

CHAPTER 2000
ADMINISTRATION

Note: Regulations associated with specific policies are in italics.

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ADMINISTRATION GOALS

The Superintendent is responsible for the direction, leadership, and coordination of students and staff in their efforts to reach educational goals adopted by the School Board. Administration of the schools must be based upon positive human relationships in order to serve as the keystone to the effective operation of the entire educational system. Without such a base, the school system will lack that uniting force which makes everyone in the organization feel important regardless of the tasks or duties that he or she is discharging, be they professional or support services.

The School Board expects the Superintendent to provide leadership in:

1. The processes of decision-making and communication.
2. Planning, organizing, implementing, and evaluating educational programs.
3. The development and maintenance of close working relationships and channels of communication within the division and community.
4. The coordination of various processes of communication within the division and the community so as to enable people to do the things together for education that they might never be able to do separately.
5. The promotion of understanding and development of cooperation toward attaining the educational goals adopted by the School Board.

Adopted: December 8, 2009

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-253.13:7.

Cross Ref.: 2010 Principles of Administration
2030 Role and Duties of the Superintendent
6010 Educational Partnerships
6012 Communications

[VSBA: CA]

PRINCIPLES OF ADMINISTRATION

A. The organization of the school staff shall be unified and directed by the Superintendent.

B. Instruction of students is the major function of the schools. It shall be the deliberate endeavor of the administrative and supervisory staff to recognize the contribution that each segment of the administrative group makes toward the actual improvement of instruction. Administrative policies facilitate the instruction of pupils by teachers in classes or under school supervision. The administration not only coordinates all working relationships among individual schools, but also integrates such functions as maintenance, food services, transportation, purchasing and supply accounting, curriculum direction, and special education services with actual instructional needs.

C. The School Board recognizes that since the education of children is a shared responsibility of educators, parents, and the public, each of these parties should be actively involved in the decisions concerning the schools in their locality. Accordingly, the School Board confirms its commitment to cooperative leadership at the division, department and school building level to facilitate meaningful opportunities for the Superintendent, central office staff, members of the school staff, parents and members of the community to meet together to discuss and to make decisions about school issues. Among these issues are the school program, program implementation strategies, the evaluation of the success of school efforts, the daily operation of the school, and support for group efforts to improve the school.

D. Staff organization shall be based upon services to be rendered by the division.

E. In accordance with the above, the School Board recognizes the following functions within the division:

1. Legislative service – to be performed by the School Board with the aid of the Superintendent.

2. Administrative service – to be performed by executives and staff throughout the division and directed by the Superintendent.

3. Instructional service – to be performed by certificated staff supervised by administration and supported by non-certificated staff and community volunteers.

4. Fact-finding, evaluation, interpretation, and planning service – to be performed by specifically assigned personnel and by each and all who are engaged to serve in the division with appropriate reporting to the School Board through the Superintendent.

5. Judicial service – to be performed by the School Board as necessity demands in fulfilling its role as the final review and appeal body of the division.

6. Legal advisory service – to be performed by an attorney-at-law.

7. Public information service – to be performed by personnel specifically responsible to the Superintendent.

8. Financial service – to be performed by budget and accounting specialists under direction of the Superintendent.

9. Operations and facilities – to be performed by a staff of specialists including engineers, technicians, dieticians, accountants, and others under the direction of the Superintendent.

10. Secretarial and clerical service – to be performed by secretaries, clerks, accountants, and others under the direction of their respective supervisors.

Adopted: December 8, 2009

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-253.13:7.

Cross Ref.: 2000 Administration Goals
2030 Role and Duties of the Superintendent
3010 Curriculum and Instruction
6010 Educational Partnerships
6011 Community Relations
6012 Communications

[VSBA: CA, IGA]

QUALIFICATIONS OF THE SUPERINTENDENT

The Superintendent shall meet the qualifications as set forth in State Board of Education regulations governing the licensure of school personnel. Further, the Superintendent shall have extensive and successful administrative and management experience and meet any additional qualifications as determined by the School Board.

Preference shall be given to those applicants whose experience and education demonstrate a balance between instruction and business administration.

Eligibility shall be limited to individuals whose records indicate they possess the following:

1. Good character;
2. Ability to manage a large organization effectively;
3. Leadership skills;
4. Knowledge of school law;
5. Comprehensive understanding of all educational components of public schools, including academic education, career and technical education, special education, and 21st century learning;
6. Demonstrated experience and abilities to lead planning efforts to ensure that appropriate change occurs for continued success in the future.

Adopted: December 8, 2009

Legal Ref.: Constitution of Virginia, article VIII, § 5(c).
Code of Virginia, 1950, as amended, §§ 22.1-58 through 22.1-70.3.
8 VAC 20-390-10.

Cross Ref.: 1020 Duties and Powers
2021 Appointment and Term of the Superintendent

[VSBA: CBA]

APPOINTMENT AND TERM OF THE SUPERINTENDENT

The School Board shall appoint the Superintendent and enter into a contract with him or her, the term of office to fall within the parameters as prescribed by statute.

If the School Board fails to appoint a Superintendent within 180 days of a vacancy, the State Board of Education will appoint a Superintendent for the division. If the School Board has not appointed a Superintendent within 120 days of a vacancy, it will submit a written report to the State Superintendent of Public Instruction demonstrating its efforts to make an appointment and containing a status report with a timeline for making the appointment prior to the 180-day deadline. If the School Board does not appoint a Superintendent within 180 days of a vacancy, it will immediately notify the State Board of Education, in writing, of its failure to do so. Within 30 days of the 180th day after the vacancy occurs, the School Board will submit, in writing, its preferred candidate(s), not to exceed three, for the position. The State Board of Education may consider these candidates and other eligible individuals. The State Board of Education may authorize the State Superintendent of Public Instruction to conduct the search for a division superintendent.

If the State Board of Education appoints a division superintendent, the contract for the Superintendent shall be negotiated by the School Board.

Adopted: December 8, 2009

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-60, 22.1-61.

8 VAC 20-22-600 (Division Superintendent Licensure).

Cross Ref.: 1020 Duties and Powers
2020 Qualifications of the Superintendent

Procedures for Appointment of a School Division Superintendent by the Virginia Board of Education (adopted by the State Board of Education March 22, 2006) [http://www.pen.k12.va.us/VDOE/VA_Board/Meetings/2006/mar22min.pdf].

[VSBA: CBB]

SUPERINTENDENT'S COMPENSATION AND BENEFITS

The Superintendent's contract may be negotiated from time to time as provided by state law and School Board policy. The contract shall set forth the Superintendent's compensation and benefit package.

The School Board shall not renegotiate a Superintendent's contract during the period following the election or appointment of new members and the date such members are qualified and assume office.

When the Superintendent's contract is being renegotiated, each member of the School Board will be notified at least 30 days in advance of any meeting at which a vote is planned on the renegotiated contract unless the members agree unanimously to take the vote without the 30-day notice. Each member's vote on the renegotiated contract will be recorded in the minutes of the meeting.

Adopted: December 8, 2009

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-60, 22.1-67.

Cross Ref.: 1091 Notification of School Board Meetings
1120 School Board Minutes
2021 Appointment and Term of the Superintendent

[VSBA: CBD]

SEVERANCE BENEFITS

Any severance benefits provided to a departing Superintendent will be publicly announced prior to the Superintendent's departure.

Adopted: December 8, 2009

Legal Ref.: Code of Virginia, 1950, as amended, § 15.2-1510.1.

Cross Ref.: 2022 Superintendent's Compensation and Benefits

[VSBA: CBE]

ROLE AND DUTIES OF THE SUPERINTENDENT

A. Generally

In addition to the administrative and management responsibilities specified in this policy, the Superintendent shares with the School Board a primary leadership role. The role of the School Board is to establish with the community a vision for Chesterfield County Public Schools (CCPS) and to support achieving that vision through policymaking, planning and goal setting, and monitoring and evaluating the school system's progress toward achievement of the vision. The Superintendent works in partnership with the School Board to develop the vision, establish the strategic goals for achieving the vision, and ensure the school system makes progress toward meeting those strategic goals. Together the School Board and Superintendent must meet the challenges of an increasingly diverse student population and an accelerated pace of social and economic change. The School Board and Superintendent commit to a partnership focused on ensuring the success of each student, employee, school, and the overall community.

Administratively, the Superintendent works under the policy direction of the School Board and reports to the School Board at its meetings. At other times, the Superintendent reports in writing (hard copy or electronically) to all members of the School Board; or orally, through the School Board Chairman or directly to each School Board member, individually or in groups of no greater than two. The Superintendent is responsible to the School Board for organizing and allocating the resources of the school system consistent with the stated mission of CCPS and the School Board-approved goals for vision achievement. Further, the Superintendent is responsible for the performance of the school system within the budget approved by the School Board.

In fulfilling these responsibilities, the Superintendent shall serve as the chief educational and executive officer of CCPS and shall possess the authority to discharge those duties defined in statute, the regulations of the State Board of Education, and the policies of the School Board.

B. Duties of the Superintendent

The Superintendent shall:

1. Enforce the policies of the School Board, provide on-going training to familiarize staff with their provisions, and monitor and report to the School Board on the implementation of policy where such reports are requested by the School Board. The Superintendent may also provide additional reports to the School Board;

2. Attend meetings of the School Board and such meetings of School Board committees as directed by the School Board, except for those meetings held to discuss the Superintendent's performance or salary;

3. Report on a regular basis to the School Board on the status of division goals, the implementation of major school and division initiatives and programs, challenges confronting the division, and the quality and efficiency of operations;

4. Ensure compliance with state and national accountability standards for student achievement;
5. Oversee the instructional program, including the provision and evaluation of curriculum, textbooks, supplies, and supervision within the framework of the regulations of the State Board of Education and the goals and policies of the School Board;
6. Oversee department and school planning tied to the division's comprehensive plan with a focus on continuous improvement of student achievement;
7. Oversee emergency planning for the division including, but not limited to, the development of individual school and departmental emergency plans, and ensure that the division's emergency planning efforts are coordinated with those of the County as necessary;
8. Oversee the provision of a staff development program for employees, consistent with professional growth plans and within the budget approved by the School Board, to include the authority to employ lecturers or consultants, grant temporary leaves, approve travel, and develop professional libraries;
9. Control and exercise general supervision of the individual schools and departments of the school system by approving plans and procedures as may be proposed by administrators or principals;
10. Recommend for School Board approval the establishment or altering of attendance boundaries for the individual schools;
11. Nominate all employees of the school system to be approved by the School Board. The Superintendent shall define their duties, assign them to their various positions, recommend salaries consistent with any pay plan adopted by the School Board, and ensure performance evaluation consistent with State Board of Education guidelines;
12. Consistent with the statutes, assign, transfer, suspend and recommend for promotion or dismissal any employee of the school system;
13. Reassign any teacher, principal or assistant principal for the remainder of a school year to any school within such division to positions in the best interest of the school system and transfer employees at any time when such transfers are in the best interest of the school system;
14. Consolidate classes, assign students to buildings and classes, transfer individual students from any school to another, and may, within the limitations set by law, suspend students from school. The expulsion of any student shall be subject to recommendation of the Superintendent and must be approved by the School Board;
15. Recommend an annual school calendar to the School Board for approval;

16. Ensure the housing of offices and schools, including oversight of activities related to plans and specifications; site acquisition; renovation, construction and equipping of buildings; and responsibility for conducting research studies and surveys to determine building needs and providing the necessary physical plant for the operation of schools;

17. Recommend the school system's organizational structure for School Board approval;

18. Establish and maintain a program of public information designed to educate the general public and staff about the vision, mission, goals, programs, and policies and procedures of the school system.

19. Promote a positive atmosphere in schools and offices focused on student, employee, school, and community success;

20. Prepare the annual budget and capital improvements plan for School Board approval;

21. Insure that expenditures are within the limits approved by the School Board;

22. Report to the School Board on the financial condition of the division;

23. Report to the School Board on the physical condition of schools and other facilities;

24. Establish procedures for procurement of equipment and supplies;

25. Fiscally manage the school system consistent with statutes, State Board of Education regulations, the County Charter, and relevant financial policies of the School Board and Board of Supervisors; and

26. Represent the School Board and CCPS with federal, state, and local elected and appointed officials, facilitating a favorable working relationship among all parties.

C. Delegation of Authority

The Superintendent may delegate duties to subordinate officers or employees as required for the effective administration of the school system except in such matters where the statutes or policies of the School Board prohibit. Work completed upon delegation of the Superintendent shall be deemed as having been done by the Superintendent. All reports or recommendations to the School Board from any employee under the direction of the Superintendent shall be made first to the Superintendent unless otherwise directed by the School Board.

D. School Board-Superintendent Relationship

The School Board and Superintendent share a partnership to achieve the vision and accomplish the mission of Chesterfield County Public Schools. The basic principle for division of duties and responsibilities is that the policymaking powers and functions shall belong to the School Board. The Superintendent has the regulatory powers as delegated by the School Board and the administrative authority to fulfill the duties enumerated previously in section B. Given the overarching partnership that exists, the School Board shall consult with the Superintendent on matters of policy and the Superintendent acknowledges that School Board members, as elected officials, have an interest in issues that affect the CCPS community to include the resolution of administrative and procedural issues that may impact their constituents. This partnership means that both the School Board and Superintendent commit to ongoing communication to resolve issues that impact Chesterfield County Public Schools and its community.

Adopted: December 8, 2009

Legal Ref.: Constitution of Virginia, article VIII, § 5(c).

Code of Virginia, 1950, as amended, §§ 22.1-58 through 22.1-70.3, 22.1-136.

8 VAC 20-390-40 *et seq.*

Cross Ref.: 1012 School Board's Vision, Mission, and Standards of Quality
1013 Comprehensive Plan
2010 Principles of Administration
2110 Line and Staff Relationships
2130 Adoption and Review of Administrative Procedures
2131 Administrative Reports

[VSBA: CBA]

EVALUATION OF THE SUPERINTENDENT

Research and state law find that leadership is essential for the advancement of public education. The School Board and Superintendent are primarily accountable for leading Chesterfield County Public Schools to achieve the vision and accomplish the mission. Leading the school system requires the School Board and Superintendent to focus on student achievement and work in partnership on mutually agreed upon strategic goals tied to the School Board-approved vision and mission. It is the responsibility of the School Board to maintain and improve the quality of administration and instruction. One of the primary methods used in carrying out this responsibility is to work with the Superintendent in improving his or her effectiveness.

The School Board shall evaluate the Superintendent annually on the progress made toward achieving the agreed upon goals and on the evaluation criteria with performance outcomes set forth by the State Board of Education. The School Board shall evaluate the Superintendent annually consistent with the performance objectives set forth in the "Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents" as required by law.

These evaluation criteria are organized under the categories of planning and assessment, instructional leadership, safety and organizational management for learning, communication and community relations, responding to economic and social change, and professionalism. The School Board will use certain performance indicators related to the criteria and multiple sources, which have been mutually agreed upon, in assessing the Superintendent's performance. Each School Board member will be involved in assessing the Superintendent's performance.

Periodic discussion of the Superintendent's performance will occur in closed meeting in conjunction with the School Board's scheduled quarterly work sessions. In these closed meetings, the School Board shall document any change in direction to or issue with the performance of the Superintendent. Drawing from the quarterly assessments, the School Board Chairman will compile a written annual performance appraisal to be reviewed with the Superintendent by the School Board before the end of the fiscal year.

Adopted: December 8, 2009

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-60.1, 22.1-253.13:5.

Cross Ref.: 1012 School Board's Vision, Mission, and Standards of Quality
1020 Duties and Powers
1080 Closed Meetings
2020 Qualifications of the Superintendent
2030 Role and Duties of the Superintendent
2180 Accountability

State Board of Education Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents (attached to Superintendent's Memo No. 100, May 19, 2000).

[VSBA: CBG]

CENTRAL ADMINISTRATION

The administrative and supervisory personnel, authority, and the services that are concerned with the division as a whole or with one or more of its major divisions of services shall be referred to as the central administration.

The central administration shall include the Superintendent and other administrative officers as indicated by the organizational chart, which shall be presented to the School Board for approval each year and for changes recommended during the interim.

Adopted: December 8, 2009

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-70.

Cross Ref.: 1230 School Board – Staff Communications
2110 Line and Staff Relationships

[VSBA: CC]

SCHOOL BUILDING ADMINISTRATION

The principal is charged with the administration, supervision, and operation of the school to which he or she is assigned, under the direction of the Superintendent or the Superintendent's designee. Each principal's administrative, supervisory and operational authority is subject to and limited by federal and state law; School Board policy; and rules, regulations and instructions of the Superintendent and the Superintendent's designee. In turn, principals shall ensure that the school to which he or she is assigned and all staff assigned thereto function within the requirements of federal and state law; policies of the School Board; and rules, regulations and instructions of the Superintendent and the Superintendent's designee. The principal shall regularly consult with and/or keep the Superintendent or the Superintendent's designee apprised of matters relating to student achievement as well as other important matters. The performance of each principal including, but not limited to, the degree to which the principal has met the expectations set forth in this policy shall be evaluated annually by the Superintendent or the Superintendent's designee pursuant to the division's approved performance evaluation standards and process.

The principal shall have line authority over all personnel assigned to his or her school, except where such authority has been formally and specifically assigned elsewhere. The principal shall be permitted the opportunity to provide input into the performance evaluation of staff over which he or she does not have line authority including, but not limited to, custodians, bus drivers, maintenance staff and food services staff.

The principal is the formal instructional leader of his or her school. As a result, the principal's primary focus shall be on students' academic achievement. Therefore, each principal shall be well-versed and up-to-date on the School Board's approved curriculum and on instructional best practices. In addition, in order to enhance academic achievement for all students, the principal shall among other things ensure that:

- all students have access to a rigorous curriculum;
- the approved curriculum is implemented in an effective manner;
- instructional methods, strategies and programs are implemented effectively and with fidelity;
- student achievement and other data are monitored on a regular and continual basis to assess learning, needs of students, equity in access to the curriculum and equity in the administration of discipline;
- student achievement and other data are afforded considerable weight in the principal's educational decisions as well as those of instructional staff;
- the performance of instructional staff is evaluated on a regular basis using the division's approved performance evaluation standards and process; and that,
- instructional staff are provided appropriate professional development opportunities.

In addition to responsibilities set forth elsewhere, a school's principal is responsible for maintaining a positive school climate, providing leadership in interpreting the educational program to the community, responding to concerns expressed by parents, and involving the community in planning and problem solving where appropriate. The principal shall provide

budget information as requested indicating needs of the school, and shall control and expend funds allocated to the school consistent with the school's improvement plan and the division's comprehensive plan. The principal shall also implement the school's severe weather and/or disaster/emergency plan upon notification by the Superintendent or the Superintendent's designee.

Prior to being recommended for appointment as a principal, the appointee shall have successfully served as a classroom teacher and/or demonstrated other instructional experiences, and served in capacities that have caused the appointee to gain a comprehensive understanding of student learning and current classroom demands upon teachers. A principal shall have been nominated by the Superintendent and approved by the School Board.

An assistant principal shall carry out all duties that are assigned by the school's principal and shall, in the principal's absence, perform those duties of the principal that are specified by the principal.

Adopted: December 8, 2009

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-293.

Cross Ref.:	1013	Comprehensive Plan
	2110	Line and Staff Relationships
	2160-R	Emergency Closing of Schools and/or Central Offices
	3010	Curriculum and Instruction
	3020	Selection, Implementation and Evaluation of Instructional Methods, Strategies and Programs
	5170	Performance Evaluation
	6011	Community Relations
	6012	Communications

[VSBA: CF]

ADMINISTRATION IN POLICY ABSENCE

In cases where action must be taken by the division and the School Board has provided no guidelines through policy or regulation for administrative action, the Superintendent shall have the authority to act, but his or her decisions shall be subject to review by the School Board at its next regular meeting. It shall be the duty of the Superintendent to inform the School Board promptly of such action and of the need for policy.

Adopted: December 8, 2009

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78.

Banks v. Sellers, 224 Va. 168, S.E.2d 862 (1982).

Cross Ref.: 1190 Development of Policy
1200 Policy Adoption, Revision, Suspension
1210 Adoption of Regulations

[VSBA: CHD]

LINE AND STAFF RELATIONSHIPS

The authority of the School Board is transmitted through the Superintendent along specific channels from person to person as shown in the School Board approved organizational chart of the division. The Superintendent shall prescribe procedures and regulations to be employed in delineating line and staff relationships, so that the purpose of the division can be realized and each employee understand his or her relationship to others.

Each employee of the division shall be instructed as to his or her responsibilities; the title and authority of the administrator from whom such instructions are expected; and the relationships of all personnel exercising direct, indirect, technical or administrative supervision over him or her.

Any problem that any school employee cannot solve by his or her own efforts, within the limits of his or her authority, shall be referred to his/her immediate supervisor.

Each employee shall be informed of the grievance procedure by which he or she has the right to appeal administrative decisions.

The Superintendent shall conduct an annual review and evaluation of the staff organization of Chesterfield County Public Schools. Any revisions must be approved by the School Board.

Adopted: December 8, 2009

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78.

Cross Ref.:	1230	School Board – Staff Communications
	2080	Central Administration
	2150	Staff Communications
	5150-R	Procedures for Adjusting Grievances: Teachers
	5420	Appeal Process for Demotion and Dismissal Procedure for Support Positions

[VSBA: CC]

TEMPORARY COMMITTEES

The Superintendent shall have the authority to form or authorize temporary committees including members who are not employees of the School Board to aid him or her or the staff in formulating plans for carrying on the work of the schools. The work of such committees shall be advisory only and without expense to the school system, unless budget funds are specifically provided for such purposes.

Adopted: December 8, 2009

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-70.

Cross Ref.: 1190 Development of Policy
2010 Principles of Administration
2030 Role and Duties of the Superintendent

ADOPTION AND REVIEW OF ADMINISTRATIVE PROCEDURES

The Superintendent has the responsibility of implementing School Board policy by the issuance of administrative regulations and/or procedures.

Administrative regulations and/or procedures may be maintained electronically or in hard copy, and may be compiled in one or more manuals or handbooks. In order to expedite the work of the schools, the Superintendent or the Superintendent's designee shall issue such administrative procedures, manuals, handbooks, or booklets of instruction as he or she may deem necessary for the effective administration of the schools, and shall provide the School Board with informational copies upon request. Examples of manuals, handbooks and/or procedures maintained in the division include special education procedures manual, individual school handbooks, a parent handbook, volunteer guidelines, and various finance and budget procedures.

These procedures, manuals and/or handbooks shall be made available to employees directly concerned. A copy of each shall be maintained for public inspection during regular business hours at each unit or schools. Insofar as the provisions of said manuals are not in violation of the policies and statutes of the state, the rules and regulations of the State Department of Education, or policies of the School Board, such provisions shall be binding upon all employees.

Adopted: December 8, 2009

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78.

Cross Ref.: 1210 Adoption of Regulations
2131 Administrative Reports
6040 School and Division Publications

[VSBA: CH]

ADMINISTRATIVE REPORTS

The School Board shall require regular reports from the Superintendent concerning conditions and needs of the schools.

The Superintendent shall complete and submit all reports required by law and by the State Department of Education.

In accordance with state law, and as the Superintendent deems necessary, reports shall be submitted to the School Board to keep members informed about the needs and conditions of the schools or division.

Special reports shall be prepared by the Superintendent at the request of the School Board.

Adopted: December 8, 2009

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-68, 22.1-70.1, 22.1-81.

Cross Ref.: 1020 Duties and Responsibilities
2030 Role and Duties of the Superintendent
2180 Accountability

[VSBA: CL]

STAFF COMMUNICATIONS

The Superintendent is the official representative of the School Board as its chief administrative officer in its relations and communications with its employees. The Superintendent shall establish a communication program for the staff of the division, which will include the following:

1. Planned, regular and recurring personal contacts between the central administration and personnel in the schools;
2. Division and school-wide meetings of faculty and key operational personnel;
3. Division-wide written communications media;
4. Division-wide reports;
5. Division-wide process to recognize the achievements and contributions of staff at all levels; and
6. Individual school and division-wide procedures for two-way communication.

Adopted: December 8, 2009

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-253.13:7.C.1.

Cross Ref.: 1230 School Board – Staff Communications
2080 Central Administration
2110 Line and Staff Relationships
6012 Communications

[VSBA: BG, GBB]

EMERGENCY CLOSINGS

The Superintendent or the Superintendent's designee may order the closing, the delay in opening or the early dismissal of any or all schools in order to protect the safety and welfare of the students and staff. The Superintendent shall develop specific procedures for implementing closings and appropriately notifying employees, students, and the public.

Unless employees are notified that their work schedule is changed because of adverse weather or emergency conditions, it is expected that all employees will work according to the terms of their contract.

During adverse weather or emergency conditions, however, employees will follow guidelines related to work schedules.

Adopted: December 8, 2009

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-98.

Cross Ref.: 2090 School Building Administration
2160-R Emergency Closing of Schools and/or Central Offices

Chapter 5000, Human Resources -- Appendix A, Section 12, Work Hours

[VSBA: EBCD]

EMERGENCY CLOSING OF SCHOOLS AND/OR CENTRAL OFFICES

A. Purpose

Situations over which Chesterfield County Public Schools (CCPS) has no control, *e.g.*, adverse weather conditions, mechanical equipment breakdown, or emergency national or state proclamations, occasionally may precipitate the need to close schools and/or central offices for all or part of a day. This regulation establishes procedures for (i) closing schools and/or central offices in case of an emergency, (ii) notifying staff of a closing, (iii) providing for the safety and welfare of students, (iv) determining the employee workday, (v) closing an individual school for an emergency, and (vi) canceling after-school events.

B. General Plans

General plans for emergency closings or delayed openings are the following:

1. Division-wide All-Day Closing – The decision of an all-day closing is made and transmitted to all television and most area radio stations as early as possible, normally before 6:00 a.m. (See item F.1 below.)

2. Delayed Opening – The decision for a delayed opening of schools is made and transmitted to radio and television stations normally before 6:00 a.m. The announcement specifies the length of delay, usually one to two hours. (See item F.2 below.)

3. Early Closing of Schools – The decision for an early closing is made and transmitted to radio and television stations normally by 10:00 a.m., if at all possible. The announcement specifies the time of closing. (See item F.3 below.)

4. Emergency Closing of an Individual School (See item F.4. below.)

C. Decision-Making

The decision to close all schools and/or central offices, to delay opening, or to close early is made by the Superintendent.

The closing of an individual school may be authorized by the Superintendent or the Superintendent's designee upon the recommendation of the principal. (Note: When the emergency is caused by equipment malfunction, *e.g.*, loss of heat, air conditioning, water, or electricity, the principal consults with the Director of Facility Services before recommending to close the school.)

D. Notification

The primary means of notifying staff, students, and parents of an emergency closing or delayed opening is through the Internet, radio, and television announcements. In the event of an early closing, schools are notified by the emergency-calling tree. The notification of the public will be coordinated by the Community Relations office with local radio and television stations and by posting on the Internet.

E. Principal's General Preparation for Emergency Closing or Delayed Opening

Principals have the responsibility to inform parents and students in the fall of each year about plans established in the event an emergency closing is necessary. Parents should be urged to make plans for the emergency supervision of their children if no one is likely to be at home if an all-day closing, delayed opening, or early closing is necessary.

F. Procedures

1. Division-wide All-Day Closing of Schools and/or Central Offices

a. Notification

(1) The Director of Transportation consults with appropriate agencies concerning road conditions and weather forecasts and transmits this information to the Superintendent along with a recommended action.

(2) The Superintendent determines whether conditions warrant the closing of schools and/or central offices. When the Superintendent authorizes the closing of the schools and/or the central offices for a full day, the Director of Community Relations posts the closing on the Internet and notifies the radio and television stations normally not later than 6:00 a.m.

b. Employees – Guidelines for all closings are as follows:

(1) When schools open late or close early because of inclement weather, all School Board employees will observe regular contractual hours unless a change is announced.

(2) Except for teachers, instructional assistants, and other professional employees who provide direct services to students, ten-, eleven-, and twelve-month employees shall work on snow/inclement weather days. Those who elect not to report on snow/inclement weather days may use annual leave (twelve-month employees), personal days (ten- or eleven-month employees), or take leave without pay.

(3) Teachers, instructional assistants, and other professional employees who provide direct services to students do not report on snow/inclement weather days unless otherwise announced.

Ten- and eleven-month employees who elect not to report on snow/inclement weather days may arrange to make up those days by working during winter or spring break when twelve-month personnel are working. All make-up days must be approved by the principal or department administrator and must occur within the inclusive dates of the contract.

(4) All make-up days will be full contractual days.

(5) Teachers' schedules will be announced for in-service days.

(6) School offices must be open on inclement weather days if the central office is open.

(7) Employees who are required to work during closings for facility protection, clean-up, and maintenance are required to follow the work schedule developed by the Director of Facility Services.

2. Delayed Opening of Schools

Notification – When the situation warrants, the Superintendent may delay the opening of schools to permit CCPS buses and those students who walk to school to have safer conditions for travel. The Director of Community Relations shall normally notify radio and television stations and post on the Internet by not later than 6:00 a.m.

3. Early Closing of Schools

When it is necessary to dismiss students early, the plan shall be announced before 10:00 a.m., if possible. Principals will be notified by the Instructional Division through the emergency calling tree and the Director of Community Relations will notify the media and post to the Internet.

4. Emergency Closing of an Individual School

a. Notification

(1) Based on local conditions, a principal may recommend to the Superintendent or the Superintendent's designee that the school be closed for an emergency. (Note: When the emergency is caused by equipment malfunction; *e.g.*, loss of heat, air conditioning, water, or electricity, the principal consults with the Director of Facility Services prior to recommending closing the school.)

(2) If the Superintendent or the Superintendent's designee approves the principal's recommendation, the Superintendent will notify the Director of Transportation and the Director of Community Relations, who will inform the appropriate media and post to the Internet.

G. Cancellation, Delay, or Rescheduling of Activities and Meetings

1. If the Superintendent announces an all-day closing of schools, evening activities will also be cancelled.

2. The principal/department administrator will determine whether scheduled school activities should be delayed, cancelled, or rescheduled.

Adopted: December 8, 2009

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-98.

Cross Ref.: 2090 School Building Administration
2160 Emergency Closings
4020 Attendance
6012 Communications

Chapter 5000, Human Resources -- Appendix A, Section 12, Work Hours

[VSBA: EBCD]

SCHOOL BOARD INTERNAL AUDIT ADMINISTRATOR

The School Board Internal Audit Administrator working with the County Internal Audit Department shall be responsible for providing internal accounting and auditing controls to assure compliance with applicable laws, contractual obligations and accepted accounting practices to safeguard against loss or inefficiency. The Internal Audit Administrator shall have unrestricted access to all School Board records and documents, including records and documents of all schools, departments and programs, subject to the limitations of applicable law and established professional privilege. The School Board Internal Audit Administrator shall report to the Superintendent but shall have access to the full School Board relating to School Board audit matters.

Adopted: December 8, 2009

Legal Ref.: Code of Virginia, 1950, as amended, §§ 15.2-2511, 22.1-68, 22.1-121.

Cross Ref.: 2170-R Internal Audit Administrator
5360 Privacy Policy

[VSBA: DI, ECA, EDC]

INTERNAL AUDIT ADMINISTRATOR

A. Purpose and Background

The School Board Internal Audit Administrator is established as an independent review and evaluation service function to conduct and evaluate financial and performance audits of programs, functions, and activities as a service to School Board management.

The Internal Audit Administrator reports to the Superintendent for administrative supervision and receives overall policy guidance from the Superintendent and the School Board. However, the Internal Audit Administrator receives administrative audit direction from the County's Director of Internal Audit (County Auditor) and works within the structure of the County Internal Audit Department. In addition, the Internal Audit Administrator periodically reports to the School Board. Since the internal audit function is a staff, and not a line function, the Internal Audit Administrator has no direct authority over other persons in the organization whose work he or she reviews. Such authority is vested in the department head or school principal. Further, his or her review and evaluations do not in any way relieve other persons in the organization of the responsibilities and accountability for duties assigned to them.

Complete objectivity is essential to the audit function, and therefore auditors should not develop and/or install procedures, prepare records, or engage in any activity that they would normally expect to review.

1. Management Support

The organizational status of the Internal Audit Administrator and the support of the audit function by School Board management provide the benchmark for the success of the internal audit program. The internal audit function must have access to management at all levels to ensure adequate consideration and satisfactory resolution to all comments, recommendations and findings.

2. Objectives and Scope

The Internal Audit Administrator in conjunction with the County Auditor shall have responsibility to conduct audits of all departments and activities as stipulated by policy to independently determine whether:

a. Activities and programs being implemented have been authorized by either the School Board or Superintendent;

b. Activities and programs are being conducted in a manner contemplated to accomplish the objectives intended by the School Board and Superintendent and applicable administrative procedures;

c. Activities or programs efficiently and effectively serve the purpose intended by the School Board or Superintendent;

d. Activities and programs are being conducted and funds expended in compliance with budgetary limits and goals;

e. Cash receipts are being properly collected, deposited and accounted for;

f. Resources, including funds, property and personnel, are adequately safeguarded, controlled and used in a faithful, effective and efficient manner;

g. Financial and other reports disclose fairly and fully all information that is required by law or regulatory agency. Additionally, audits shall determine whether such reports are sufficient to ascertain the nature and scope of programs and activities and to establish a proper basis for evaluating the programs and activities;

h. During the course of audit work, there are no indications of fraud, abuse or illegal acts; and

i. There are adequate operating and internal controls established by schools, departments, and School Board management.

B. Procedures

1. Annual Audit Plan

a. At the beginning of each fiscal year, the Internal Audit Administrator in conjunction with the County Auditor shall submit a revised annual audit plan to the Superintendent for review and approval. The plan shall include the departments, offices, and activities scheduled for audit during the year. This plan may be amended during the year after review with the Superintendent. Additionally, the Internal Audit Administrator may initiate and conduct any other audit deemed necessary to undertake.

b. In the selection of audit areas, the determination of audit scope and the timing of audit work, the Internal Audit Administrator may consult with the County's external auditors, assistant superintendents and department heads so that desirable audit coverage is provided and audit effort may be properly coordinated.

c. The Internal Audit Administrator, in developing or revising the annual audit plan, may conduct a division-wide risk assessment. This assessment allows the Internal Audit Administrator to systematically evaluate risks related to auditable units. It also provides for an audit frequency for each auditable unit based upon a calculated risk score and other relevant factors.

d. On a semi-annual basis, the Internal Audit Administrator will furnish the Superintendent and the School Board with a summary of all material unresolved, comments, recommendations and management responses relating to School Board audits.

e. The audit process usually consists of an entrance conference, followed by fieldwork, issuance of point sheets throughout the audit, an exit conference at the conclusion of the audit work, then the issuance of a draft report.

2. Special Examinations

The Superintendent, assistant superintendents, department heads or the School Board may request the Internal Audit Administrator to perform special examinations that are not included in the annual audit plan. If necessary, these special examinations can be conducted by the Internal Audit Administrator totally independent of the normal framework of the County Internal Audit Department.

3. Report of Irregularities/Fraud

If any auditor detects apparent violations of law or apparent instances of malfeasance, misfeasance, nonfeasance, or dereliction of duty by an officer or employee, the Internal Audit Administrator and/or the County Auditor shall report such irregularities in writing to the Superintendent or the Superintendent's designee, the Assistant Superintendent for Business and Finance and the School Board. If the irregularity is criminal in nature, the Internal Audit Administrator and/or the County Auditor shall immediately notify the Superintendent, or the Superintendent's designee, and the Commonwealth's Attorney in addition to those previously cited.

The term "fraud" has been defined as the theft, intentional waste or abuse of School Board funds, property or time. Specific examples of fraud, include, but are not limited to:

- a. theft of School Board funds;
- b. serious abuse of School Board time such as unauthorized time away from work or excessive use of School Board time for personal reasons;
- c. unauthorized use or misuse of School Board property or records;
- d. falsification of records;
- e. theft or unauthorized removal of School Board records, School Board property or property of other persons (to include the property of employees, supervisors, consumers, clients, customers or visitors);
- f. willful destruction or damage of School Board records, School Board property or the property of other persons (to include the property of employees, supervisors, consumers, clients, customers, or visitors); and
- g. neglecting or subverting job responsibilities in exchange for an actual or promised reward;

It is the responsibility of any employee who has knowledge of an occurrence of fraud, or has reason to suspect that a fraud has occurred, to immediately notify his or her supervisor. If the employee has reason to believe that the employee's supervisor may be involved, the employee shall immediately notify the department director of his/her department.

Every employee shall cooperate with administrative investigations pursuant to this procedure in accordance with personnel policies and procedures. The employee shall not discuss the matter with anyone other than his or her supervisor, the department director, the Internal Audit Department and the Police Department.

Once a suspected fraud is reported, the department director and/or supervisor shall take immediate action to prevent the theft, alteration, or destruction of relevant records. All participants in a fraud investigation shall keep the details and results of the investigation confidential. If a suspicion of fraud is substantiated by the audit investigation, disciplinary action shall be taken in conformance with Human Resources policies and procedures.

4. Contract Auditors, Consultants, and Experts

An audit that is performed by contract must be conducted by persons who have no financial interests in the affairs of the governmental units or its officers. The Internal Audit Administrator will assist in coordinating and monitoring audits performed by public accounting or other organizations employed under contract by the School Board to assist with audit related activities. Contracting for external audits will be awarded in accordance with established procurement procedures.

5. Access to Records and Property

All officers and employees of the School Board as designated by the School Board Attorney shall furnish the Internal Audit Department with requested information and records within their custody regarding powers, duties, activities, organization, property, financial transactions, methods of business required to conduct an audit or otherwise perform audit duties. In addition, they shall provide access for the Internal Audit Department to inspect all property, equipment, and facilities within their custody. If such officers or employees fail to produce the aforementioned information, then the Internal Audit Administrator, subject to the Superintendent's approval, may request a search to be made and exhibits to be taken from any book, paper or record of any such official or employee, excepting personal information and records subject to the limitations of applicable law and established professional privilege. Every office having the custody of such records shall make a search and forward such requested information to the Internal Audit Department.

The Internal Audit Department shall permanently retain in accordance with the most recent applicable "Commonwealth of Virginia Records Retention and Disposition Schedule" all audit reports, including examinations, investigations and reviews made. Audit work papers and other supportive material directly pertaining to the audit report will be retained for five years.

6. Audit Report Distribution

a. Point Sheets. Limited between in-charge auditor and the auditee's management designee.

b. Draft Report. After exit conference, distribution will include department head, assistant department head/principal, the County Internal Audit Director and Internal Audit Administrator.

c. Final Audit Report. Distribution to department head, appropriate assistant superintendent, Assistant Superintendent for Business and Finance, and the Superintendent. The Internal Audit Department may send courtesy copies of appropriate sections to the directors of finance, budget and management, human resources and information system technology, if situations warrant. Department heads will be notified before release. The final audit report with all the appropriate responses to the findings and recommendations will be shared in a timely manner with the School Board. In addition, all School Board audit reports will be summarized in the Internal Audit Annual Report.

7. Peer Review

The internal audit activities of the Internal Audit Department shall be subject to peer review at least once every three years by a professional, nonpartisan objective group utilizing guidelines endorsed by the National Association of Local Government Auditors. A copy of the written report of this independent review shall be furnished to the Assistant Superintendent for Business and Finance, the Superintendent, and the School Board.

The peer review will use generally accepted internal auditing standards to evaluate the quality of audit effort and reporting. Specific peer review areas shall include staff qualifications, preparation and evidence, and the adequacy of systems for reviewing internal controls, fraud and abuse, program compliance, and automated systems. The peer review will also assess the form, distribution, timeliness, content, and presentation of internal audit reports.

Adopted: December 8, 2009

Legal Ref.: Code of Virginia, 1950, as amended, §§ 15.2-2511, 22.1-68, 22.1-121.

Cross Ref.: 1180 School Board Attorney, Legal Actions
2090 School Building Administration
2170 School Board Internal Audit Administrator
5360 Privacy Policy

Chapter 5000, Human Resources -- Appendix A, Section 19, Discipline

[VSBA: ECA]

ACCOUNTABILITY

The School Board recognizes its responsibility to be accountable to the citizens of Chesterfield County for the quality of its system of public education. Accountability is a shared process involving community, parents, citizens, teachers, administrators, support staff and students. To this end, the School Board authorizes the establishment of a formal accountability system for the division.

The purpose of the accountability system is to demonstrate the performance of the division, schools and students against high standards the division refers to as key measures of success. The School Board will approve and periodically revise, in conjunction with the Superintendent, the division's key measures.

The division and each school will engage in a rigorous, ongoing process of self-evaluation whereby each will compare its performance to the key measures, for the purpose of continuously improving performance and accomplishing the goals included in the School Board's mission, vision and comprehensive plan. The division's performance on its key measures shall also be used to guide future revisions of the School Board's mission, vision and comprehensive plan.

The accountability system will establish the basis for annual reporting on division, school and student performance to parents, the community and citizens. The School Board will also receive annual reports from the Superintendent on the division's performance against the key measures and use that information in decision-making, policy development, and planning. Accordingly, the School Board authorizes the development and ongoing review of multiple aligned planning tools to include, but not be limited to: division, school, and department plans; a curriculum management plan; a professional development plan; a personnel evaluation plan; an assessment and evaluation plan; a financial plan (budget); a communications plan; and, a technology plan.

Adopted: December 8, 2009

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78, 22.1-253.13:1 *et seq.*

Cross Ref.: 1012 School Board's Vision, Mission, and Standards of Quality
1013 Comprehensive Plan
1020 Duties and Powers
1021 Evaluation of School Board Operational Procedures
2040 Evaluation of the Superintendent
2210 School Division Annual Report Card
6011 Community Relations
6012 Communications

REPORTING ACTS OF VIOLENCE AND SUBSTANCE ABUSE

A. Acts Reported to the Principal

1. Except as may otherwise be required by federal law, regulation, or jurisprudence, reports shall be made to the Superintendent and to the principal or his or her designee on all incidents involving:

a. The assault, or assault and battery, without bodily injury, of any person on a school bus, on school property, or at a school-sponsored activity;

b. The assault and battery which results in bodily injury, sexual assault, death, shooting, stabbing, cutting, or wounding of any person, or stalking of any person as described in Va. Code § 18.2-60.3, on a school bus, on school property, or at a school-sponsored activity;

c. Any conduct involving alcohol, marijuana, a controlled substance, imitation controlled substance or an anabolic steroid on a school bus, on school property, or at a school-sponsored activity, including the theft or attempted theft of student prescription medications;

d. Any threats against school personnel while on a school bus, on school property, or at a school-sponsored activity;

e. The illegal carrying of a firearm, as defined in Va. Code § 22.1-277.07, onto school property;

f. Any illegal conduct involving firebombs, explosive materials or devices, or hoax explosive devices, as defined in Va. Code § 18.2-85, or explosive or incendiary devices, as defined in Va. Code § 18.2-433.1, or chemical bombs as described in Va. Code § 18.2-87.1, on a school bus, on school property, or at a school-sponsored activity;

g. Any threats or false threats to bomb, as described in Va. Code § 18.2-83, made against school personnel or involving school property or school buses;

h. The arrest of any student for an incident occurring on a school bus, on school property, or at a school-sponsored activity, including the charge therefore; and

i. Any illegal possession of weapons, alcohol, drugs, or tobacco products.

2. The Superintendent and the principal or his or her designee shall receive reports from local law enforcement authorities on offenses, wherever committed, by students enrolled at the school if the offense would be a felony if committed by an adult or would be a violation of the Drug Control Act (Va. Code § 54.1-3400 *et seq.*) and occurred on a school bus, on school property, or at a school-sponsored activity, or would be an adult misdemeanor involving any

incidents described in clauses a. through h. of subsection A. and whether the student is released to the custody of his parent or legal guardian or, if 18 years of age or more, is released on bond. When the Superintendent receives notification that a juvenile has committed an act that would be a crime if committed by an adult pursuant to subsection G. of Va. Code § 16.1-260, the Superintendent will report such information to the principal of the school in which the juvenile is enrolled.

B. Reporting Duties of the Principal and Superintendent

The principal or his or her designee will report all incidents required to be reported pursuant to section A.1 of this policy to the Superintendent. The Superintendent shall annually report all such incidents to the State Department of Education (DOE) for the purpose of recording the frequency of such incidents on forms provided by DOE and shall make such information available to the public.

In submitting reports of such incidents, principals and the Superintendent shall accurately indicate any offenses, arrests, or charges as recorded by law enforcement authorities and required to be reported by such authorities pursuant to subsection A.2 of this policy.

Except as may otherwise be required by federal law, regulation, or jurisprudence, the principal shall immediately report to local law enforcement officials any of the acts listed in clauses (b) through (g) of subsection A.1 of this policy which may constitute a criminal offense and may report to the local law enforcement agency any incident described in clause a. of subsection A.1.

In addition, except as may be prohibited by federal law, regulation, or jurisprudence, the principal will also immediately report any act enumerated in clauses b. through e. in subsection A.1 of this policy that may constitute a criminal offense to the parents or legal guardian of any minor student who is the specific object of such act. Further, the principal will report that the incident has been reported to local law enforcement as required by law and that the parents or legal guardian may contact local law enforcement for further information, if they so desire.

The principal or his or her designee shall notify the parent or legal guardian of any student involved in an incident required to be reported pursuant to this policy, regardless of whether disciplinary action is taken against such student or the nature of the disciplinary action. Such notice shall relate to only the relevant student's involvement and shall not include information regarding other students.

C. Prevention and Intervention Activities

Whenever any student commits any reportable incident as set forth in this policy, such student shall be required to participate in such prevention and intervention activities as deemed appropriate by the Superintendent or the Superintendent's designee. Prevention and intervention activities shall be identified in the division's drug and violence prevention plans developed pursuant to the federal Improving America's Schools Act of 1994 (Title IV – Safe and Drug-Free Schools and Communities Act).

The division shall develop, in cooperation with the local law enforcement agencies, juvenile and domestic relations court judges and personnel, parents, and the community-at-large, programs to prevent violence and crime on school property and at school-sponsored events, which shall include prevention of hazing. Activities designed to prevent the recurrence of violence and crime, including hazing, may include such interventions as education relating to Virginia's criminal law, school crime lines, peer mediation, conflict resolution, community service requirements, and any program focused on demonstrating the consequences of violence and crime. The School Board may develop and use a network of volunteer services in implementing prevention activities.

D. Purpose

The purpose of reporting acts of violence and substance abuse shall be to develop a program of prevention activities to provide a safe environment conducive to learning.

Adopted: December 8, 2009

Legal Ref.: Code of Virginia, 1950, as amended, §§ 8.01-47, 22.1-279.3:1, 22.1-279.9.

8 VAC 20-560-10.

Cross Ref.:	2090	School Building Administration
	3130	Safe Schools
	4010-R	Standards for Student Conduct
	4160	Drug Free Schools

[VSBA: CLA]

SCHOOL DIVISION ANNUAL REPORT

The School Board, with the assistance of the Superintendent, shall make a report on or before September 15 of each year covering the work of the schools for the year ending June 30, to the State Board of Education on forms supplied by the State Superintendent of Public Instruction.

Adopted: December 8, 2009

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-81.

Cross Ref.: 1020 Duties and Powers
2030 Role and Duties of the Superintendent
2180 Accountability
2210 School Division Annual Report Card

[VSBA: CM]

SCHOOL DIVISION ANNUAL REPORT CARD

A. Division Report Cards

The School Board will annually prepare and disseminate a state-driven division report card. The report card will contain the following information:

1. Information, in the aggregate, on student achievement at each proficiency level on the Standards of Learning (SOL). The information will also be disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged. Disaggregated information will not be provided if the number of students in a category is less than 10.

2. Information that provides a comparison between the actual achievement levels of economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency and Virginia's annual measurable objective for each such group of students on each of the Standards of Learning.

3. The percentage of students not tested (disaggregated by the same categories and subject to the same exception described in 1. above).

4. The most recent two-year trend in student achievement in each subject area, and for each grade level, for which SOL tests are required.

5. Aggregate information on any other indicators used by Virginia to determine the adequate yearly progress of students in achieving Virginia's academic achievement standards.

6. Graduation rates for secondary school students. The graduation rates reported will include graduation rates for public school students who graduate from secondary school with a regular diploma in the standard number of years.

7. Information on the performance of the division regarding making adequate yearly progress.

8. The professional qualifications of teachers in the division, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the division not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which, for the purpose of this provision, means schools in the top quartile of poverty and the bottom quartile of poverty in Virginia.

9. The number and percentage of schools identified for school improvement.

10. The length of time that schools identified for improvement have been so identified.

11. Information showing how students served by the division achieved on the SOL tests compared to students in the state as a whole.

12. The report card will also show, for each school in the division, whether the school has been identified for school improvement under the No Child Left Behind Act of 2001, and information that shows how the school's students' achievement on the Standards of Learning and other indicators of adequate yearly progress compared to students in the division and the state as a whole.

The School Board will publicly disseminate the information in the annual report card to all schools in the division and to all parents of students attending those schools in an understandable and uniform format. To the extent practicable, the information will be provided in a language that the parents can understand. The School Board will also make the information widely available through public means such as posting on the Internet, distribution to the media, and distribution through public agencies.

B. School Performance Report Cards

1. The School Board shall ensure that every school in the division, regardless of whether or not that school receives funds under Title I, Part A, shall provide annually to the parents and the community a school performance report card containing information for the most recent three-year period. Such information shall include but not be limited to:

a. SOL test scores and scores on the literacy and numeracy tests required for the modified standard diploma for the school, division, and state.

b. Percentage of students tested, as well as the percentage of students not tested, to include a breakout of students with disabilities and limited English proficient students.

c. Percentage of students who are otherwise eligible, but do not take, the SOL tests due to enrollment in an alternative, or any other program not leading to a standard, advanced studies, modified standard, or international baccalaureate diploma.

d. Performance of students with disabilities or students with limited English proficiency on SOL tests and alternate assessments as appropriate.

e. The accreditation rating awarded to the school.

f. Attendance rates for students.

g. Information related to school safety to include, but not be limited to, incidents of physical violence (including fighting and other serious offenses), possession of firearms, and possession of other weapons.

h. Information related to qualifications and experience of the teaching staff including the percentage of the school's teachers endorsed in the area of their primary teaching assignment.

2. In addition, school performance report cards for secondary schools shall include the following:

- a. Advanced Placement (AP) information to include percentage of students who take AP courses and percentage of those students who take AP tests.
- b. International Baccalaureate (IB) information to include percentage of students who are enrolled in IB programs and percentage of students who receive IB diplomas.
- c. College-level course information to include percentage of students who take college-level courses.
- d. Percentage of (i) diplomas, (ii) certificates awarded to the senior class including GED credentials, and (iii) students who do not graduate.
- e. Percentage of students in alternative programs that do not lead to a standard, advanced studies, or modified standard diploma.
- f. Percentage of students in academic year Governor's Schools.
- g. Percentage of dropouts.
- h. The number of industry certifications obtained, state licensure examinations passed, and the number of career and technical education completers that graduated. A "career and technical education completer" is a student who has met the requirements for a career and technical concentration or specialization and all requirements for high school graduation or an approved alternative education program.

Adopted: December 8, 2009

Legal Ref.: 20 U.S.C. § 6311.

Code of Virginia, 1950, as amended, § 22.1-253.13.4.

8 VAC 20-131-270.

Virginia Board of Education Consolidated State Application Amended Accountability Workbook (last revised May 2009).

Cross Ref.: 2200 School Division Annual Report
3171 Standards of Learning Tests and Graduation Requirements
6011 Communications
6012 Community Relations
6020 Communications with the News Media

[VSBA: CMA]