Attachment A

Superintendent’s Memo #001-22

January 7, 2022

SOQ COMPLIANCE PILOT PROGRAM – SUBMISSION OF VERIFICATION DOCUMENTATION

*Instructions for submitting evidence of compliance for the 2020-2021 school year*

Each school division is required to submit documentation verifying compliance with the 11 selected standards listed in this document. **PLEASE NOTE YOU ARE SUBMITTING DOCUMENTATION FOR THE 2020-2021 SCHOOL YEAR**.

Divisions will organize their documents in a Google Drive parent folder and submit a link to that folder through the [SOQ Compliance Pilot Google Form](https://docs.google.com/forms/d/e/1FAIpQLSfheSjGhrVCVmFIyS2zKjqZlHw9ipP1BSPErhUjDLPuPU-eSQ/viewform?usp=sf_link). Please contact Scott Kizner at [scott.kizner@doe.virginia.gov](mailto:scott.kizner@doe.virginia.gov) or 804-786-0941 if your division is unable to use Google Drive or Form to determine an alternative submission option.

INSTRUCTIONS FOR SUBMISSION:

* Create a Google Drive folder named as your division (e.g. “Craig County”) which will serve as the parent folder for all documentation.
* Within the parent folder named as your division, create 11 subfolders, one for each standard in the chart below. Use the bolded text in the “Subfolder Title” column as the name of each subfolder. For example, all documents being used to verify compliance for the standard listed in the first row should be uploaded into a folder titled “At-Risk Plan.”
* Upload only documentation necessary to confirm compliance with the standard; extra documentation will delay the review process.
* Once all documentation has been uploaded, grant access for Scott Kizner to view your parent folder and submit a link to the folder through the [SOQ Compliance Pilot Google Form](https://docs.google.com/forms/d/e/1FAIpQLSfheSjGhrVCVmFIyS2zKjqZlHw9ipP1BSPErhUjDLPuPU-eSQ/viewform?usp=sf_link).
  + To grant the required permission, right click the parent folder in Google drive and select “Share.” Enter [scott.kizner@doe.virginia.gov](mailto:scott.kizner@doe.virginia.gov) in the “Add people and groups” blank and click “Send.”
  + To get the link to your parent folder, right click the parent folder in Google Drive, select "Get link" and copy the link from the pop-up box.
* Divisions are encouraged to submit their documentation as soon as possible, but must submit no later than **February 1, 2022**.

**\*Before submitting the** [**Google Form**](https://docs.google.com/forms/d/e/1FAIpQLSfheSjGhrVCVmFIyS2zKjqZlHw9ipP1BSPErhUjDLPuPU-eSQ/viewform?usp=sf_link)**, you must grant permission for** [**scott.kizner@doe.virginia.gov**](mailto:scott.kizner@doe.virginia.gov) **to access your Google Drive parent folder.\***

# SOQ Standards for Verification Documentation

| SUBFOLDER TITLE | SOQ CITATION | STANDARDS OF QUALITY LANGUAGE | *SUGGESTED* EVIDENCE FOR VERIFICATION |
| --- | --- | --- | --- |
| **1. At-Risk Plan** | § [22.1-253.13:1(D)(9)](https://law.lis.virginia.gov/vacode/title22.1/chapter13.2/section22.1-253.13:1/) | **At-Risk Plan**: Local school boards must implement 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. | Provide an at-risk achievement plan that addresses achievement gaps and accelerated learning. |
| **2. Elementary Art/Music/PE** | § [22.1-253.13:1(D)(14)](https://law.lis.virginia.gov/vacode/title22.1/chapter13.2/section22.1-253.13:1/) | **Elementary Art/Music/PE**: Local school boards must incorporate art, music, and physical education as a part of the instructional program at the elementary school level. | Provide sample elementary school schedules, one for 1st, 3rd, and 5th grade (total of 3 sample schedules). |
| **3. Kindergarten Teacher’s Aides** | § [22.1-253.13:2(C)](https://law.lis.virginia.gov/vacode/title22.1/chapter13.2/section22.1-253.13:2/) | **Kindergarten Teacher’s Aides**: Each school board shall assign licensed instructional personnel in a manner that produces divisionwide ratios of students to full-time equivalent teaching positions that are not greater than 24 to one in kindergarten, with no class being larger than 29 students. *If the average daily membership in any kindergarten class exceeds 24 pupils, a full-time teacher's aide shall be assigned to the class.* | Provide evidence of a full-time teacher’s aide assignment for each kindergarten class with more than 24 pupils. |
| **4. Class Size Notification** | § [22.1-253.13:2(C)](https://law.lis.virginia.gov/vacode/title22.1/chapter13.2/section22.1-253.13:2/) | **Class Size Notification**: After September 30 of the school year, anytime the number of students in a class exceeds the class size limit established in Standard 2, the local school division has notified the parent of each student in such class of such fact no later than 10 days after the date on which the class exceeded the class size limit. Such notification states the reason that the class size exceeds the class size limit and describes the measures that the local school division will take to reduce the class size to comply. | Provide a sample notification letter that was sent for classes that exceeded the ratio in the 2020-2021 school year. If available, please provide evidence that the correspondence was sent to appropriate parents. |
| **5. Planning Periods** | § [22.1-253.13:2(C)](https://law.lis.virginia.gov/vacode/title22.1/chapter13.2/section22.1-253.13:2/) | **Planning Periods**: 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. | Provide samples of two middle and two high school teacher schedules that show designated planning period time (total of 4 sample schedules).. |
| **6. Staffing Ratios Reported** | § [22.1-253.13:2(M)](https://law.lis.virginia.gov/vacode/title22.1/chapter13.2/section22.1-253.13:2/) | **Staffing Ratios Reported**: The school board, annually, on or before December 31, reports to the public (i) the actual pupil/teacher ratios in elementary school classrooms in the local school division by school for the current school year; and (ii) the actual pupil/teacher ratios in middle school and high school in the local school division by school for the current school year.  Actual pupil/teacher ratios shall include only the teachers who teach the grade and class on a full-time basis and shall exclude resource personnel. School boards shall report pupil/teacher ratios that include resource teachers in the same annual report. Any classes funded through the voluntary kindergarten through third grade class size reduction program shall be identified as such classes. Any classes having waivers to exceed the requirements of this subsection shall also be identified. Schools shall be identified; however, the data shall be compiled in a manner to ensure the confidentiality of all teacher and pupil identities. | Provide a link where this information is made publicly available or provide a summary of the process through which this information is made publicly available. |
| **7. Assessment Results Reported** | § [22.1-253.13:3(C)](https://law.lis.virginia.gov/vacode/title22.1/chapter13.2/section22.1-253.13:3/) | **Assessment Results Reported**: 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. | Provide a link where this information is made publicly available or provide a summary of the process through which this information is made publicly available. |
| **8. Certificates of Program Completion** | § [22.1-253.13:4(C)](https://law.lis.virginia.gov/vacode/title22.1/chapter13.2/section22.1-253.13:4/) | **Certificates of Program Completion**: Students who have completed a prescribed course of study as defined by the local school board shall be awarded certificates of program completion by local school boards if they are not eligible to receive a Board of Education-approved diploma. | Provide the prescribed course of study for students seeking a certificate of program completion. |
| **9. Professional Development Plan** | § [22.1-253.13:5(E)](https://law.lis.virginia.gov/vacode/title22.1/chapter13.2/section22.1-253.13:5/) § [22.1-253.13:5(G)](https://law.lis.virginia.gov/vacode/title22.1/chapter13.2/section22.1-253.13:5/) | **Professional Development Plan**: Each local school board shall provide a program of high-quality professional development 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.  Each local school board shall provide a program of high-quality professional development 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.  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. | Provide a schedule of the high quality professional development (PD) program related to following topics:   * Serving gifted students, students with disabilities, and students with limited English proficiency. * Instructional leadership and management for principals and supervisors.   Provide the agenda, including the presenters, and/or materials, as well as the format and curriculum for the PD program. Explain how these high quality PD programs were vetted and selected.  Describe review process and/or evidence of an agenda item from the school board where they conducted a review. |
| **10. Division Comprehensive Plan** | § [22.1-253.13:6(B)](https://law.lis.virginia.gov/vacode/title22.1/chapter13.2/section22.1-253.13:6/) and § [22.1-253.13:5(F)](https://law.lis.virginia.gov/vacode/title22.1/chapter13.2/section22.1-253.13:5/) | **Division Comprehensive Plan**: 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.  The division-wide comprehensive plan shall include, but shall not be limited to, *(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 § 22.1-253.13:3*; and (x) a plan for parent and family involvement to include building successful school and parent partnerships that shall be developed with staff and community involvement, including participation by parents. | Provide the latest comprehensive (strategic) plan and a link where this information is made publicly available or provide a summary of the process through which this information is made publicly available for review.  Please also highlight where the plan addresses the following:   * (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; * (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; and * (ix) any corrective action plan required pursuant to § 22.1-253.13:3. |
| **11. School Comprehensive Plan** | § [22.1-253.13:6(B)](https://law.lis.virginia.gov/vacode/title22.1/chapter13.2/section22.1-253.13:6/) | **School Comprehensive Plan**: 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. | Verify that each school in the division has a comprehensive, unified long range plan. Provide a table that affirms the school has a plan or provides a link to access the school plan.  Provide a summary of the process that is used by the local school board in developing the division-wide comprehensive plan. |