 1,000 student-periods per week.

*3. No teacher shall teach more than twenty-five regular class periods per week, except teachers of day trades courses. Day trades are identified as multiple-period courses.

4. One period each day, unencumbered by supervisory or teaching duties, should be provided for every full-time instructional person for instructional planning.

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

5. The student-teacher ratio for special education instructional personnel shall not exceed the maximum established by the State Board of Education.

STANDARD L

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

Special Services Staff

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

Clerical Staff

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

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 secondary schools. A secondary school shall employ 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.

Custodial services shall be available at all times during the normal school day.

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

Cafeteria Staff

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

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

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

STANDARD M

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

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

It shall be the duty of each principal to make certain that records of these funds are maintained in accordance with these regulations and with rules promulgated by the local school board. The principal, or person designated 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 a professional accountant approved by the local school board, and a copy of the audit report filed in the office of the division superintendent. Monthly reports of such funds shall be prepared and filed in the principal's office. Annual reports shall be filed in the office of the principal and division superintendent.

Local school boards are urged to adopt rules and regulations to supplement those adopted by the 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 N

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

Driveways and roadways shall not encircle the school, nor serve as pedestrian walkways. Public 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 approaches.

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

STANDARD O

SCHOOL BUILDINGS*

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

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

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

APPENDICES

APPENDIX A

ORGANIZATION AND ADMINISTRATION

Plans of Organization

There are several grade organization plans which may be utilized. The local school division shall make the determination as to which is optimal, based on its unique needs and interests.

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 an 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 school for early adolescents of grades 7-9, and a senior high school for grades 10-12. The 6-3-3 plan presumes separate housing and separate administrative and instructional staffs for each of the three units.
3. Six-Two-Four. The 6-2-4 type of organization comprises an elementary school of grades 1-6, a school for early adolescents of grades 7-8, and a senior high school of grades 9-12.
4. Five-Three-Four. The 5-3-4 organization encompasses an elementary school of grades 1-5, a school for early adolescents of grades 6-8, and a senior high school of grades 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

*STANDARDS FOR ACCREDITING SCHOOLS FOR EARLY ADOLESCENT EDUCATION.

Schools that are specifically organized to provide early adolescent education have a unique function in that the primacy of their student orientation is to "personality" rather than to "role". The mission of the school for early adolescents is to provide a protective intervention between the pressures of culture and psychosocial vulnerability and the onset of adolescence, to provide for discovery through investigatory experiences, and to continue the general education of early adolescents in an environment which is functional for this stage of human growth and development.

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

Organization

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

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

highest grade, such as K-8 or 1-8, may apply for accreditation under elementary standards. The accrediting standards for schools organized as schools for early adolescents shall be the same as those for secondary schools, except as herein noted.

Curriculum

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

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

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

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

Science

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

Fine Arts - music and art.

Pre-Vocational - exploratory experiences in home economics, industrial arts, etc.

Instruction in the preceding subject areas should provide a balanced program of continuous learning experiences for students of all levels of ability. Articulation of subject matter within the grade organizational pattern in the school for early adolescent education and with that offered at feeder schools is essential to the success of these programs.

Each year the eighth grade shall provide a minimum of seven offerings which shall include instruction in four academic areas (English, mathematics, science, and electives) and health and physical education, fine arts, and vocational and/or practical arts. Each student in the eighth grade shall

receive instructions in English, mathematics, science, and health and physical education. Instruction may be available on an elective or exploratory basis in fine arts and vocational and/or practical arts.

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

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

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

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

Staff

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

APPENDIX C

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

Adult and Evening Schools

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

1. Age: A student shall be at least nineteen years of age. Under circumstances which local school authorities consider justifiable, the age limit may be lowered. Only in exceptional circumstances should local authorities permit a regularly enrolled day student to earn credits toward high school graduation in adult classes. (In such cases, 150 hours of classroom instruction or an alternative method for granting credit which meets the requirements set forth under Standard C shall be required for one unit of credit).

2. Credit: (a) Satisfactory completion of 108 hours of classroom instruction in a subject shall constitute sufficient evidence for one unit of credit. Where accelerated or other innovative instructional methods are employed, credit may be given in less time when required achievement is evident.

   (b) When, in the judgment of the principal and/or the superintendent, an adult not regularly enrolled in the day school program is able to prove, by examination or other objective evidence, satisfactory completion of the work, he may receive credit in less than the time usually required. When credit is to be granted for a subject in which the work is completed in less than the time usually

required, it is the responsibility of the school issuing the credit to document the amount of time spent on each course, the types of examinations employed, the testing procedures, and the extent of progress in each case.

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

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

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

3. Minimum Qualifications of Teachers: The minimum qualifications of teachers in the adult and evening school shall be the same in all respects as those required for the regular day school.

4. Library Facilities: The library facilities available for the regular day school shall be available for the adult and evening school.

5. Science Laboratory Facilities: If science is offered, the laboratory facilities also shall be available.

6. Administration and Supervision: The adult and evening school shall be under the supervision of the secondary school principal, assistant principal, or a qualified staff member approved by the division superintendent.

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

Credit for Educational Experiences in the Armed Forces

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

a. United States Armed Forces Institute

b. United States Armed Forces Institute (USAFI) Subject Examination

c. High school courses offered through USAFI by cooperating colleges

d. Marine Corps Institute courses

e. Coast Guard Institute courses

f. Service school training

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

APPENDIX D

NON-PUBLIC 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 non-public schools may find their programs at variance with certain standards. Schools whose philosophies and purposes differ from those of a comprehensive high school may be allowed to deviate from certain requirements provided in these standards when evidence is submitted with the Preliminary Annual Secondary School Accreditation Report to clearly indicate that the departures from the accreditation standards are in keeping with sound educational practices and the philosophy under which the schools operate.

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

1. Non-public secondary schools may offer two additional units in academic and/or fine arts subjects in lieu of two of the required unit offerings in practical arts and vocational subjects.
2. Non-public secondary schools which are recognized by the State Department of Education as primarily college preparatory oriented are not required to meet the requirements with respect to the scope of offering for practical arts and/or vocational subjects. The criteria for justifying a request for recognition as primarily college preparatory include: (1) a philosophy which explicitly states the

school's purpose as primarily college preparatory; (2) admissions policies which insure that only those students are admitted who are capable of college preparatory work and who aspire to enter college; (3) a minimum of ninety per cent of each year's graduating class accepted for enrollment in two or four year colleges. Schools recognized as primarily college preparatory shall offer three years of health and physical education or a program recognized as the equivalent by the State Department of Education. A program designed in lieu of, rather than the equivalent of, a health and physical education program will not be acceptable.

3. Non-public secondary schools which limit admission to boys or girls only and which are not recognized as primarily college preparatory schools shall offer each year a minimum of eight units in practical arts and vocational subjects.

4. Instruction in the fine arts shall be available in non-public secondary schools each year. When such instruction is not designed for a credit course, it need not be taught by a certificated teacher but should be under the direction of qualified personnel.

5. Non-public secondary schools with special purposes, such as military schools and church-related schools, may require additional units of credit for graduation above the eighteen required by Standard C, provided that these additional units are directly related to the special nature of the institution concerned. Non-public secondary schools recognized by the State Department of Education as primarily college preparatory may require additional prescribed academic units for graduation above the eighteen unit requirement provided that such

requirement is fully explained in writing to all students and their parents or guardians before students are admitted.

6. Guidance services shall be available to all students in non-public secondary schools.

APPENDIX E

STATE BOARD REGULATIONS FOR ISSUING GENERAL EDUCATIONAL DEVELOPMENT CERTIFICATES.

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

1. Minimum Age:

   a. Issuance of Certificate

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

      (1) A letter from an official of the regular day school last attended stating that he has been withdrawn from school for a period of one year; or

      (2) A letter from an official of the regular day school last attended stating that he has been withdrawn from the school for a period of six months; and, a letter from a director of a high school review program stating the applicant has successfully completed the program; or

      (3) A letter from an employer, a recruiting officer of the armed forces, or an admissions officer of an institution of higher learning or post secondary training institution stating the applicant meets all requirements for employment or admissions with exception of a General Educational Development Certificate; and, a letter from an official of the regular day school last attended recommending the applicant be tested.

2. High School Credit

Not required.

3. Residence

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

4. Minimum Test Scores

A standard score of 35 on each of the five tests and an average standard score of 45 on all five tests.

5. Credit for Out-of-State Test Scores

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

6. Retesting

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