

Section 1 : SOQ STANDARDS

Below are all of the questions included in the SOQ Standards portion of the data collection.

STANDARD 1 : INSTRUCTIONAL PROGRAMS SUPPORTING THE STANDARDS OF LEARNING AND OTHER EDUCATIONAL OBJECTIVES.

- B.1. The school division has implemented the SOL or objectives specifically designed for the school division that are equivalent to or exceed the Board of Education's requirements.
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- B.2. The school division expects students to achieve the educational objectives established by the school division at appropriate age or grade levels.
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- B.3. The curriculum adopted by the local school division is aligned to the Standards of Learning.
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- C.1. Local school boards shall develop and implement a program of instruction for grades K through 12 that is aligned to the Standards of Learning and meets or exceeds the requirements of the Board of Education. The school division's program of instruction shall emphasize the following:
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- a. Reading, writing, and speaking.
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- b. Mathematical concepts and computations.
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- c. Proficiency in the use of computers and related technology.
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- d. Scientific concepts and processes.
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- e. Essential skills and concepts of citizenship, including knowledge of Virginia history and world and United States history, economics, government, foreign languages, and international cultures, health and physical education, environmental issues and geography necessary for responsible participation in American society and in the international community.
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- f. Fine Arts, which may include, but not be limited to, music and art, and practical arts.
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- g. Knowledge and skills needed to qualify for further education, gainful employment, or training in a career or technical field.
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- h. Development of the ability to apply such skills and knowledge in preparation for eventual employment and lifelong learning and to achieve economic self-sufficiency.
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- C.2. The school division provides programs of prevention, intervention, or remediation for students who are educationally at-risk including, but not limited to, students who fail to achieve a passing score on any Standards of Learning assessment in grades three through eight or who fail an end-of-course test required for the award of a verified unit of credit required for the student's graduation. Such programs include components that are research-based.
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- C.3. The school division requires students who fail all of the SOL tests at grades three through eight or who fail an end-of-course test required for the award of a verified credit to attend a remediation program or participate in another form of remediation.
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- C.4. The division superintendent requires such students to take special programs of prevention, intervention, or remediation, which may include attendance in public summer school programs, in accordance with subsection A of § 22.1-254 and § 22.1-254.01 of the Code of Virginia.
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- C.5. The division superintendent chooses summer school remediation programs or other forms of remediation as appropriate to the academic needs of the student and does not charge tuition to students required to attend such programs.
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- D.1. The school division has implemented the following:
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- a. Programs in grades K through three, which emphasize developmentally appropriate learning to enhance success.
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- b. Programs based on prevention, intervention, or remediation designed to increase the number of students who earn a high school diploma and to prevent students from dropping out of school. Such programs include components that are research-based.
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- c. Career and technical education programs incorporated into the K through 12 curricula that promote knowledge of careers, including, but not limited to, apprenticeships, entrepreneurship and small business ownership, the military, and the teaching profession, and emphasize the advantages of completing school with marketable skills.
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- d. Career exploration opportunities in the middle school grades.
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- e. Competency-based career and technical education programs that integrate academic outcomes, career guidance and job-seeking skills for all secondary students. Programs are based upon labor market needs and student interest. Career guidance includes counseling about available employment opportunities and placement services for students exiting school. The school board develops and implements a plan to ensure compliance with the provisions of this subdivision. Such plan is developed with the input of area business and industry representatives and local community colleges and is submitted to the Superintendent of Public Instruction in accordance with the timelines established by federal law; and
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- f. Annual notice on its web site to enrolled high school students and their parents of the availability of the postsecondary education and employment data published by the State Council of Higher Education on its web site pursuant to § 23-9.2:3.04 of the Code of Virginia
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- g. Educational objectives in middle and high school that emphasize economic education and financial literacy pursuant to § 22.1-200.03 of the Code of Virginia.
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- h. Early identification of students with disabilities and enrollment of such students in appropriate instructional programs consistent with state and federal law.
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- i. Early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs.
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- j. Educational alternatives for students whose needs are not met in programs prescribed elsewhere in the standards.
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- k. Adult education programs for individuals functioning below the high school completion level.
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- l. A plan to make achievement for students who are educationally at risk, a division-wide priority that includes procedures for measuring the progress of such students.
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- m. An agreement for postsecondary degree attainment with a community college in the Commonwealth specifying the options for students to complete an associate's degree or a one-year Uniform Certificate of General Studies from a community college concurrent with a high school diploma. Such agreement shall specify the credit available for dual enrollment courses and Advanced Placement courses with qualifying exam scores of three or higher.
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- n. A plan to notify students and their parents of the availability of dual enrollment and advanced placement classes, the International Baccalaureate program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the advanced placement and International Baccalaureate examinations. This plan shall include notification to students and parents of the agreement with a community college in the Commonwealth to enable students to complete an associate's degree or a one-year Uniform Certificate of General Studies concurrent with a high school diploma.
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- o. Identification of students with limited English proficiency and enrollment of such students in appropriate instructional programs.
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- p. Early identification, diagnosis, and assistance for students with reading and mathematics problems and provision of instructional strategies and reading and mathematics practices that benefit the development of reading and mathematics skills for all students.
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- q. Reading intervention services to students in kindergarten through grade three who demonstrate deficiencies based on their individual performance on the SOL reading test or any reading diagnostic test that meets criteria established by the Department of Education.
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- (i) The school division reports the results of the diagnostic tests to the Department of Education on an annual basis.
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- (ii) The school division assesses each student who receives early reading intervention services again at the end of that school year.
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- r. Algebra readiness intervention services to students in grades six through nine who are at risk of failing the Algebra I end-of-course test, as demonstrated by their individual performance on any diagnostic test that has been approved by the Department of Education.
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- (i) The school division reports the results of the diagnostic tests to the Department of Education on an annual basis.
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- (ii) The school division assesses each student who receives algebra readiness intervention services again at the end of that school year.
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- s. Incorporation of art, music, and physical education as a part of the instructional program at the elementary school level.
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t. A program of physical fitness available to all students with a goal of at least 150 minutes per week on average during the regular school year. Such program may include any combination of: (i) physical education classes; (ii) extracurricular athletics; (iii) other programs and physical activities deemed appropriate by the local school board. Each local school board shall incorporate into its local wellness policy a goal for the implementation of such program during the regular school year.

u. A program of student services for kindergarten through 12 designed to aid students in their educational, social, and career development.

v. The collection and analysis of data and the use of the results to evaluate and make decisions about the division's instructional program.

STANDARD 2: INSTRUCTIONAL, ADMINISTRATIVE AND SUPPORT PERSONNEL

B.1. The school board employs licensed instructional personnel qualified in the relevant subject areas.

C.1 The school division has a division-wide ratio of pupils in average daily membership to full-time equivalent teaching positions (excluding special education teachers, principals, assistant principals, counselors, and librarians) no greater than the following:

a. Twenty-four to one in kindergarten, with no class larger than twenty-nine; twenty-four to one in grades one, two and three with no class larger than thirty at any of these levels. If your school division is utilizing and complies with the temporary flexibility language in Item 139 of the Appropriation Act related to ratios and your division complies with the class size requirements, please answer yes to this question.

b. A full time teacher's aide is assigned to any kindergarten class where the average daily membership exceeds twenty-four pupils.

c. Twenty-five to one in grades four through six with no class larger than thirty-five pupils. If your school division is utilizing and complies with the temporary flexibility language in Item 139 of the Appropriation Act related to ratios and your division complies with the class size requirements, please answer yes to this question.

d. Twenty-four to one in English classes in grades six through twelve. If your school division is utilizing and complies with the temporary flexibility language in Item 139 of the Appropriation Act, please answer yes to this question.

C.2. The school division assigns instructional personnel in a manner that produces school-wide ratios of students in average daily memberships to full-time equivalent teaching positions of twenty-one (21) to one in middle and high schools.

C.3. The school division provides all middle and high school teachers with one planning period per day or the equivalent, unencumbered of any teaching or supervisory duties.

D.1. The local school board employs with state and local basic, special education, gifted, and career and technical education funds a minimum number of licensed, full-time equivalent instructional personnel for each 1,000 students in average daily membership (ADM) as set forth in the Appropriation Act. Calculations of kindergarten positions are based on full-day kindergarten programs. Beginning with the March 31 report of average daily membership, those school divisions offering half-day kindergarten with pupil/teacher ratios that exceed 30 to one shall adjust their average daily membership for kindergarten to reflect 85 percent of the total kindergarten average daily memberships, as provided in the Appropriation Act.

E.1. In addition to the positions supported by basic aid and in support of regular school year programs of prevention, intervention, and remediation, state funding, pursuant to the Appropriation Act, shall be provided to fund certain full-time equivalent instructional positions for each 1,000 students in grades K through 12 who are identified as needing prevention, intervention, and remediation services. State funding for prevention, intervention, and remediation programs provided pursuant to this subsection and the Appropriation Act may be used to support programs for educationally at-risk students as identified by the local school boards.

The Appropriation Act states: "To provide algebra readiness intervention services required by § 22.1-253.13:1, school divisions may employ mathematics teacher specialists to provide the required algebra readiness intervention services. School divisions using the Standards of Learning Algebra Readiness Initiative funding in this manner shall only employ instructional personnel licensed by the Board of Education." (Please Note: If your school division is utilizing and complies with the temporary flexibility language in Item 139 of the Appropriation Act please answer yes to this question.)

F.1. The school division employs in addition to the positions supported by basic aid and those in support of regular school year programs of prevention, intervention, and remediation, 17 full-time equivalent instructional positions for each 1,000 students identified as having limited English proficiency. If your school division is utilizing the temporary flexibility language in Item 139 of the Appropriation Act, please answer yes to this question. Please read the document entitled "Temporary Flexibility Language" on the right hand side of your screen for more information.

H.1. The local school board employs, at a minimum, the following full-time equivalent positions for any school that reports average daily membership as delineated in the standards: 1) full-time principals; 2) assistant principals; 3) librarians and 4) guidance counselors.

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- a. Principals in elementary schools, one half-time to 299 students, one full-time at 300 students; principals in middle schools, one full-time, to be employed on a 12-month basis; principals in high schools, one full-time, to be employed on a 12-month basis.
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- b. Assistant principals in elementary schools, one half-time at 600 students, one full-time at 900 students; assistant principals in middle schools, one full-time for each 600 students; assistant principals in high schools, one full-time for each 600 students. School divisions that employ a sufficient number of assistant principals to meet this staffing requirement may assign assistant principals to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary.
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- c. Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one-half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full-time at 300 students, two full-time at 1,000 students. Local school divisions that employ a sufficient number of librarians to meet this staffing requirement may assign librarians to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary.
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- d. Guidance counselors in elementary schools, one hour per day per 100 students, one full-time at 500 students, one hour per day additional time per 100 students or major fraction thereof; guidance counselors in middle schools, one period per 80 students, one full-time at 400 students, one additional period per 80 students or major fraction thereof; guidance counselors in high schools, one period per 70 students, one full-time at 350 students, one additional period per 70 students or major fraction thereof. Local school divisions that employ a sufficient number of librarians to meet this staffing requirement may assign librarians to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary.
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The school board employs five full-time equivalent positions per 1,000 students in grades K-5 to serve as elementary resource teachers in art, music, and physical education.

- J.1. The school board employs two full-time equivalent positions per 1,000 students in grades K-12, one who provides technology support and one who serves as an instructional technology resource teacher.

To provide flexibility, school divisions may use the state and local funds for instructional technology resource teachers to employ a data coordinator position, an instructional technology resource teacher position, or a data coordinator/instructional resource teacher blended position. The data coordinator position is intended to serve as a resource to principals and classroom teachers in the area of data analysis and interpretation for instructional and school improvement purposes, as well as for overall data management and administration of state assessments. School divisions using these funds in this manner shall employ only instructional personnel licensed by the Board of Education.

(Please Note: If your school division is utilizing the temporary flexibility language in Item 139 of the Appropriation Act related to new hires, please answer yes to this question.) (Please note: This language is also included in the Appropriation Act, Item 139.)

- L.1. A combined school, such as kindergarten through 12, meets the staffing requirements at all grade levels for the highest grade level in that school. This requirement applies to all staff, except for guidance counselors. This requirement is based on the school's total enrollment. Guidance counselor staff requirements are based on the enrollment at the various school organization levels (i.e. elementary, middle, and high school.) PLEASE READ: If you do not have any combined schools in your division, please answer 'Yes' to this standard. If you answer 'No', then you will be recorded as being out of compliance with Standard Two.

- M.1. The school board, annually, on or before January 1, reports to the public the actual pupil teacher ratios (excluding resource personnel) in elementary school classrooms by school for the current year. The board also reports the pupil/teacher ratio including resource teachers in the same report. The report identifies classes that are funded through the voluntary K-3 class size reduction program, and any classes having waivers to exceed the requirements. The report includes identification of the schools but ensures confidentiality of all teacher and pupil identities.

- O.1. The local school board provides support services that are necessary for the efficient and cost-effective operation and maintenance of its public schools. For the purposes of this title, unless the context otherwise requires, support services positions include the following:

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1. Executive policy and leadership positions, including school board members, superintendents and assistant superintendents;

 2. Fiscal and human resources positions, including fiscal and audit operations;

 3. Student support positions, including (i) social workers and social work administrative positions; (ii) guidance administrative positions not included in subdivision H 4; (iii) homebound administrative positions supporting instruction; (iv) attendance support positions related to truancy and dropout prevention; and (v) health and behavioral positions, including school nurses and school psychologists;

 4. Instructional personnel support, including professional development positions and library and media positions not included in subdivision H 3;

 5. Technology professional positions not included in subsection J;

 6. Operation and maintenance positions, including facilities; pupil transportation positions; operation and maintenance professional and service positions; and security service, trade, and laborer positions;

 7. Technical and clerical positions for fiscal and human resources, student support, instructional personnel support, operation and maintenance, administration, and technology; and

 8. School-based clerical personnel in elementary schools; part-time to 299 students, one full-time at 300 students; clerical personnel in middle schools; one full-time and one additional full-time for each 600 students beyond 200 students and one full-time for the library at 750 students; clerical personnel in high schools; one full-time and one additional full-time for each 600 students beyond 200 students and one full-time for the library at 750 students. Local school divisions that employ a sufficient number of school-based clerical personnel to meet this staffing requirement may assign the clerical personnel to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary.

Pursuant to the Appropriation Act, support services shall be funded from basic school aid. School divisions may use the state and local funds for support services to provide additional instructional services.

STANDARD 3: ACCREDITATION, OTHER STANDARDS AND EVALUATION

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- A.1. All schools are fully accredited by the Board of Education.
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- A.2. The school board reviews the accreditation status of all schools annually in public session.
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- A.3. The local school board has submitted corrective action (improvement) plans for any schools within its school division that have been designated as not meeting the criteria for determining effectiveness as defined by the Board (i.e., rated Accredited with Warning).
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- C.1. Each school board shall annually certify that it has provided instruction and administered an alternative assessment, consistent with Board guidelines, to students in grades three through eight in each Standards of Learning subject area in which a Standards of Learning assessment was not administered during the school year. Such guidelines shall (1) incorporate options for age-appropriate, authentic performance assessments and portfolios with rubrics and other methodologies designed to ensure that students are making adequate academic progress in the subject area and that the Standards of Learning content is being taught; (2) permit and encourage integrated assessments that include multiple subject areas; and (3) emphasize collaboration between teachers to administer and substantiate the assessments and the professional development of teachers to enable them to make the best use of alternative assessments.
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- C.2. The local school division provides targeted mathematics remediation and intervention to students in grades six through eight who show computational deficiencies as demonstrated by their individual performance on any diagnostic test or grade-level SOL mathematics test that measures non-calculator computational skills.
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- C.3. Each individual education program team has reviewed the justification in the IEP of each student who takes the VGLA and made the final determination as to whether the VGLA is appropriate for the student.
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- C.4. For each student considered for the Virginia Grade Level Alternative (VGLA), the school division has submitted an annual justification that includes evidence that the student meets the participation criteria defined by the Department of Education.
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- F.1. To assess the educational progress of students as individuals and as groups, the local school board requires the use of the Standards of Learning assessments, alternative assessments, and other relevant data, such as industry certification and state licensure examinations, to evaluate student progress and to determine educational performance. The local school board requires the administration of appropriate assessments to students which may include criterion-referenced tests, and teacher-made tests and shall include the Standards of Learning assessments, the local school board's alternative assessment, and the National Assessment of Educational Progress state-by-state assessment.
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- F.2. The local school board analyzes and reports annually the results from the Stanford Achievement Test Series, Ninth Edition (Stanford Nine) assessment, if administered, industry certification assessments examinations, and the Standards of Learning Assessments to the public.
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- G.1 The division superintendent regularly reviews the division's submission of data and reports required by state and federal law and regulations to ensure that all information is accurate and submitted in a timely fashion.
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STANDARD 4: STUDENT ACHIEVEMENT AND GRADUATION REQUIREMENTS

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- A.1. The school board awards diplomas to students, including those who transfer from nonpublic schools or home instruction, who earn the units of credit prescribed by the Board of Education, pass the prescribed tests, and meet such other requirements as may be prescribed by the local school board and approved by the Board of Education.
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- A.2. Provisions are made for the transfer and appropriate grade placement of students who transfer from other public secondary schools, non-public schools, or from home instruction as outlined in the accreditation standards. Course credits earned for online courses taken in the Department of Education's Virtual Virginia Program transfer to Virginia public schools in accordance with provisions of the standards of accreditation.
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- A.3. Reasonable accommodations are provided for students with disabilities to meet the requirements for a diploma.
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- A.4. The school board notifies the parents of rising eleventh and twelfth grade students of (i) the number and subject area requirements of standard and verified units of credit required for graduation pursuant to the standards of accreditation and (ii) the remaining number and subject area requirements of such units of credit the individual student requires for graduation.
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- B.1. The school board awards Applied Studies diplomas to students who have been identified as disabled who complete the requirements of their individualized education programs.
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- B.2. The school board notifies the parents of students with disabilities who have an individualized education program and who fail to meet the requirements for a standard or advanced studies diploma of the student's right to a free and appropriate education to age 21, inclusive.
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- C.1. The school board awards certificates of program completion to students who complete a prescribed course of study as defined by the school board if they are not eligible to receive a Board of Education-approved diploma.
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- C.2. The school board provides notification of the right to a free public education for students who have not reached 20 years of age on or before August 1 of the school year to the parent of students who fail to graduate or who have failed to achieve the number of verified units of credit required for graduation as provided in the standards of accreditation. If such student who does not graduate or achieve such verified units of credit is a student for whom English is a second language, the school board notifies the parent of the student's opportunity for a free public education to age 22.
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- D.1 The school board reports annually to the Board of Education the number of Board-approved industry certifications obtained, state licensure examinations passed, national occupational competency assessments passed, Virginia workplace readiness skills assessments passed; and the number of career and technical education completers who graduated.
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STANDARD 5: QUALITY OF CLASSROOM INSTRUCTION AND EDUCATIONAL LEADERSHIP

B.1 Teacher, principal, and superintendent evaluations are consistent with the performance standards included in the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents. Evaluations include student academic progress as a significant component and an overall summative rating. Teacher evaluations include regular observation and evidence that instruction is aligned with the school's curriculum. Evaluations include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities.

D.1. Each member of the school board participates annually in high-quality professional development activities at the state, local, or national levels on governance, including, but not limited to, personnel policies and practices; the evaluation of personnel; curriculum and instruction; use of data in planning and decision making; and current issues in education as part of their service on the local board.

D.2. The local school board requires the division superintendent to participate annually in high-quality professional development activities at the local, state, or national levels, which include the Standards of Quality, Board of Education regulations, and the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents.

E.1. The school board provides a program of high quality professional development:

(i) In the use and documentation of performance standards and evaluation criteria based on student academic progress and skills for teachers, principals, and superintendents to clarify roles and performance expectations and to facilitate the successful implementation of instructional programs that promote student achievement at the school and classroom levels;

(ii) As part of the license renewal process, to assist teachers and principals in acquiring the skills needed to work with gifted students, students with disabilities, and students who have been identified as having limited English proficiency and to increase student achievement and expand the knowledge and skills students require to meet the standards for academic performance set by the Board of Education;

(iii) In educational technology for all instructional personnel which is designed to facilitate integration of computer skills and related technology into the curricula; and

(iv) For principals and supervisors designed to increase proficiency in instructional leadership and management, including training in the evaluation and documentation of teacher and principal performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel.

E.2. The school board provides a program of high-quality professional development each year for teachers and principals in:

(i) instructional content

(ii) the preparation of tests and other assessment measures;

(iii) methods for assessing the progress of individual students, including Standards of Learning assessment materials or other criterion-referenced tests that match locally developed objectives;

(iv) instruction and remediation techniques in English, mathematics, science, and history and social science;

(v) interpreting test data for instructional purposes;

(vi) technology applications to implement the Standards of Learning; and

(vii) effective classroom management.

F.1. The local school division and its schools include as an integral component of their comprehensive plans, high-quality professional development programs that support the recruitment, employment, and retention of qualified teachers and principals. The school board requires all instructional personnel to participate each year in these professional development programs.

G.1 The school board annually reviews its professional development program for quality, effectiveness, participation by instructional personnel, and relevancy to the instructional needs of teachers and the academic achievement needs of the students in the school division.

STANDARD 6: PLANNING AND PUBLIC INVOLVEMENT

B.1. The local school board shall adopt a division-wide comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement. The plan was developed with staff and community involvement and shall include, or is consistent with, all other division-wide plans required by state and federal laws and regulations. Each local school board shall review the plan biennially and adopt any necessary revisions. Prior to the adoption of any division-wide comprehensive plan or revisions thereto, the local school board shall post the plan or revisions on the division's Internet Web site if practicable, and, in any case, shall make a hard copy of the plan or revisions available for public inspection and copying and shall conduct at least one public hearing to solicit public comment on the division-wide plan or revisions.

B.2. The school division's comprehensive plan includes, but is not limited to:

(i) the objectives of the school division including strategies for improving student achievement; particularly the achievement of educationally at-risk students, then maintaining high levels of student achievement;

(ii) an assessment of the extent to which these objectives are being achieved;

(iii) a forecast of enrollment changes;

(iv) a plan for projecting and managing enrollment changes including consideration of the consolidation of schools to provide for a more comprehensive and effective delivery of instructional services to students and economies in school operations;

(v) an evaluation of the appropriateness of establishing regional programs and services in cooperation with neighboring school divisions;

(vi) a plan for implementing such regional programs and services when appropriate;

(vii) a technology plan designed to integrate educational technology into the instructional programs of the school division, including the school division's career and technical education programs, consistent with, or as a part of, the comprehensive technology plan for Virginia adopted by the Board of Education;

(viii) an assessment of the needs of the school division and evidence of community participation, including parental participation, in the development of the plan;

(ix) any corrective action plan required pursuant to the results of a division-level academic review.

(x) a plan for parent and family involvement to include building successful school and parent partnerships that was developed with staff and community involvement, including participation by parents.

B.3. The school board reports to the public by November 1 of each odd-numbered year the extent to which the objectives of the division-wide comprehensive plan have been met during the previous two school years.

C.1. Each school in the division prepared a comprehensive, unified, long-range plan that was considered by the local school board in developing the division-wide comprehensive plan.

STANDARD 7: SCHOOL BOARD POLICIES

- A. The local school board develops policies and procedures to address complaints of sexual abuse of a student by a teacher or other school board employee.
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- B. The school board maintains and follows up-to-date policies that have been reviewed at least every five years and revised as necessary.
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- C. The school board's policies, which have been developed giving consideration to the views of teachers, parents and other concerned citizens, address the following:
- 1 A system of two-way communication between employees and the school board and its administrative staff whereby matters of concern can be discussed in an orderly and constructive manner.

 - 2 The selection and evaluation of all instructional materials purchased by the school division with clear procedures for handling challenged controversial materials.

 - 3 The standards of student conduct and attendance and procedures for enforcement.

 - 4 School-community communications and community involvement.

 - 5 Guidelines to encourage parents to provide instructional assistance to their children in the home, which may include voluntary training for parents of children in grades K-3.

 - 6 Information about procedures for addressing concerns with the school division and recourse available for parents for a judicial review of a school board action as provided for in § 22.1-87 of the Code.

 - 7 A cooperatively developed procedure for personnel evaluation appropriate to tasks performed by those being evaluated.

 - 8 Grievances, dismissals, etc., of teachers, and the implementation procedure prescribed by the General Assembly and the Board of Education, as provided in § 22.1-306 et seq. of the Code of Virginia, and the maintenance of copies of such procedures.

- D. A current copy of all school division policies and regulations approved by the local school board, including the Student Conduct Policy, is posted on the division's website and is available to employees and to the public. Printed copies of such policies and regulations are available as needed to citizens who do not have online access.
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- E. An annual announcement is made at the beginning of the school year and, for parents of students enrolling later in the academic year, at the time of enrollment, advising the public that the policies are available.

STANDARD 8: COMPLIANCE

- A.1. The school board provides, as a minimum, the programs and services, as provided in the Standards of Quality, with state and local funds as apportioned by the General Assembly in the appropriation act and to the extent funding is provided by the General Assembly.
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Section 2 : OTHER MISCELLANEOUS REPORTING REQUIREMENTS

Below are screenshots of the data elements included in this part of the data collection.

Part II: CERTIFICATION OF PRE-LABOR DAY OPENINGS

Grounds Selection for Requesting a Waiver
Please select the applicable grounds upon which this waiver is being requested:
<input type="checkbox"/> Number of Days Closed
<input type="checkbox"/> Dependency on Other Divisions
<input type="checkbox"/> Surrounded by School Divisions
<input type="checkbox"/> Not opening before Labor Day
<input type="checkbox"/> Eligible for a waiver based on 2011-2012 waiver

Part III: OTHER REQUIRED REPORTING

LICENSURE AND ATTENDANCE

Teacher Evaluations/Continuing Contract - [Section 22.1-295](#), Code of Virginia, requires each local superintendent to certify annually division-wide compliance with the provisions of this section:

A. The teachers in the public schools of a school division shall be employed and placed in appropriate schools by the school board upon recommendation of the division superintendent. In placing teachers, school boards shall fill positions with licensed instructional personnel qualified in the relevant subject areas.

B. School boards shall adopt employment policies and practices designed to promote the employment and retention of highly qualified teachers and to effectively serve the educational needs of students. Such policies shall include, but need not be limited to, incentives for excellence in teaching, including financial support for teachers attending professional development seminars or those seeking and obtaining national certification.

C. School boards shall develop a procedure for use by division superintendents and principals in evaluating teachers that is appropriate to the tasks performed and addresses, among other things, student academic progress and the skills and knowledge of instructional personnel, including, but not limited to, instructional methodology, classroom management, and subject matter knowledge.

Teachers employed by local school boards who have achieved continuing contract status shall be formally evaluated at least once every three years and more often as deemed necessary by the principal, and they shall be evaluated informally during each year in which they are not formally evaluated. Any teacher who has achieved continuing contract status who receives an unsatisfactory formal evaluation and who continues to be employed by the local school board shall be formally evaluated in the following year. The evaluation shall be maintained in the employee's personnel file.

The superintendent certifies division-wide compliance with these teacher employment provisions:

- Yes
- No

Compulsory Attendance/Tuancy - [Sections 22.1-254 through 22.1-269](#), Code of Virginia, prescribe compulsory attendance and truancy requirements. According to 22.1-269, the Board of Education shall have the authority and duty to enforce the provisions of this article on Compulsory School Attendance.

The superintendent certifies division-wide compliance with these Truancy and Compulsory Attendance requirements.

- Yes
- No

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SCHOOL ACCOUNTABILITY

1. Compliance with Requirements for Pre-Accreditation - The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* ([8VAC20-131-280](#) and [8VAC20-131-290](#)) require schools to be accredited annually based on compliance with pre-accreditation eligibility requirements and achievement of school accountability requirements. To comply with pre-accreditation eligibility requirements, each school in the division must have documented:

- the division's promotion/retention policies in accordance with [8VAC20-131-30](#),
- course offerings that will allow students to complete graduation requirements per [8VAC20-131-50](#),
- the ability to offer the instructional program per [8VAC20-131-70 through 8VAC20-131-100](#),
- the leadership and staffing requirements of [8VAC20-131-210 through 8VAC20-131-240](#),
- the facilities and safety provisions of [8VAC20-131-260](#).

Eligibility for pre-accreditation also requires the principal of each school and the superintendent to report:

- that each school has incorporated the SOL into the school division's curriculum and taught the SOL material to all students eligible to take the SOL tests,
- that each school provides students' parents or guardians information on the availability of and source for receiving copies of:
 - the learning objectives to be achieved at their child's grade level or, the high school syllabus for each course taken,
 - school division promotion, retention, and remediation policies,
 - the Standards of Learning applicable to the child's grade or course requirements,
 - the approximate date and potential impact of the child's SOL testing,
 - all requirements for the Standard Diploma and Advanced Studies Diploma.

The superintendent certifies compliance with these provisions for each school in the school division.

- Yes - please enter "Not Applicable" in the box below.
- No - please list each school and the requirements not met per school in the box below.

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2. School Improvement - The Virginia Board of Education's *Regulations Establishing Standards for Accrediting Public Schools in Virginia* ([8VAC20-131-310](#)) address requirements for schools rated "Partially Accredited."

1. Each school in the division rated "Partially Accredited" must:
 - undergo an academic review in accordance with guidelines adopted by the Board, and
 - prepare a School Improvement Plan (SIP) developed with the assistance of parents and teachers that is made available to the public and designed to assist the school in meeting the student achievement standard to be Fully Accredited.

2. The School Improvement Plan for each school "Partially Accredited" must include:
 - a description of how the school will meet the requirements to be Fully Accredited for each year covered by the plan;
 - specific measures for achieving and documenting student academic improvement;
 - a description of the amount of time in the school day devoted to instruction in the core academic areas;
 - instructional practices designed to remediate students who have not been successful on SOL tests;
 - intervention strategies designed to prevent further declines in student performance and graduation rates;
 - staff development needs;
 - strategies to involve and assist parents in raising their child's academic performance;
 - the need for flexibility or waivers to regulations to meet the objectives of the plan; and
 - a description of the manner in which local, state, and federal funds are used to support implementation of the plan.

3. Each school in the division with a School Improvement Plan must use research-based instructional strategies with a proven track record of success at raising student achievement.

4. Each School Improvement Plan must be approved by the division superintendent and the local school board.

Was an academic review conducted and a SIP developed incorporating the required criteria for every school in the division rated "Partially Accredited?"

- Yes - please also enter "Not Applicable" in the box below.
- No - In the box below, please 1) list those schools rated "Partially Accredited" where the SIP has not been developed and 2) describe correction action being taken.
- Our division has no schools rated "Partially Accredited" - please also enter "Not applicable" in the box below.

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LENGTH OF SCHOOL TERM

1. School Term and Missed Time - Virginia Board of Education *Regulations Governing Reduction of State Aid When Length of School Term Below 180 Teaching Days or 990 Teaching Hours* ([8 VAC-20-521-10 et seq.](#)) requires that division superintendents certify annually that they have read and complied with the provisions of these regulations and are implementing a plan for making up missed time that has not been waived in accordance with the regulations.

2. Teaching Days/Teaching Hours - According to [Section 22.1-98](#), *Code of Virginia*, the division superintendent and local school board chairman shall certify the total number of teaching days and teaching hours each year. (The *Code of Virginia* requires school divisions to provide instruction for a minimum of 180 days or 990 hours each school year. If the school division cannot meet the requirement for 180 days or 990 hours of instruction because of bad weather or other emergencies, days missed must be made up in accordance with the formula outlined in the *Code*.)

The superintendent and school board chair certify for the school term referenced above (select one):

- That the school division provided instruction for a minimum of 180 days or 990 hours. (After selecting this option, please enter "Not Applicable" in the text box below.)

- That the school division provided instruction for fewer than 180 days or 990 hours and the school division made up lost instructional time due to bad weather or other emergencies in accordance with the formula outlined in the Code. (After selecting this option, please enter "Not Applicable" in the text box below.)

- That the school division provided instruction for fewer than 990 hours or 180 days but did NOT make up the required instruction time using the make up formula prescribed in the Code. (After selecting this option, please enter in the text box below an explanation of why the school division did not meet this provision.)

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TEMPORARY FLEXIBILITY AND CTE RATIOS

Temporary Flexibility - The Appropriation Act provides the following temporary flexibility to the Standards of Quality notwithstanding any other provision in statute or in the Appropriation Act Direct Aid to Public Education Item:

- school divisions may elect to increase the teacher to pupil staffing ratios in kindergarten through grade 7 and English classes for grades 6 through twelve by one additional student;
- the teacher to pupil staffing ratio requirements for Elementary Resource teachers, Prevention, Intervention and Remediation, English as a Second Language, Gifted and Talented, Career and Technical funded programs (other than in Career and Technical courses where school divisions will have to maintain a maximum class size based on federal Occupational Safety & Health Administration safety requirements) are waived; and
- the instructional and support technology positions, librarians and guidance counselors staffing ratios for new hires are waived.

CTE Ratios - [8VAC20-120-150](#) of the Virginia Administrative Code specifies a required maximum class size of 20 students per laboratory for laboratory classes that use equipment identified by the U.S. Department of Labor for hazardous occupations. The career and technical education courses that have this restriction are published annually by the Virginia Department of Education.

In the school year referenced above, the school division used the temporary flexibility language for one or more ratios (other than on those Career and Technical courses with maximum class size based on federal Occupational Safety & Health Administration safety requirements.)

- Yes
 No

In the school year referenced above, the superintendent certifies that the school division complied with the required maximum class size of 20 students per laboratory for laboratory classes that use equipment identified by the U.S. Department of Labor for hazardous occupations.

- Yes
 No

EARLY READING INTERVENTION

Early Reading Intervention - The Appropriation Act authorizes Early Reading Intervention (ERI) payments to provide early reading intervention services to students in grades kindergarten through 3 who demonstrate deficiencies based on their individual performance on diagnostic tests approved by the Department of Education. ERI programs may include the use of: special reading teachers; trained aides; volunteer tutors under the supervision of a certified teacher; computer-based reading tutorial programs; aides to instruct in-class groups while the teacher provides direct instruction to the students who need extra assistance; or extended instructional time in the school day or year for these students.

To receive ERI payments, the division must certify that it will:

- Offer an intervention program to such students;
- partner, at the beginning of the year, with the parents of those third grade students in the division who demonstrate reading deficiencies, and discuss with them a developed plan for remediation and retesting;
- assess students who receive an intervention again at the end of the school year;
- report annually the results of the diagnostic tests to the Department of Education; and
- match the state program funds based on the composite index of local ability-to-pay.

- The superintendent certifies that the school division will comply with these Appropriation Act requirements to receive ERI payment.

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CHARTER SCHOOLS**1. Charter School Approval - [Section 22.1-212.11](#)** A and B of the Code of Virginia states:

"A. Local school boards may establish public charter schools within the school division. Priority shall be given to public charter school applications designed to increase the educational opportunities of at-risk students, and at least one-half of the public charter schools per division shall be designed for at-risk students; however, the one-half requirement shall not apply in cases in which an existing public school is converted into a public charter school that serves the same community as the existing public school, nor shall such public charter school conversions be counted in the determination of school division compliance with the one-half requirement.

B. Local school boards shall report the grant or denial of public charter school applications to the Board and shall specify the maximum number of charters that may be authorized, if any; the number of charters granted or denied; and whether a public charter school is designed to increase the educational opportunities of at-risk students."

The local school board granted one or more charter school applications:

- Yes** – please provide the name of the charter school(s) and whether each was designed for at-risk students in the text box below.
- No** – please enter "Not applicable" in the text box below.

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2. Charter School Denial or Revocation - [Section 22.1-212.10\(D\)](#) of the Code of Virginia states, in part: "Following a local school board decision to deny a public charter school application or to revoke or fail to renew a charter agreement, the local school board shall submit documentation to the Board of Education as to the rationale for the local school board's denial or revocation of the charter school application."

The local school board denied one or more charter school applications or revoked one or more charter school agreements:

- Yes** - please provide the name of applicant charter school(s), operating charter school(s) and rationale for denial or revocation in the text box below.
- No** – please enter "Not applicable" in the text box below.

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Be advised that effective July 1, 2016, [Section 22.1-212.7\(F\)](#) of the Code of Virginia will require local school boards to notify the Board of Education within 10 days of executing a charter contract. The notification also must include a copy of the executed contract and any attachments.

GOVERNOR'S SCHOOLS AND FOREIGN LANGUAGE ACADEMIES TUITION

Tuition Certification for Governor's Schools and Foreign Language Academies - The Appropriation Act requires the following certifications:

- a) That no tuition will be assessed to students for participation in Academic-Year Governor's Schools;
- b) That no tuition will be assessed to students for participation in Summer Residential Governor's Schools, Summer Regional Governor's Schools and Foreign Language Academies if students are enrolled in a public school;
- c) If State general fund appropriations are used for the purchase of instructional equipment for such schools, at least an equal amount of local funds will be committed by participating school divisions to such purchases. (Note: State general fund appropriations cannot be used for capital outlay, structural improvements, renovations, or fixed equipment costs associated with initiation of existing or proposed Governor's Schools.)

- If our school division participates in any of the above programs, it will comply with this language for the upcoming school year.

ALGEBRA READINESS INITIATIVE

Algebra Readiness Payments - The Appropriation Act authorizes Standards of Learning Algebra Readiness Payments to local school divisions to provide mathematics intervention services to students at risk of failing the Algebra 1 end-of-course test in grades 6, 7, 8, and 9, as demonstrated by individual performance on DOE-approved or locally-selected diagnostic tests aligned with state-provided criteria.

1. Test(s) Used in School Division - The Algebra Readiness Diagnostic Test (ARDT) is the state-provided diagnostic tool used to formulate intervention strategies. School divisions may use the ARDT or an alternative test locally-developed or selected using state-provided criteria for approval. Every alternative test used by local school divisions must:

- a. Assess the students' knowledge and skills of the Mathematics Standards of Learning for grades three through eight and Algebra I.
- b. Support the following five goals for students found in the Standards of Learning: 1) Becoming Mathematical Problem Solvers; 2) Communicating Mathematically; 3) Reasoning Mathematically; 4) Making Mathematical Connections; and 5) Making Mathematical Representations.
- c. Identify mathematics content strengths and challenges, and indicate the level of performance where intervention may be necessary to be successful in each of the following categories:

Grades three through eight:

- 1) Number and Number Sense;
- 2) Computation and Estimation;
- 3) Measurement and Geometry;
- 4) Probability and Statistics; and
- 5) Patterns, Functions, and Algebra.

Algebra I

- 1) Expressions and Operations;
- 2) Functions;
- 3) Equations and Inequalities; and
- 4) Statistics.

- d. Meet industry standards for validity and reliability of the items and tests proposed. Such standards should include field testing and proper test form construction.
- e. Meet industry standards for validity and reliability of the items and tests proposed. Such standards should include field testing and proper test form construction.

- ALL schools in the division will use the Algebra Readiness Diagnostic Test (ARDT). Please enter "Not applicable" in the text box below.
- SOME schools in the division will use locally-selected or locally-developed diagnostic test(s). Please list the name(s) of the locally-selected or locally-developed diagnostic test(s) in the box below.
- ALL schools in the division will use locally-selected or locally-developed diagnostic test(s). Please list the name(s) of the locally-selected or locally-developed diagnostic test(s) in the box below.
- NOTE: School divisions opting to use locally-selected or locally-developed diagnostic test(s) will submit an annual report to VDOE by **August 1.**)

[View Text Input](#)

2. ARI Payments - To receive Standards of Learning Algebra Readiness Payments, the division certifies that it will:

- offer an intervention program to such students,
- assess the students again at the end of that school year,
- report the results of the diagnostic tests to the Department of Education on an annual basis (by August 1) if using a locally-developed or selected test, and
- match these funds based on the composite index of local ability-to-pay.

- Yes - The superintendent certifies that the school division meets the Appropriation Act criteria.

3. Please provide the name of the contact person for the Algebra Readiness Initiative (ARI)

Name

Title

Email

TEXTBOOK ADOPTION

Textbook Adoption - The Virginia Board of Education has the responsibility under the Constitution of Virginia to approve textbooks for use in Virginia's public schools. Local school boards may also adopt textbooks not on the [Board-approved list](#) provided the school board selects such books in accordance with regulations promulgated by the Board.

Please select one or more options below.

The superintendent certifies 1) that the school division maintains and has readily available a list of all adopted textbooks that it can provide to VDOE upon request and 2) that in the school term referenced above, the school division:

- Adopted one or more textbook(s) from the state approved list in accordance with section 22.1-241 of the Code of Virginia.
- Adopted one or more textbook(s) other than those on the Board-approved list, using a local adoption process in accordance with Board regulations and section 22.1-241 of the Code of Virginia.
- Adopted one or more textbook(s) other than those on the Board-approved list, but did NOT use a local adoption process in accordance with Board regulations.
- Did not adopt any textbooks.

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MATH AND READING SPECIALISTS

Reading or math instructional specialists - The Appropriation Act authorizes additional payments for reading or math instructional specialists at underperforming schools. This provides the state share for local school divisions with schools which have been denied accreditation or were accredited with warning for the third consecutive year based on school accreditation ratings for the 2015-2016 school year. In addition, following the academic review required by Section 22.1-253.13:3 of the Code of Virginia, funds are available for 20 additional schools accredited with warning for the second consecutive year based on school accreditation ratings for the 2014-2015 and 2015-2016 school years and that have shown no or limited improvement in student achievement in the past year. Following certification from a school division that it will not participate in the program, additional eligible schools may receive these funds.

For the school term referenced above, the school division certifies that it hired a math or reading instructional specialist or is supporting tuition for collegiate programs and instruction for currently employed instructional school personnel to earn the credentials necessary to meet licensure requirements to be endorsed as a math specialist or reading specialist for qualifying schools in the division through the Appropriation Act's Math/Reading Instructional Specialist Initiative.

- A. The school division used these funds to hire reading or mathematics specialists.
- B. The school division used these funds to support tuition for currently employed school personnel to become endorsed as a reading or mathematics specialist.
- C. The school division used these funds for both of the purposes stated above in A and B.
- D. The school division did not participate in this initiative.

Reading Specialists Initiative - The Appropriation Act authorizes additional payments through the Reading Specialists Initiative to provide a reading specialist for any school with a third grade that has a school-wide pass rate of less than 75 percent on the reading Standards of Learning (SOL) assessments or participated in this program in fiscal year 2016. Additional payments from any remaining funds support additional qualifying schools with priority to schools with the lowest SOL pass rates for reading or the greatest number of years accredited with warning in English.

For the school term referenced above, the school division certifies that it hired a reading specialist for each qualifying school in the division participating in this program to provide direct services to children reading below grade level to improve reading achievement or that the division is supporting tuition for collegiate programs and instruction for currently employed instructional school personnel to earn the credentials necessary to meet licensure requirements to be endorsed as a reading specialist.

- A. The school division used these funds to hire reading specialists in qualifying schools to provide direct services to children reading below grade level.
- B. The school division used these funds to support tuition for currently employed school personnel to become endorsed as a reading specialist.
- C. The school division used these funds for both of the purposes stated above in A and B.
- D. The school division did not participate in this initiative.

VIRGINIA PRESCHOOL INITIATIVE

Virginia Preschool Initiative (VPI) Programs - The school division certifies that it offers VPI and follows established standards, including Virginia's Foundation Blocks for Early Learning and VPI Guidelines, in order to receive the Appropriation Act funding for quality preschool education.

- Yes - in the box below, please list the names of schools in the division offering preschool programs according to the above standards.
- No - please enter "not applicable" in the box below.

List schools here.

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140 CLOCK-HOUR REQUIREMENT WAIVER

1. The school division has an approved school board policy that meets the elements defined in the Virginia Board of Education's [Guidelines for Graduation Requirements: Local Alternative Paths to Standard Units of Credit \(Alternatives to the 140 Clock-Hour Requirement\) Adopted October 22, 2015](#).

- YES
- NO

2. Expectations for student achievement (and past student performance, if applicable) for alternative paths to the 140 clock-hour requirement are commensurate with traditional 140 clock-hours of instruction.

- YES
- NO

3. If the school division has an approved school board policy in place that meets the elements defined in the Virginia Board of Education's Guidelines, which, if any, of the three options did it employ for the 2015-2016 school year?

- Option A:** Courses that award a standard credit and have less than 140 clock-hours of instruction where a student receives equivalent instruction with equivalent outcomes in reduced instructional hours. (*Guidelines: Section II, Paragraph A.*)
- Option B:** Independent study, work sample portfolio, demonstrated performance, and locally developed or Standard of Learning assessment where students meet predefined performance levels. (*Guidelines: Section II, Paragraph B.*)
- Option C:** Demonstrated achievement via national or international assessments scored independently of the school division and student performance meeting a predetermined qualifying score. (*Guidelines: Section II, Paragraph C.*)

CHILD DAY PROGRAMS

Child Day Center Programs - The Virginia Board of Education accredits 'Child Day Programs Serving Children of Preschool Age or Younger in Public Schools' and 'Child Day Programs Serving School Age Children Offered in Public Schools.' (See [8VAC20-590](#), [8VAC20-600](#), and [22VAC40-185](#).) Note: Instructional programs offered by public schools that satisfy compulsory attendance laws or the Individuals with Disabilities Education Act (IDEA), vocational child care programs, and extracurricular activities that are focused on single interests such as, but not limited to, music, drama, art, or foreign languages are exempt from the regulations.

Note: The information requested is for the 2015-2016 school year. Beginning July 1, 2016, the Virginia Department of Social Services will be responsible for licensing these programs.

A. Before- and/or After-school Child Care Programs for Preschool Age Children Schools in the division offer before- and/or after-school child care programs for children of preschool age as defined in 8VAC20-590 'Child Day Programs Serving Children of Preschool Age or Younger in Public Schools.'

- Yes - Please list the names of schools in the division offering before- and/or after-school child care programs for children of preschool age in the box below.
- No - Please indicate "not applicable" in the box below.

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Of the schools listed above that offer before and/or after-school child care programs for children of preschool age, please list any that do not meet the regulatory requirements of 22VAC40-185. If none, please enter "Not Applicable."

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B. Full- or half-day Educational Preschool Programs - Schools in the division offer full- or half-day educational preschool programs (do not include Virginia Preschool Initiative programs for the purpose of this question).

- Yes - Please list the names of schools in the division offering full- or half-day educational preschool programs (not including VPI programs)
- No - Please indicate "not applicable" in the box below.

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Of the schools listed above that offer full- or half-day educational preschool programs, please list any that do not meet the regulatory requirement of 22VAC40-185. If none, please enter "Not Applicable."

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C. Before- and/or After-School Child Care Programs For School-Age Children - Schools in the division offer before- and/or after-school child care programs for school-age children as defined in 8VAC20-600 "Child Day Programs Serving School Age Children Offered in Public Schools."

- Yes - Please list the names of schools in the division offering before- and/or after-school child care programs for children of school age in the box below.
- No - Please indicate "not applicable" in the box below.

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Of the schools listed above that offer before- and/or after-school child care programs for school-age children, please list the names of any not meeting the regulatory requirements of 22VAC40-185. If none, please enter "Not Applicable."

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The school division certifies that all answers reported in "Section 1 - Standards of Quality" and "Section 2 - Other Reporting Requirements" of this data collection have been reviewed by school division personnel, including the division superintendent and School Board Chair. (Please note: Use the button below marked "Previous" to review other entries in section 2. When finished, please scroll to the top of this screen and click "Maintain Standards List".)

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