

SOQ COMPLIANCE: NONSTANDARDS REPORT (SECTION TWO)

Listing of Required Elements for Reporting

CERTIFICATION OF PRE-LABOR DAY OPENINGS FOR THE 2013-2014 SCHOOL YEAR

Certification of Early Openings in Accordance with [§ 22.1-79.1](#), *Code of Virginia*. All school divisions must complete this section.

If your division is not planning to open prior to Labor Day, then you will need to check the option marked “Not Applicable.”

If your school division will open schools prior to Labor Day, then you will be required to select one of the options noted below. Please note that school divisions seeking a new approval for an experimental or innovative program (option three), or use of option four (surrounding school division) must contact the Office of Policy (policydata@doe.virginia.gov or 804-225-2092) for more information on the application process.

Option 1: Number of Days Closed

Section [§ 22.1-79.1](#) of the *Code of Virginia* states that the Board of Education may waive the requirement to open school after Labor Day if:

A school division has been closed on average of eight days per year during any five of the last 10 years because of severe weather conditions, energy shortages, power failures, or other emergency situations....

If this situation pertains to your division and your local school board has approved the request for an opening prior to Labor Day, please check the following option in the application marked “Number of Days Closed.” Once you select this option, you will see a table showing the last ten school years with entries for the days missed. If your division has previously qualified for a waiver under option 1, then the number of days missed will automatically populate with the most current information in the Department’s possession. You will need to supply any missing information. (Please note: If any data populated by the Department are different from your records, please contact the Policy Office to make any necessary corrections.)

After all data are entered, your division will receive a message indicating whether or not you have met the conditions for opening under this option. If you do not meet this condition, you will not be able to certify under option 1, and you are encouraged to contact the Policy office for more information.

Option 2: Dependency on Other Division

Section [§ 22.1-79.1](#) of the *Code of Virginia* states that the Board of Education may waive the requirement to open school after Labor Day if:

A school division is providing, in the school year for which the waiver is sought, an instructional program or programs in one or more of its elementary or middle or high schools, excluding the electronic classroom, which are dependent on and provided in one or more elementary or middle or high schools of another school division that qualifies for such waiver. However, any waiver granted by the Board of Education pursuant to this subdivision shall only apply to the opening date for those schools where such dependent programs are provided....

If this situation pertains to your division and your local school board has approved the request for an opening prior to Labor Day, please select the option in the application marked “Dependency on Other Divisions.” You will be asked to identify each school in your division where the dependency exists, the division in which the dependent school is located, and the name of the school in that division. In the ‘Type of Program’ field, you will need to provide a general description. This description pertains to the nature of the program and dependency with another division. The dependency could include, but is not be limited to: 1) special education; 2) alternative education; 3) gifted education; 4) career and technical education; or 5) another type of regional program. Please be detailed in your explanation as the Department may contact your division if there is a lack of specificity in this information.

Once these data have been entered, please provide information in the “Start Date” field regarding the proposed date for the dependent program. (Please note that this date must be prior to Labor Day.) Once the “Start Date” has been entered, you will need to specify the number of students affected by the dependent program in the “Number of Students Enrolled.” Please enter the number of students (in whole numbers) in this field. Once this information has been entered for the first school in your division, you may then add other schools. The “Add Another School” button in the application is designed for this purpose.

Option 3: Innovative or Experimental Programs

Section [§ 22.1-79.1](#) of the *Code of Virginia* states that the Board of Education may waive the requirement to open school after Labor Day if:

A school division is providing its students, in the school year for which the waiver is sought, with an experimental or innovative program which requires an earlier opening date than that established in subsection A of this section and which has been approved by the Department of Education pursuant to the regulations of the Board of Education establishing standards for accrediting public schools. However, any waiver or extension of the school year granted by the Board of Education pursuant to this subdivision or its standards for accrediting public schools for such an experimental or innovative program shall only apply to the opening date for those schools where such experimental or innovative programs are offered generally to the student body of the school. For the

purposes of this subdivision, experimental or innovative programs shall include instructional programs that are offered on a year-round basis by the school division in one or more of its elementary or middle or high schools.

If the Virginia Board of Education has already approved one or more schools in your division to operate an experimental/innovative program, you will see an option in the system to select “Innovative or Experimental Program.”

Option 4: Surrounding School Division

Section [§ 22.1-79.1](#) of the *Code of Virginia* states that the Board of Education may waive the requirement to open school after Labor Day if:

A school division is entirely surrounded by a school division that has an opening date prior to Labor Day in the school year for which the waiver is sought. Such school division may open schools on the same opening date as the surrounding school division.

If your division has been approved to certify this option, you will see an option in the system to select “Surrounding School Division.”

Option 5: Not applicable

If none of the conditions apply, or your division is unable to meet the conditions for an early opening in [§ 22.1-79.1](#) of the *Code of Virginia*, please check “Not Applicable.” This option is used for situations when your division is planning to open after Labor Day.

Option 6: Waiver Granted for 2012-2013 School Year

The [2013 Appropriation Act](#), Chapter 806 of the 2013 Session of the General Assembly, contains the following language in Item 139 (Direct Aid to Public Education): “To provide additional flexibility, notwithstanding the provisions of [§ 22.1-79.1](#) of the Code of Virginia, any school division that was granted a waiver regarding the opening date of the school year for the 2011-12 school year under the good cause requirements shall continue to be granted a waiver for the 2012-13 school year and the 2013-2014 school year.”

If your division certified a pre-Labor Day opening for some or all of the schools in your divisions during the 2012-2013 school year, then your division is automatically granted a waiver under the same conditions for the 2013-2014 school year. Please note that the automatic waiver applies only to those schools in your division that were certified for a pre-Labor Day opening in the 2012-2013 school year. The data collection system is pre-populated with this information. Consequently, the option is automatically chosen for your school division. If you need additional information regarding this option, please contact the Department.

MISCELLANEOUS CERTIFICATIONS (TEACHER EVALUATIONS, COMPULSORY ATTENDANCE, AND CHILD CARE PROGRAMS) FOR THE 2012-2013 SCHOOL YEAR

1. **Teacher Evaluations/Continuing Contract** - Section [§ 22.1-295](#), *Code of Virginia*, requires that each local superintendent certify divisionwide compliance with the requirement that instructional personnel employed by local school boards who have achieved continuing contract status shall be evaluated no less than once every three years. Any instructional personnel, who have achieved continuing contract status, receiving an unsatisfactory evaluation who continue to be employed by the local school board shall be evaluated no later than one year after receiving such unsatisfactory evaluation and the evaluation shall be maintained in the employee's personnel file. Has your division complied with the requirements of this *Code* section?

Yes

No

2. **Teacher Evaluations/Probationary Period** - Section [§ 22.1-303](#), *Code of Virginia*, requires that, during the probationary period, such probationary teachers shall be evaluated annually based upon the evaluation procedures developed by the employing school board for use by the division superintendent and principals in evaluating instructional personnel as required by [§ 22.1-295](#), *Code of Virginia*. Has your division complied with the requirements of this *Code* section?

Yes

No

3. **Compulsory Attendance/Truancy** - Sections [§ 22.1-254](#) through [§ 22.1-269](#), *Code of Virginia*, prescribe compulsory attendance and truancy requirements. Has your division complied with the requirements of these *Code* sections?

Yes

No

4. **Preschool Child Care Programs** - Virginia Board of Education's *Minimum Standards for the Accreditation of Child Day Programs Serving Children of Preschool Age or Younger in Public Schools* ([8VAC20-590 et seq.](#)) provides that child day centers operated by local school boards shall be accredited by the Board when the center meets or exceeds requirements established by the Child Day Care Council.

There are schools in the division that offer child care programs for children of preschool age.

Yes

No

If yes, enter the name(s) of the school(s) offering child care programs: _____

5. **Preschool Programs** - These programs must meet the requirements of regulations promulgated by the Child Day Care Council ([22VAC15-30-10 et seq.](#), *Standards for Licensed Child Day Centers*) and the Virginia Board of Education *Minimum Standards for the Accreditation of Child Day Programs Serving Children of Preschool Age or Younger in Public Schools* ([8VAC20-590 et seq.](#)) **Please note:** Instructional programs offered that satisfy compulsory attendance laws or the Individuals with Disabilities Education Act (IDEA), vocational child care programs, or 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 under [8VAC20-590-20](#).

Do the schools offering these programs meet the requirements contained in these regulations?

Yes

No

If no, list the name of the schools not meeting the requirements: _____

6. **School Age Child Care Programs** - Virginia Board of Education's *Minimum Standards for the Accreditation of Child Day Programs Serving School Age Children in Public Schools* ([8VAC20-600 et seq.](#)) provides that child day centers operated by local school boards shall be accredited by the Board when the center meets or exceeds requirements established by the Child Day Care Council.

There are schools in the division that offer child care programs for children of school age.

Yes

No

If yes, enter the name(s) of the school(s) offering child care programs: _____

7. **Programs for School Age Children** - These programs must meet the requirements of regulations promulgated by the Child Day Care Council ([22VAC15-30-10 et seq.](#), *Standards for Licensed Child Day Centers*) and Virginia Board of Education *Minimum Standards for the Accreditation of Child Day Programs Serving School Age Children in Public Schools* ([8VAC20-590 et seq.](#)) **Please note:** Instructional programs offered that satisfy compulsory attendance laws or the Individuals with Disabilities Education Act (IDEA), vocational child

care programs, or 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 under [8VAC20-600-20](#).

Do the schools offering these programs meet the requirements contained in these regulations?

Yes

No

If no, list the name of the schools not meeting the requirements: _____

CERTIFICATION RELATED TO EXPECTATIONS FOR SCHOOL ACCOUNTABILITY FOR THE 2012-2013 SCHOOL YEAR – (The questions in this section of the Nonstandards Report have replaced the Pre-Accreditation Eligibility [PACE] and Reporting of Other Information Required by the Board of Education data collection.)

1. Each school in the division meets the pre-accreditation eligibility requirements prescribed by [8VAC20-131-280](#) F of the Virginia Board of Education's *Regulations Establishing Standards for Accrediting Public Schools in Virginia*. This section of the regulations states the following:

As a prerequisite to the awarding of an accreditation rating as defined in [8VAC20-131-300](#), each new or existing school shall document, in a manner prescribed by the board, the following: (i) the division's promotion/retention policies developed in accordance with the requirements of [8VAC20-131-30](#), (ii) compliance with the requirements to offer courses that will allow students to complete the graduation requirements in [8VAC20-131-50](#), (iii) the ability to offer the instructional program prescribed in [8VAC20-131-70](#) through [8VAC 20-131-100](#), (iv) the leadership and staffing requirements of [8VAC 20-131-210](#) through [8VAC20-131-240](#), and (v) the facilities and safety provisions of [8VAC20-131-260](#). The division superintendent shall report to the department compliance with this subsection through the pre-accreditation eligibility procedures in [8VAC20-131-290](#).

Has your school division complied with the standards outlined in [8VAC20-131-280](#) F?

Yes

No

If no, list those schools not meeting the requirements: _____ .

2. The Virginia Board of Education's *Regulations Establishing Standards for Accrediting Public Schools in Virginia* address requirements for schools that are Accredited with Warning or Provisionally Accredited-Graduation Rate. Specifically, subsection F of [8 VAC 20-131-310](#) states the following:

A three-year School Improvement Plan must be developed and implemented, based on the results of an academic review of each school that is rated Accredited with Warning or Provisionally Accredited-Graduation Rate, upon receipt of notification of the awarding of this rating and receipt of the results of the academic review. The plan:

1. Shall be developed with the assistance of parents and teachers and made available to the public;
2. Must include the components outlined in subsection G of this section; and
3. Must be approved by the division superintendent and the local school board and be designed to assist the school in meeting the student achievement standard to be Fully Accredited as outlined in [8VAC20-131-300](#).

Are any of the schools in your division rated either “Accredited with Warning” or “Provisionally Accredited-Graduation Rate”?

Yes

No

If yes, list those schools not meeting the requirements and their accreditation ratings:

_____ .

If your division answered “Yes” to this question, has each school developed and implemented a three-year School Improvement Plan (SIP) for those schools rated either “Accredited with Warning” or “Provisionally Accredited-Graduation Rate”?

Yes, an SIP has been developed for each school.

No, an SIP has not been developed for each school.

If your division answered “No” to this question, please list the school(s) where the SIP has not been developed and a brief description of the corrective action being taken:

_____ .

LENGTH OF TERM CERTIFICATION FOR 2012-2013 SCHOOL YEAR

- 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* ([8VAC20-521-60](#)) 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.

Your division will need to certify that it is in full compliance with the requirements of these regulations. Your division will also certify that, in accordance with [8VAC20-521-60](#), you have implemented a plan for making up any missed time that has not been waived in accordance with Board regulations.

- 2. Teaching Days/Teaching Hours** - According to [§ 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 Board of Education may waive the requirement that school divisions provide additional teaching days or teaching hours to compensate for school closings resulting from a declared state of emergency.)

Your division will need to certify that it has reported the number of teaching days and teaching hours for every school in your division for the 2012-2013 school year in the End-of-Year Student Record Collection and Miscellaneous Reporting Requirement.

CERTIFICATION REGARDING TEMPORARY FLEXIBILITY LANGUAGE IN THE APPROPRIATION ACT RELATED TO STANDARD TWO OF THE STANDARDS OF QUALITY FOR THE 2012-2013 SCHOOL YEAR

Item 139 of the 2012 Appropriation Act states the following: “To provide temporary flexibility, notwithstanding any other provision in statute or in this 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 are waived; and the instructional and support technology positions, librarians and guidance counselors staffing ratios for new hires are waived.”

Did your school division use the temporary flexibility for the 2012-2013 school year?

Yes, the school division used the temporary flexibility in the 2012-2013 school year.

No, the school division did not use the temporary flexibility for the 2012-2013 school year.

CERTIFICATION FOR THE EARLY INTERVENTION READING INITIATIVE FOR THE 2012-2013 SCHOOL YEAR

Early Intervention Reading Initiative (EIRI) - The purpose of the EIRI is to provide early reading intervention services to students in kindergarten through the third grade who demonstrate reading deficiencies reflected in each student's performance on the Phonological Awareness Literacy Screening (PALS) assessment, or an approved alternative screening instrument. As the result of the intervention services, the essential reading skills of the identified students will be monitored and improved throughout the school year. This initiative will assist school divisions in their ongoing efforts to have all students reading well and on grade level by the end of third grade. Legislation passed by the 2012 General Assembly (House Bill 1181) and budget language in the 2012-2014 biennial budget (Item 139) strengthen reading intervention services to students in grade three prior to promotion to grade four. A school division, in its discretion, shall provide such reading intervention services prior to promoting a student from grade three to grade four.

Legislation passed by the 2013 General Assembly ([House Bill 2068](#)) added kindergarten and grades one and two to the requirement that local school divisions provide early intervention services to students in grade three who demonstrate deficiencies based on their individual performance on diagnostic reading tests. Reading intervention services may include the use of: 1) special reading teachers; 2) trained aides; 3) volunteer tutors under the supervision of a certified teacher; 4) computer-based reading tutorial programs; 5) aides to instruct in-class groups while the teacher provides direct instruction to the students who need extra assistance; and 6) extended instructional time in the school day or school year for these students. Funds appropriated for the following programs may be used to meet the requirements outlined in this bill: 1) SOQ prevention, intervention, and remediation funding; 2) SOQ remedial summer school funding; 3) at-risk funding from Lottery proceeds; or 4) Early Intervention Reading Initiative from Lottery proceeds.

The following conditions are met during the implementation of the Initiative:

- a. An approved diagnostic screening instrument will be administered:
 - (1) In the fall 2013 to all students in kindergarten, and any students in grades one through three who received intervention services during the summer or are new to Virginia public schools.
 - (2) In the spring 2014 to all students in kindergarten and grade one, and students in grade two who have not met the 'high benchmark' score in the spring of grade one or the fall of grade two. Screening students in third grade is optional because of third-grade Standards of Learning testing.
- b. All students identified by the screening instrument will be served.
- c. As pertaining to EIRI screening of English language learners (ELLs), school divisions should apply the same policies and practices to ELL students that they do with all students.
- d. The students served will be provided instruction on individual skills that are below the benchmarks as indicated by the diagnostic screening instrument. This instruction will take place

during time that is additional to the regular classroom reading time. (This may be during the school day or outside of the school day.) Funding is based on the cost to provide two and one-half hours of additional instruction each week at a student-to-teacher ratio of five-to-one.

e. All screening results will be reported to the PALS office at the University of Virginia.

f. At the beginning of the school year, local school divisions shall partner with the parents of those third-grade students in the division who demonstrate reading deficiencies, discussing with them the plan for remediation and retesting.

Please select one of the following:

My school division will use PALS for EIRI.

My school division hereby requests to use a local diagnostic instrument to be approved by the Virginia Department of Education. It is understood that a formal proposal approved by the local school board will be sent to the elementary English/reading specialist at the Department.

For more information on this Initiative, please access the EIRI background document on the right-hand side of your SSWS screen.

Please provide the following information for the contact person for EIRI: (1) name; (2) title; and (3) e-mail address.

CERTIFICATION RELATED TO CHARTER SCHOOLS FOR THE 2012-2013 SCHOOL YEAR

Section [§ 22.1-212.11](#) of the *Code of Virginia* states the following:

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.

Information provided in this section will be included in the Virginia Board of Education's annual report to the Governor and to the General Assembly.

For the 2012-2013 school year, please check the option that applies.

- a. No charter school applications were presented to the local school board between July 1, 2012 and June 30, 2013.
- b. Charter school application(s) approved.
- c. Charter school application(s) denied.

- d. ___ Operating charter school renewed for operation.
- e. ___ Operating charter school closed.

(Please note: If more than one of the options noted above applies to your division, please contact the Department for additional instructions regarding how this information should be reported.)

If option b applies to your division and a charter school(s) application was approved, please provide: 1) the name of the public charter school; 2) the date approved; 3) the date of school opening; and 4) whether the school increases educational opportunities for at-risk students.

If option c applies to your division and a charter school(s) application was denied, please provide: 1) the name of the public charter school; 2) the date of denial; and 3) the reasons for denial.

If option d applies to your division and a charter school was renewed by the local school board, please provide: 1) the name of the public charter school; 2) the date of renewal; and 3) whether the school increases educational opportunities for at-risk students.

If option e applies to your division and a charter school was closed, please provide: 1) the name of the public charter school; 2) the date of closure; and 3) the reasons for closure, which could include, but not be limited to, financial, enrollment, or academic reasons.

CERTIFICATION RELATED TO GOVERNOR'S SCHOOLS AND FOREIGN LANGUAGE ACADEMIES FOR THE 2013-2014 SCHOOL YEAR

The Appropriation Act, Item 139, requires the following certifications:

- a) That no tuition be assessed to students for participation in Academic-Year Governor's School programs;
- b) That no tuition be assessed to students for participation in Summer Residential Governor's Schools and Foreign Language Academies if they are enrolled in a public school;
- c) That state general fund appropriations not be used for capital outlay, structural improvements, renovations, or fixed equipment costs associated with the initiation of existing or proposed Governor's Schools;
- d) That equal amounts of local funds have been included with state general fund appropriations for the purchase of instructional equipment for such schools; and
- e) That, in accordance with the intent of the General Assembly, the incremental per-pupil amount, in addition to the basic aid per-pupil funding, be provided to the affected school division for such students. The local school divisions are encouraged to provide the appropriate portion of the basic aid per-pupil funding to the Governor's Schools for

students attending these programs, adjusted for costs incurred by the school division for transportation, administration, and any portion of the day that the student does not attend a Governor's School.

Please select from one of the following:

___ For the 2013-2014 school year, the school division intends to comply with this language.

___ For the 2013-2014 school year, the school division does not intend to participate in any of these programs.

Please provide the following information for the contact person for Governor's Schools and Foreign Language Academies: (1) name; (2) title; and (3) e-mail address.

CERTIFICATION FOR THE ALGEBRA READINESS INITIATIVE FOR THE 2013-2014 SCHOOL YEAR

Algebra Readiness Initiative - The purpose of the Algebra Readiness Initiative (ARI) is to provide mathematics intervention services to students in grades six, seven, eight, and nine who are at-risk of failing the Algebra I end-of-course test, as demonstrated by their individual performance on diagnostic tests that have been approved by the Department of Education. The Algebra Readiness Diagnostic Test (ARDT) is the state-provided diagnostic pre- and post-test for use in the Algebra Readiness Initiative. The test is designed to provide diagnostic information that should be used to formulate intervention activities geared to provide identified students with sufficient requisite skills to be successful in later mathematics coursework, including Algebra I. (For more information go to http://www.doe.virginia.gov/instruction/mathematics/middle/algebra_readiness/index.shtml.)

School divisions have the option of using the state-provided diagnostic test for diagnosis of deficiencies or using their locally developed or selected diagnostic tests. Locally developed or selected diagnostic tests must align with state-provided criteria for diagnosis of mathematics deficiencies that are similar to those criteria used in the state-provided test. School divisions will certify and provide documentation for Department of Education review that locally developed or selected diagnostic tests meet the specified criteria.

Please select from one of the following two options:

OPTION 1: For the 2013-2014 school year, the division plans to use the Algebra Readiness Diagnostic Test (ARDT).

OPTION 2: For the 2013-2014 school year, the division plans to request to use a local diagnostic test to be approved by the Department of Education. The division superintendent certifies that either the state-provided diagnostic test will be used or a locally developed or selected test (or tests) will be used that aligns with criteria similar to the criteria used in the state-provided test.

Please provide the name of the locally developed or selected test (or tests) and a link to more information about the test.

If OPTION 2 is chosen, please indicate whether or not the locally developed or selected test (or tests) meets the criteria for diagnostic tests in the following areas and provide evidence to support:

- a. Assess the students' knowledge and skills of the *Mathematics Standards of Learning* for grades three through eight, and Algebra I.

___ Yes

___ No

Additional supporting information (link may be provided):

- 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.

___ Yes

___ No

Additional supporting information (link may be provided):

- 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 for grades three through eight and/or Algebra I:

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.

Yes

No

Additional supporting information (link may be provided):

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

Yes

No

Additional supporting information (link may be provided):

Local school divisions that opt to use locally developed or selected diagnostic tests must submit an annual report to the Department of Education by August 1, 2014. The ARDT Annual Report form can be found on the Algebra Readiness Initiative Web site http://www.doe.virginia.gov/instruction/mathematics/middle/algebra_readiness/index.shtml.

Please provide the following information for the contact person for the Algebra Readiness Initiative (ARI): (1) name; (2) title; and (3) e-mail address.

CERTIFICATION RELATED TO STATE AND LOCAL TEXTBOOKS FOR THE 2012-2013 SCHOOL YEAR

State Textbooks - The Virginia Board of Education has the responsibility under the Constitution of Virginia to approve textbooks for use in Virginia's public schools. The online application in the Single Sign-On for Web-based Systems (SSWS) provides a listing of all Board-approved textbooks. If your school division is using textbooks adopted by the Board for the 2012-2013 school year, you will be asked to review a listing of Board-approved textbooks and check a box according to what, if any, textbooks were adopted in the 2012-2013 school year. If your division did not adopt any textbooks from the Board-approved list in 2012-2013, then you do not need to fill out this information but you will be required to certify that no textbooks on the Board-approved list were adopted by the school division in the 2012-2013 school year.

Local Textbooks - 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 that are not on the Board-approved list provided the school board selects such books in accordance with regulations promulgated by the Board. If your school division used a local adoption process and adopted textbooks other than those on the Board-approved list for the 2012-2013 school year, you are required to provide information in SSWS regarding these textbooks. You will be asked to provide information regarding: 1) the topic area of the textbook; 2) the name of the textbook; 3) the publisher of the textbook; and 4) whether the textbook is offered by the publisher in digital format. (Please note: School divisions are not required to offer textbooks in a digital format.) If your division did not adopt any textbooks in 2012-2013, then you do not need to fill out this information but you will be required to certify that no textbooks were adopted by the school division in the 2012-2013 school year.

DATA COLLECTION CERTIFICATION:

The school division certifies that all answers reported in sections 1 and 2 of this data collection have been reviewed by school division personnel, including the division superintendent. (Please note: use the button below marked "Previous" to review other entries in section 2. If you are finished, please scroll to the top of this screen and lick "Maintain Standards List").