

**COMMONWEALTH OF VIRGINIA - DEPARTMENT OF EDUCATION
SIMPLIFIED LISTING OF REQUIREMENTS IN THE *STANDARDS OF QUALITY (SOQ)***

**(Section One of the Compliance with the *SOQ and*
Other Miscellaneous Reporting Requirements – 2012-2013 Data Collection)**

NOTE: The letter identifies the paragraph in the standards and any associated language in the current Appropriation Act. However, the numbering does not correspond to a numbering scheme in the standards themselves. The number enumerates the various requirements contained in the standard where a school division must certify compliance. The text in this attachment does not represent the full text of the standards. Please refer to the full text of the standards for the complete language. The full text of the standards can be found at the following address: <http://www.doe.virginia.gov/boe/quality/index.shtml>.

**STANDARD 1: INSTRUCTIONAL PROGRAMS SUPPORTING THE STANDARDS OF
LEARNING (SOL) AND OTHER EDUCATIONAL OBJECTIVES. (§
[22.1-253.13:1](#), *Code of Virginia*)**

- B.1. The school division has implemented SOL objectives or the equivalent or standards that exceed the Board of Education's requirements.

In the *SOQ* Compliance Web-based submission, you must answer “Yes” or “No” to this question. If you answer “No,” then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if “No” is selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

- B.2. The school division expects students to achieve the educational objectives established by the school division at appropriate age or grade levels.

In the *SOQ* Compliance Web-based submission, you must answer “Yes” or “No” to this question. If you answer “No,” then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if “No” is selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

- B.3. The curriculum adopted by the local school division is aligned to the SOL.

In the *SOQ* Compliance Web-based submission, you must answer “Yes” or “No” to this question. If you answer “No,” then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if “No” is selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

- C.1. Local school boards shall develop and implement a program of instruction for grades K through 12 that is aligned to the SOL and meets or exceeds the requirements of the Board of Education. The school division's program of instruction shall emphasize the following:

In the SOQ Compliance Web-based submission, you must answer “Yes” or “No” to questions a through h. If you answer “No” to any of these questions, then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if “No” is selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

- a. Reading, writing, and speaking
 - b. Mathematical concepts and computations
 - c. Proficiency in the use of computers and related technology
 - d. Scientific concepts and processes
 - 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
 - f. Fine Arts, which may include, but is not limited to, music and art, and practical arts
 - g. Knowledge and skills needed to qualify for further education, gainful employment, or training in a career or technical field
 - 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.
- 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 SOL 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.

In the SOQ Compliance Web-based submission, you must answer “Yes” or “No” to this question. If you answer “No,” then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if “No” is selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

- 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.

In the SOQ Compliance Web-based submission, you must answer “Yes” or “No” to this question. If you answer “No,” then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if “No” is selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

- 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*.

In the SOQ Compliance Web-based submission, you must answer “Yes” or “No” to this question. If you answer “No,” then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if No selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

- 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.

In the SOQ Compliance Web-based submission, you must answer “Yes” or “No” to this question. If you answer “No,” then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if “No” is selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

- D.1. The school division has implemented the following:

In the SOQ Compliance Web-based submission, you must answer “Yes” or “No” to questions a. through t. If you answer “No” to any of these questions, then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if “No” is selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

- a. Programs in grades K through three, which emphasize developmentally appropriate learning to enhance success.
- 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.
- 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.
- d. Career exploration opportunities in the middle school grades.
- 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.
- f. 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*.
 - g. Early identification of students with disabilities and enrollment of such students in appropriate instructional programs consistent with state and federal law.
 - h. Early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs.
 - i. Educational alternatives for students whose needs are not met in programs prescribed elsewhere in the standards.
 - j. Adult education programs for individuals functioning below the high school completion level.
 - k. A plan to make achievement for students who are educationally at-risk a divisionwide priority that includes procedures for measuring the progress of such students.
 - l. 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.
 - m. 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.
 - n. Identification of students with limited English proficiency and enrollment of such students in appropriate instructional programs.
 - o. 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.
 - p. Incorporation of art, music, and physical education as a part of the instructional program at the elementary school level.
 - q. 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.
 - r. Educational alternatives for students whose needs are not met in programs prescribed elsewhere in the standards.

- s. A program of student services for grades kindergarten through 12 designed to aid students in their educational, social, and career development.
- t. 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
(§ [22.1-253.13:2](#), Code of Virginia)

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

In the SOQ Compliance Web-based submission, you must answer “Yes” or “No” to this question. If you answer “No,” then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if “No” is selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

- 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 ratios:

In the SOQ Compliance Web-based submission, you must answer “Yes” or “No” to questions a through d. If you answer “No” to any of these questions, then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if “No” is selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

- 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. **(Please Note: 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. **(Please Note: 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. **(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.)**

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

In the SOQ Compliance Web-based submission, you must answer “Yes” or “No” to this question. If you answer “No,” then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if “No” is selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

- 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.

In the SOQ Compliance Web-based submission, you must answer “Yes” or “No” to this question. If you answer “No,” then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if “No” is selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

- D.1. Each local school board shall employ 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 shall be 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. (The Appropriation Act states the following: "Basic Operation Cost" - The cost per pupil, including provision for the number of instructional personnel required by the *SOQ* for each school division with a minimum ratio of 51 professional personnel for each 1,000 pupils or proportionate number thereof, in March 31 ADM for the same fiscal year for which the costs are computed, and including provision for driver, gifted, occupational-vocational, and special education, library materials and other teaching materials, teacher sick leave, general administration, division superintendents' salaries, free textbooks (including those for free and reduced price lunch pupils), school nurses, operation and maintenance of school plant, transportation of pupils, instructional television, professional and staff improvement, remedial work, fixed charges and other costs in programs not funded by other state and/or federal aid.)

The Appropriation Act also states: "Appropriations of state funds in this Item include the number of positions required by the *SOQ*. This Item includes a minimum of 51 professional instructional positions and aide positions (C 2); Education of the Gifted, 1.0 professional instructional position (C 3); Occupational-Vocational Education Payments and Special Education Payments; a minimum of 6.0 professional instructional positions and aide positions (C 4 and C 5) for each 1,000 pupils in March 31 ADM each year in support of the current *SOQ*. Funding in support of one hour of additional instruction per day based on the percent of students eligible for the federal free lunch program with a pupil-teacher ratio range of 18:1 to 10:1, depending upon a school division's combined failure rate on the *English* and *Mathematics SOL*, is included in Remedial Education Payments (C8)."

"No actions provided in this section signify any intent of the General Assembly to mandate an increase in the number of instructional personnel per 1,000 students above the numbers explicitly stated in the preceding paragraph." **(Please Note: If your school division is utilizing the temporary flexibility language in Item 139 of the Appropriation Act that applies to certain provisions in D.1., and your division complies with all other provisions in D.1., please answer yes to this question.)**

In the SOQ Compliance Web-based submission, you must answer “Yes” or “No” to this question. If you answer “No,” then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if “No” is selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

- 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 also states the following: "Funding in support of one hour of additional instruction per day based on the percent of students eligible for the federal free lunch program with a pupil-teacher ratio range of 18:1 to 10:1, depending upon a school division's combined failure rate on the *English* and *Mathematics SOL*, is included in Remedial Education Payments (C8)." **(Please Note: If your school division is utilizing and complies with the temporary flexibility language in Item 139 of the Appropriation Act related to prevention, intervention, and remediation, please answer yes to this question.)**)

To provide flexibility in the provision of mathematics intervention services, school divisions may use the state SOL Algebra Readiness Initiative funding and the required local matching funds to employ mathematics teacher specialists to provide the required mathematics intervention services. School divisions using the SOL Algebra Readiness Initiative funding in this manner shall employ instructional personnel licensed by the Board of Education. (Please note: This language is also included in the Appropriation Act, Item 139.)

In the SOQ Compliance Web-based submission, you must answer "Yes" or "No" to this question. If you answer "No," then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked "Corrective Action: (Please enter if "No" is selected)." Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

- 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 limited English proficient.

To provide flexibility in the instruction of English Language Learners who have limited English proficiency and who are at risk of not meeting state accountability standards, school divisions may use state and local funds from the SOQ Prevention, Intervention, and Remediation account to employ additional English Language Learner teachers to provide instruction to identified limited English proficiency students. Using these funds in this manner is intended to supplement the instructional services provided in this section. School divisions using the SOQ Prevention, Intervention, and Remediation funds in this manner shall employ only instructional personnel licensed by the Board of Education. (Please note: This language is also included in the Appropriation Act, Item 139.)

In the SOQ Compliance Web-based submission, you must answer "Yes" or "No" to this question. If you answer "No," then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked "Corrective Action: (Please enter if "No" selected)." Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

- G.1. In addition to the full-time equivalent positions required elsewhere in this section, each local school board shall employ the following reading specialists in elementary schools, one full-time in each elementary school at the discretion of the local school board. (Please note: You should only answer 'No' to this question if your local school board has determined that one full-time reading specialist in each elementary school will be provided and your division is not employing this position. If a school board has chosen not to provide for one full-time reading specialist in each elementary school, or if a school division is staffing at this standard in accordance with school board policy, then you should answer 'Yes' to this question.)

To provide flexibility in the provision of reading intervention services, school divisions may use the state Early Intervention Reading Intervention Initiative funding and the required local matching funds to employ reading specialists to provide the required reading intervention services. School divisions using the Early Intervention Reading Initiative funds in this manner shall employ only instructional personnel licensed by the Board of Education. (Please note: This language is also included in the Appropriation Act, Item 139.)

In the SOQ Compliance Web-based submission, you must answer “Yes” or “No” to this question. If you answer “No,” then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if “No” is selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

- H.1. The 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; 4) guidance counselors; and 5) clerical personnel.

In the SOQ Compliance Web-based submission, you must answer “Yes” or “No” to questions a through d. If you answer “No” to any of these questions, then you are required to submit information regarding corrective action that is being taken, or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if “No” is selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

- 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
- 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.
- 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 **(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.)**

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 **(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.)**

I.1 The school board employs five full-time equivalent positions per 1,000 students in grades K through five to serve as elementary resource teachers in art, music, and physical education. The Appropriation Act also states: "Appropriations in this Item include programs supported in part by transfers to the general fund from the Public Education SOQ/Local Real Estate Property Tax Relief Fund pursuant to Part 3 of this Act. These transfers combined together with other appropriations from the general fund in this item funds the state's share of the following revisions to the SOQ pursuant to Chapters 939 & 955 of the Acts of Assembly of 2004: five elementary resource teachers per 1,000 students; one support technology position per 1,000 students; one instructional technology position per 1,000 students; and a full daily planning period for teachers at the middle and high school levels in order to relieve the financial pressure these education programs place on local real estate taxes." **(Please Note: If your school division is utilizing the temporary flexibility language in Item 139 of the Appropriation Act related to elementary resource teachers, please answer yes to this question.)**

In the SOQ Compliance Web-based submission, you must answer "Yes" or "No" to this question. If you answer "No," then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked "Corrective Action: (Please enter if "No" is selected)." Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

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.)**

In the SOQ Compliance Web-based submission, you must answer "Yes" or "No" to this question. If you answer "No," then you are required to submit information regarding corrective action that is being taken or will be taken by the division to ensure compliance. This information would be entered in the text box marked "Corrective Action: (Please enter if "No" is selected)." Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

- K.1. Local school boards may employ additional positions that exceed these minimal staffing requirements. These additional positions may include, but are not limited to, those funded through the state's incentive and categorical programs as set forth in the Appropriation Act level in the school.

In the SOQ Compliance Web-based submission, you must answer "Yes" or "No" to this question. If you answer "No," then you are required to submit information regarding corrective action that is being taken or will be taken by the division to ensure compliance. This information would be entered in the text box marked "Corrective Action: (Please enter if "No" is selected)." Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

- 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.

In the SOQ Compliance Web-based submission, you must answer "Yes" or "No" to this question. If you answer "No," then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked "Corrective Action: (Please enter if "No" is selected)." Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

- 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 includes identification of the schools but ensures confidentiality of all teacher and pupil identities.

In the SOQ Compliance Web-based submission, you must answer "Yes" or "No" to this question. If you answer "No," then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked "Corrective Action: (Please enter if "No" is selected)." Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

- O.1. Each local school board shall provide those 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" shall include the following:
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. (Please note: Your division will need to certify compliance with this ratio.)

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.

School Nurse Expenditures – The Appropriation Act states the following: “The state and local shares of funding resulting from the support cost calculation for school nurses shall be specifically identified as such and reported to school divisions annually. School divisions shall spend these funds for licensed school nurse positions employed by the school division or for licensed nurses contracted by the local school division to provide school health services.” Furthermore, the Appropriation Act also states: The term, 'licensed nurses,' refers to LPNs, RNs, and Nurse Practitioners only. Expenditures for non-licensed personnel, including clinic aides, do not meet the spending requirement for school nurse funding. A document that can be accessed within the application provides the estimated state and local shares of funding for school nurses in Basic Aid for fiscal year 2013 (July 1, 2012 to June 30, 2013) that each locality is required to spend for licensed school nurse positions employed by the school division or for licensed nurses contracted by the local school division to provide school health services. Has your school division spent sufficient funds for qualifying licensed school nurse expenditures?

In the SOQ Compliance Web-based submission, you must answer “Yes” or “No” to this question. If you answer “No,” then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if “No” is selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

STANDARD 3: ACCREDITATION, OTHER STANDARDS AND EVALUATION (§ [22.1-253.13:3](#), Code of Virginia)

- A.1. All schools are fully accredited by the Board of Education.

The SOQ Compliance Web-based submission will answer this question for you, using the accreditation data for this school year. Should your division have any schools that are not fully accredited, then you will see the following option: “[Click Here](#) to see the list of non-compliant schools.” This option enables you to view all schools not fully accredited. Please contact the Department should any data viewed in this step appear inaccurate.

- A.2. The school board reviews the accreditation status of all schools annually in public session.

In the SOQ Compliance Web-based submission, you must answer “Yes” or “No” to this question. If you answer “No,” then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if “No” is selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

- 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”).

In the SOQ Compliance Web-based submission, you must answer “Yes” or “No” to this question. If you answer “No,” then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if “No” is selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

- A.4. If the school division has undergone a division-level academic review, the school board has submitted a corrective action plan to the Board of Education and has made the corrective action plan a part of the school division's long-range comprehensive plan.

In the SOQ Compliance Web-based submission, you must answer “Yes” or “No” to this question. If you answer “No,” then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if “No” is selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance. FOR THIS QUESTION ONLY: You should answer “YES” if your division has not undergone a division-level academic review.

- F.1. To assess the educational progress of students as individuals and as groups, each local school board requires the use of the SOL assessments and other relevant data, such as industry certification and state licensure examinations, to evaluate student progress and to determine educational performance. Each local school board requires the administration of appropriate assessments to all students for grade levels and courses identified by the Board of Education, which may include criterion-referenced tests, teacher-made tests and alternative assessments and shall include the SOL Assessments and the National Assessment of Educational Progress state-by-state assessment.

In the SOQ Compliance Web-based submission, you must answer “Yes” or “No” to questions a. through c. If you answer “No” to any of these questions, then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if No selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

- F.2. Each school board analyzes and reports annually the results from the Stanford Achievement Test Series, Ninth Edition (Stanford Nine) assessment, if administered, industry certification examinations, and the SOL Assessments to the public.

In the SOQ Compliance Web-based submission, you must answer “Yes” or “No” to this question. If you answer “No,” then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if “No” is selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

- 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.

In the SOQ Compliance Web-based submission, you must answer “Yes” or “No” to this question. If you answer “No,” then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if “No” is selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

- H.1. 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.
- H.2. 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.

**STANDARD 4: STUDENT ACHIEVEMENT AND GRADUATION
REQUIREMENTS (§ [22.1-253.13:4](#), Code of Virginia)**

- 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.

In the SOQ Compliance Web-based submission, you must answer “Yes” or “No” to this question. If you answer “No,” then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if “No” is selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

- A.2. Provisions are made for the transfer and appropriate grade placement of students who transfer between secondary schools, nonpublic schools, and home instruction as outlined in the accreditation standards. Course credits earned for online courses taken in the Department of Education's Virtual Virginia Program shall transfer to Virginia public schools in accordance with provisions of the standards of accreditation.

In the SOQ Compliance Web-based submission, you must answer “Yes” or “No” to this question. If you answer “No,” then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if “No” is selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

- A.3. Reasonable accommodations are provided for students with disabilities to meet the requirements for a diploma.

In the SOQ Compliance Web-based submission, you must answer “Yes” or “No” to this question. If you answer “No,” then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if “No” is selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

- A.4. The school board notifies the parents of rising eleventh- and twelfth-grade students of (i) the number of standard and verified units of credit required for graduation pursuant to the standards of accreditation and (ii) the remaining number of such units of credit the individual student requires for graduation.

In the SOQ Compliance Web-based submission, you must answer “Yes” or “No” to this question. If you answer “No,” then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if “No” is selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

- B.1. The school board awards special diplomas to students who have been identified as disabled who complete the requirements of their individualized education programs.

In the SOQ Compliance Web-based submission, you must answer “Yes” or “No” to this question. If you answer “No,” then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if “No” is selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

- 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.

In the SOQ Compliance Web-based submission, you must answer “Yes” or “No” to this question. If you answer “No,” then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if “No” is selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

- 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 when they do not meet the requirements for a standard, advanced studies, modified standard, special, or general achievement diploma.

In the SOQ Compliance Web-based submission, you must answer “Yes” or “No” to this question. If you answer “No,” then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if “No” is selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

- 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 22 years old.

In the SOQ Compliance Web-based submission, you must answer “Yes” or “No” to this question. If you answer “No,” then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if “No” is selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

- 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 and reports the numbers as separate categories on the School Performance Report Card.

In the SOQ Compliance Web-based submission, you must answer “Yes” or “No” to this question. If you answer “No,” then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This

information would be entered in the text box marked “Corrective Action: (Please enter if “No” is selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

STANDARD 5: TEACHER QUALITY AND EDUCATIONAL LEADERSHIP (§ [22.1-253.13:5](#), Code of Virginia)

- B.1. Consistent with the finding that leadership is essential for the advancement of public education in the Commonwealth, teacher, administrator, and superintendent evaluations shall be consistent with the performance objectives included in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents*. Teacher evaluations shall include regular observation and evidence that instruction is aligned with the school's curriculum. Evaluations shall include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities.

In the SOQ Compliance Web-based submission, you must answer “Yes” or “No” to this question. If you answer “No,” then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if “No” is selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

- 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; 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.

In the SOQ Compliance Web-based submission, you must answer “Yes” or “No” to this question. If you answer “No,” then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if “No” is selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

- D.2. The division superintendent participates annually in high-quality professional development activities at the local, state, or national levels.

In the SOQ Compliance Web-based submission, you must answer “Yes” or “No” to this question. If you answer “No,” then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if “No” is selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

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

In the SOQ Compliance Web-based submission, you must answer “Yes” or “No” to questions (i) through (iv). If you answer “No” to any of these questions, then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if “No” is selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

- (i) In the use and documentation of performance standards and evaluation criteria based on student academic progress and skills for teachers and administrators 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 administrative personnel designed to increase proficiency in instructional leadership and management, including training in the evaluation and documentation of teacher and administrator 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:

In the SOQ Compliance Web-based submission, you must answer “Yes” or “No” to questions (i) through (vii). If you answer “No” to any of these questions, then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if “No” is selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

- (i) Instructional content
 - (ii) The preparation of tests and other assessment measures
 - (iii) Methods for assessing the progress of individual students, including SOL 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 SOL; and
 - (vii) Effective classroom management.
- F.1. Schools and school divisions 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.

In the SOQ Compliance Web-based submission, you must answer “Yes” or “No” to this question. If you answer “No,” then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if “No” is selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

- 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.

In the SOQ Compliance Web-based submission, you must answer “Yes” or “No” to this question. If you answer “No,” then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if “No” is selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

**STANDARD 6: PLANNING AND PUBLIC INVOLVEMENT (§ [22.1-253.13:6](#),
Code of Virginia)**

- B.1. Each 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 shall be developed with staff and community involvement and shall include, or be 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, each local school board shall post such plan or revisions on the division's Internet website 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.

In the SOQ Compliance Web-based submission, you must answer "Yes" or "No" to this question. If you answer "No," then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked "Corrective Action: (Please enter if "No" is selected)." Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance. Please supply the URL address for your division's long-range improvement plan, if available.

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

In the SOQ Compliance Web-based submission, you must answer "Yes" or "No" to questions (i) through (x). If you answer "No" to any of these questions, then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked "Corrective Action: (Please enter if "No" is selected)." Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

- (i) The objectives of the school division including strategies for first 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; and
- (x) A plan for parent and family involvement to include building successful school and parent partnerships that is 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.

In the SOQ Compliance Web-based submission, you must answer “Yes” or “No” to this question. If you answer “No,” then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if “No” is selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

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

In the SOQ Compliance Web-based submission, you must answer “Yes” or “No” to this question. If you answer “No,” then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if “No” is selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

STANDARD 7: SCHOOL BOARD POLICIES (§ [22.1-253.13:7](#), Code of Virginia)

- A. Each local school board develops policies and procedures to address complaints of sexual abuse of a student by a teacher or other school board employee.

In the SOQ Compliance Web-based submission, you must answer “Yes” or “No” to this question. If you answer “No,” then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if “No” is selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

- B. The school board maintains and follows up-to-date policies that have been reviewed at least every five years and revised as necessary.

In the SOQ Compliance Web-based submission, you must answer “Yes” or “No” to this question. If you answer “No,” then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if “No” is selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

- 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:

In the SOQ Compliance Web-based submission, you must answer “Yes” or “No” to questions 1 through 8. If you answer “No” to any of these questions, then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if “No” is selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

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 kindergarten through three.
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 the school division policies, including the Student Conduct Policy, is posted on the division's Web site and is available to employees and to the public. The school board has ensured that printed copies of such policies are available as needed to citizens who do not have online access. You must include the URL where your division's policy manual is posted. Please include a specific address, not the home page of your division's Web site.

In the SOQ Compliance Web-based submission, you must answer “Yes” or “No” to this question. If you answer “No,” then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if “No” is selected).”

Please note: You must include the URL where your division’s policy manual is posted. Please include a specific address, not the home page of your division’s website.

- 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.

In the SOQ Compliance Web-based submission, you must answer “Yes” or “No” to this question. If you answer “No,” then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if “No” is selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

STANDARD 8: COMPLIANCE (§ [22.1-253.13:8](#), Code of Virginia)

- A.1. The school board provides, as a minimum, the programs and services, as provided in the SOQ, 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.

In the SOQ Compliance Web-based submission, you must answer “Yes” or “No” to this question. If you answer “No,” then you are required to submit information regarding corrective action that is being or will be taken by the division to ensure compliance. This information would be entered in the text box marked “Corrective Action: (Please enter if “No” is selected).” Please note: For any corrective action information entered in the text box, it is recommended that you include a date for anticipated compliance.

- A.2 The Board of Education is required to identify, in its report to the Governor and General Assembly, any school divisions and the specific schools therein that have failed to establish and maintain schools meeting the SOQ.

This statement is not part of the Web-based submission. The statement is included here for your information.

- A.3. When the Board of Education determines that a school division has failed or refused, and continues to fail or refuse, to comply with the SOQ, the Board may petition the circuit court to mandate or otherwise enforce compliance.

This statement is not part of the Web-based submission. The statement is included here for your information.

**STANDARD 9: VIRGINIA INDEX OF PERFORMANCE (§ [22.1-253.13:9](#),
Code of Virginia)**

This standard is not part of the Web-based submission. The standard is included here for your information.

A.1. Schools and local school divisions shall be recognized by the Board of Education in accordance with guidelines it shall establish for the Virginia Index of Performance (VIP) incentive program. The VIP incentive program shall be designed to recognize and reward fully accredited schools and school divisions that make significant progress toward achieving advanced proficiency levels in reading, mathematics, science, and history and social science, and on other indicators of school and student performance that are aligned with the Commonwealth's goals for public education. Such recognition may include:

1. Public announcements recognizing individual schools and divisions;
2. Tangible rewards;
3. Waivers of certain board regulations;
4. Exemptions from certain reporting requirements; or
5. Other commendations deemed appropriate to recognize high achievement.

In addition to Board recognition, local school boards shall adopt policies to recognize individual schools through public announcements or media releases as well as other appropriate recognition.

In order to encourage school divisions to promote student achievement in science, technology, engineering, and mathematics, the Board of Education shall take into account in its guidelines a school division's increase in enrollments and elective course offerings in these areas.

B.1. A school that maintains a passing rate on Virginia assessment program tests or additional tests approved by the Board of 95 percent or above in each of the four core academic areas for two consecutive years may, upon application to the Department of Education, receive a waiver from annual accreditation. A school receiving such a waiver shall be fully accredited for a three-year period. However, such school shall continue to annually submit documentation in compliance with the pre-accreditation eligibility requirements.

C.1. Schools may be eligible to receive the Governor's Award for Outstanding Achievement. This award will be given to schools rated fully accredited that significantly increase the achievement of students within student subgroups in accordance with guidelines prescribed by the Board of Education.