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** Policy adopted by Radford City Schools*

ADMINISTRATION GOALS

The Radford City Public School Board places the primary responsibility and authority for the administration of the school division in the superintendent. 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.

The School Board expects the division superintendent to provide leadership in:

1. Decision-making.
2. Communication.
3. Planning, organizing, implementing, and evaluating educational programs.
4. Developing and maintaining close working relationships and channels of communication within the school system and community.

Adopted: November 7, 1991.

Revisions Approved: February 3, 1994.

June 23, 1994.

September 5, 1996.

May 8, 2012.

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78, and 22.1-253.13:7.

Cross Refs.: CBA Qualifications and Duties of the Superintendent
 CBG Evaluation of the Superintendent

QUALIFICATIONS AND DUTIES FOR THE SUPERINTENDENT

I. QUALIFICATIONS

1. The candidate for superintendent shall meet the qualifications as set forth in State Board of Education Regulations Governing Licensure of School Personnel.
2. Preference shall be given to those applicants whose experience and education demonstrate a balance between instruction and business administration.
3. Eligibility shall be limited to individuals whose records indicate they possess the following attributes:
 - a. Good character
 - b. Management talent
 - c. Leadership
 - d. Knowledge of school law
 - e. Understanding of special education
 - f. Outstanding ability in career and technical and academic education.

The position of superintendent is a performance-based position with remuneration directly dependent on the achievement of the performance goals and standards established by the School Board and the School Board's evaluation of the superintendent.

II. MAJOR DUTIES

1. Serves as chief executive officer of the School Board.
 - a. Attends School Board meetings.
 - b. Implements policies of the School Board.
 - c. Reports to the School Board about the status of programs, personnel and operations of the schools.
 - d. Recommends actions to the School Board.
 - e. Communicates as liaison between the School Board and school personnel.
 - f. Assists the chairman in developing and distributing notices and agenda of meetings of the School Board.
2. Acts as the educational leader of the schools.
 - a. Supervises the principals and assistant superintendents.
 - b. Oversees planning and evaluation of curriculum and instruction.
 - c. Develops for approval by the School Board procedures for adopting textbooks and other instruction materials.
 - d. Visits schools on a regular basis.
 - e. Maintains a current knowledge of developments in curriculum and instruction.
3. Enforces school laws and regulations.
 - a. Observes such directions and regulations as the Superintendent of Public Instruction or Board of Education may prescribe.
 - b. Makes reports to the Superintendent of Public Instruction whenever required.Distributes promptly all reports, forms, laws and regulations which may be received from the Superintendent of Public Instruction.

- c. Enforces school laws, regulations and decisions of the Superintendent of Public Instruction and of the Board of Education.
 - d. Prepares and maintains administrative procedures, guidelines and regulations to be used to implement School Board policy. If Board action is required by law or the Board has specifically asked that certain types of regulations be given prior Board approval, these regulations and guidelines shall be placed in the School Board manual. The administrative procedures, guidelines and regulations shall be discussed with the staff and made available for their information.
4. Oversees staff personnel management.
- a. Organizes recruitment of personnel.
 - b. Reassigns personnel to schools and offices.
 - c. Insures administration of personnel policies and programs.
 - d. Supervises evaluation of personnel.
 - e. Provides for maintenance of up-to-date job descriptions for all personnel.
5. Oversees facility management.
- a. Prepares long and short-range plans for facilities and sites.
 - b. Insures the maintenance of school property and safety of personnel and property.
 - c. Inspects school property on a regular basis.
 - d. Approves the utilization of school property.
 - e. Monitors any construction, renovation and demolition of school facilities.
 - f. Represents the schools before local or state agencies which control building requirements or provide financing for buildings.
 - g. Closes public school buildings which appear to him to be unfit for occupancy.
6. Oversees financial management.
- a. Prepares budget for School Board approval.
 - b. Insures that expenditures are within the limits approved by the School Board.
 - c. Reports to the School Board on financial condition of the schools.
 - d. Establishes procedures for procurement of equipment and supplies.
 - e. Ensures that an accurate record of all receipts and disbursements of school funds is kept.
7. Directs community relations activities.
- a. Articulates educational programs and needs to the community.
 - b. Responds to concerns expressed in the community.
 - c. Maintains contact with the news media.
 - d. Participates in community affairs.
 - e. Involves the community in planning and problem solving for the schools.
8. Oversees pupil personnel services.
- a. Monitors pupil personnel services.
 - b. Insures adequate pupil record system.
 - c. Implements policies and programs relating to behavior and discipline of pupils.
 - d. Maintains programs for health and safety of pupils.
 - e. Communicates as liaison between schools and community social agencies.

Adopted: November 7, 1991.

Revisions Approved: June 23, 1994.

August 24, 1995.

September 5, 1996.

July 12, 2001.

August 9, 2011.

July 14, 2015.

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

Code of Virginia, 1950, as amended, §§ 22.1-58, 22.1-59, 22.1-68, 22.1-69, 22.1-136; 22.1-253.13:7.

8 VAC 20-22-50.

8 VAC 20-22-600.

8 VAC 20-390-10.

8 VAC 20-390-40.

8 VAC 20-390-50.

8 VAC 20-390-60.

8 VAC 20-390-70.

8 VAC 20-390-80.

8 VAC 20-390-90.

8 VAC 20-390-100.

8 VAC 20-390-110.

APPOINTMENT AND TERM OF THE DIVISION SUPERINTENDENT

The School Board appoints the superintendent from the list of eligibles certified by the Board of Education and determines the term of employment. The superintendent's term expires on June 30. The superintendent serves an initial term of not less than two years nor more than four years. At the expiration of the initial term, the superintendent is eligible to hold office for the term specified by the School Board, not to exceed four years.

If the School Board fails to appoint a division superintendent within 180 days of a vacancy, the Virginia 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 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 Virginia 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 Virginia Board of Education may consider these candidates and other eligible individuals. The Virginia Board of Education may authorize the State Superintendent of Public Instruction to conduct the search for a division superintendent.

If the Virginia Board of Education appoints a superintendent, the contract for the superintendent will be negotiated by the School Board.

Adopted: November 7, 1991.

Revisions Approved: February 3, 1994.

June 23, 1994.

September 5, 1996.

June 28, 2002.

July 6, 2006.

June 8, 2010.

July 14, 2015.

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

8 VAC 20-22-600.

8 VAC 20-720-100.

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

DISCLOSURE STATEMENT REQUIRED OF SUPERINTENDENT

The division superintendent shall, as a condition to assuming employment, file a disclosure statement of his or her personal interests and other information as is specified on the form set forth in Code of Virginia § 2.2-3117. Completed forms shall be filed and maintained as public records for five years in the office of the clerk of the Radford City School Board. After the initial disclosure, the division superintendent must file this statement annually on or before January 15.

Adopted: July 20, 2000.

Revisions Approved: July 12, 2001.

April 9, 2002.

April 2, 2007.

Legal Ref.: Code of Virginia, 1950, as amended, §§ 2.2-3115, 2.2-3117

SUPERINTENDENT'S CONTRACT COMPENSATION AND BENEFITS

The superintendent's contract shall set forth the superintendent's compensation and benefit package. The superintendent's contract is available to the public pursuant to the Virginia Freedom of Information Act.

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 days notice. Each member's vote on the renegotiated contract will be recorded in the minutes of the meeting.

Adopted: November 7, 1991.

Revisions Approved: June 23, 1994.

September 5, 1996.

June 28, 2002.

July 10, 2003.

May 14, 2013.

Legal Ref.: Code of Virginia, 1950, as amended, §§2.2-3705.8, 22.1-60.

Cross Ref.: CBB Appointment and Term of the Division Superintendent

SEVERANCE BENEFITS

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

Adopted: July 26, 2007.

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

EVALUATION OF THE SUPERINTENDENT

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.

Annually, the superintendent will provide to the School Board a work plan designed to implement the goals set for the division by the School Board. The School Board shall evaluate the superintendent annually. The School Board shall develop the instrument to evaluate the superintendent after consulting (1) the uniform performance standards and criteria developed by the Board of Education and (2) the superintendent. The superintendent's evaluations will include student academic progress as a significant component and an overall summative rating. Informal evaluations may also take place as the Board deems appropriate, provided that specific criteria for such appraisals be communicated to the superintendent.

Each Board member will be involved in assessing the superintendent's job performance on a continuing basis and by completing the annual evaluation instrument. Upon conclusion of the annual performance appraisal, the evaluation will be reviewed with the superintendent by the Board or its designees.

Adopted: November 7, 1991.

Revisions Approved: June 23, 1994.

September 5, 1996

June 24, 1999.

July 20, 2000.

June 23, 2004.

May 11, 2006.

August 9, 2011.

July 9, 2013.

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

Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents (Virginia Board of Education, approved Sept. 27, 2012 to become effective July 1, 2014)

Cross Ref.: CBA Qualifications and Duties for the Superintendent

EVALUATION OF THE SUPERINTENDENT

RATING CRITERIA

A three point Performance Rating Scale is used to rate the performance of the superintendent in each competency area. The performance rating notations and criteria are as follows:

Performance Rating Scale Number	Performance Rating Notation	Performance Rating Criteria
E	Exceeds Expectations	Exceeds expected performance in accomplishing stated objectives and position requirements
M	Meets Expectations	Meets expected performance in accomplishing objectives and position requirements.
N	Needs Improvement	Unsatisfactory Performance.

Careful consideration should be given in assigning assessment ratings. The Superintendent and board members should be thoroughly familiar with the description of each notation.

The ratings of "N" must be accompanied by a written justification by the assessor. A rating of "N" also indicates that improvement is needed, and a growth-improvement plan must be provided to the Superintendent which indicates specific ways to improve the deficient item(s). The rating of "M" is intended to describe the Superintendent who is doing a "good job". It is not a rating that indicates average performance. A person who performs well should be rated a "M" except in those instances where he/she is exceeding the expectations of the board and the job requirements.

The rating of "E" is included to recognize the Superintendent who excels in given areas. The "E" rating is to be used sparingly in order to accomplish that goal.

RADFORD CITY SCHOOLS SUPERINTENDENT EVALUATION

The goal of an effective evaluation system is to assess continuous improvement. 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 performance.

A three point Performance Rating Scale is used to rate the performance of the superintendent in each competency area. The performance rating notations and criteria are as follows:

- Exceeds Expectations (E): Exceeds expected performance in accomplishing stated objectives and position requirements.
- Meets Expectations (M): Meets expected performance in accomplishing objectives and position requirements.
- Needs Improvement (N): Does not perform job requirements at an acceptable level.

I. School Board Relations

Criteria	E	M	N
Oversees the implementation of and adherence to all policies of the board.			
Ensures that all applicable Federal and State laws and regulations are enforced.			
Provides professional counsel to the school board and presents suggestions obtained from periodic conferences with professional and lay groups to the board.			
Attends and participates in meetings of the board and its committees.			
Advises the board on the need for new or revised policies.			
Prepares and submits recommendations on all matters requiring board action. Presents facts, information and reports necessary for the board to make informed decisions.			
Informs and advises the board about programs, practices, and problems of the schools, and keeps the board informed of the activities operating under the board's authority.			
Develops administrative procedures to implement board policy.			

Comments: _____

II. Community Relations

Criteria	E	M	N
Attends all meetings of local governing bodies at which matters pertaining to the public schools appear on the agenda or are expected to be discussed.			
Promotes effective communication and interpersonal relations with parents and other community members.			
Effectively facilitates communication between the school system and the general public, governmental bodies, business, industry, and the media, and attempts to improve such communications.			
Provides evidence of community participation in development of the long-range school improvement plan for the school division.			
Promotes effective communication and interpersonal relations with employees of the school division.			

Comments: _____

III. Personnel Management/Relations

Criteria	E	M	N
Develops/maintains job descriptions and performance standards for all school system employees.			
Assumes responsibility for assuring that teachers discharge the duties assigned to them, and that any neglect or violation by teachers of any of the laws or regulations is promptly reported to the board with recommendations for appropriate action.			
Provides a program of professional development for employees, designed to increase proficiency in performing their job responsibilities.			
Develops and implements a performance system appraisal for all school employees.			
Establishes/maintains a sound organizational structure.			
Recruits and staffs the organization with personnel of high quality and credentials.			
Provides managerial guidance to staff, including defining areas of responsibility and delegating authority.			
Establishes a system for adjusting priorities and resource utilization as necessary to achieve performance objectives.			
Uses a variety of strategies to recruit a diverse applicant pool.			
Maintains salary scales for all employee classifications.			

Criteria	E	M	N
Provides staff members with commendation for good work as well as constructive suggestions for improvement.			
Develops good staff morale and loyalty to the school division.			
Involves appropriate staff members in planning, development of administrative procedures, and program management.			
Assigns and transfers employees as the interest of the school system may dictate.			

Comments: _____

IV. Educational Leadership

Criteria	E	M	N
Visits and inspects each school in the division and inquires into all matters related to the management of the school, the course of study, method of instruction, and use of textbooks.			
Continually informs the school board on the progress and conditions of the schools.			
Develops long-range plans concerning the educational progress of the division.			
Establishes a process for recommending to the board the goals and objectives of the school system, reflecting requirements mandated in the Standards of Quality for public schools in Virginia.			
Recommends to the board for its adoption all courses of study, curriculum guides and major changes in texts and time schedules to be used in the schools.			
Provides coordination for federal and state programs that support instruction.			

Comments: _____

V. Business and Finance

Criteria	E	M	N
Directs the preparation of the annual school division budget, and presents/explains the approved budget before the City Council.			
Operates the school division within the appropriated budget.			

Criteria	E	M	N
Understands and keeps informed of developments in school management, operations and instruction.			
Ensures that an accurate record of all receipts and disbursements of school funds and all statistical information which may be required by the State is kept.			
Provides suitable instructions and regulations to govern the use and care of school properties for school purposes.			
Makes recommendations concerning the closing of schools and the location and size of new school sites and additions to existing sites.			
Plans for the appropriate maintenance of grounds and facilities.			
Provides bidding, purchasing and accounting procedures that are cost effective and efficient.			

Comments: _____

VI. Pupil Personnel Services

Criteria	E	M	N
Oversees the development of procedures for the assessment of student needs.			
Assures that standardized test information is analyzed to assess student needs and to assist teachers in recognizing programmatic strengths and weaknesses.			
Promotes the school system's overall educational instructional philosophies, goals and objectives.			
Makes recommendations to the board concerning transportation of pupils in accordance with state law and safety requirements.			
Makes recommendations to the board concerning student attendance and discipline matters.			
Provides appropriate programming for disabled students.			
Provides a program of instruction for gifted and talented students.			
Provides career guidance and vocational preparation in the secondary schools.			
Makes recommendations to the board concerning food services.			

Comments: _____

VII. Personal Qualities

Criteria	E	M	N
Demonstrates personal leadership skills characterized by good judgment and logical thinking.			
Exhibits leadership skills in dealing with staff, students, and parents on a continuing basis.			
Models professional, moral and ethical standards as well as personal integrity in all interactions.			
Devotes time and energy effectively to the position and its responsibilities.			
Demonstrates ability to work well with individuals and groups.			

Comments: _____

Summative Comments _____

SCHOOL BUILDING ADMINISTRATION

The Radford City Public School Board, upon recommendation of the superintendent, employs principals and assistant principals who hold licenses as prescribed by the Board of Education.

A principal provides instructional leadership in, is responsible for the administration of and supervises the operation and management of the school or schools and property to which he has been assigned, in accordance with the rules and regulations of the School Board and under the supervision of the superintendent.

A principal may submit recommendations to the superintendent for the appointment, assignment, promotion, transfer and dismissal of all personnel assigned to his supervision.

Adopted: November 7, 1991.

Revisions Approved: February 3, 1994.

June 23, 1994.

September 5, 1996.

June 28, 2002.

May 14, 2013.

July 9, 2013.

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

Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals, Virginia Board of Education.

Cross Refs.: EB School Crisis, Emergency Management, and
Medical Emergency Response Plan
DGC School Activity Funds
DGD Funds for Instructional Materials and Office Supplies
GCN Evaluation of Professional Staff

POLICY IMPLEMENTATION

Development of Regulations

The School Board authorizes the superintendent to promulgate such regulations as are necessary to carry out the policies adopted by the Board. If Board action is required by law or the Board asks that certain regulations or types of regulations be approved by the Board, the superintendent will present those regulations to the Board for action. The superintendent shall make all regulations available to School Board members, employees and the public and shall see that the regulations are placed in the School Board Policy Manual or are kept with the Policy Manual.

Dissemination of Policies and Regulations

Administrators and supervisors are responsible for informing staff members of all newly adopted or revised policies and regulations.

Adopted: November 7, 1991.

Revisions Approved: June 23, 1994.

September 5, 1996

June 30, 1998.

April 2, 2007.

July 9, 2013.

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

Cross Ref.: BF Board Policy Manual
BFC Policy Adoption

ADMINISTRATION IN POLICY ABSENCE

In cases where action must be taken by the school division and the School Board has provided no guidelines for administrative action, the superintendent has the power to act, but the superintendent's decisions are subject to review by the School Board at its next regular meeting. It is the duty of the superintendent to inform the School Board promptly of such action and of the need for policy.

Adopted: November 7, 1991.

Revisions Approved: February 3, 1994.

June 23, 1994.

September 5, 1996.

August 9, 2011.

July 14, 2015.

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

REPORTING ACTS OF VIOLENCE AND SUBSTANCE ABUSE

I. Acts Reported to the Principal

- A. Except as may otherwise be required by federal law, regulation or jurisprudence, reports are made to the superintendent and to the principal (or designee) on all incidents involving:
- (i) 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;
 - (ii) 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;
 - (iii) 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;
 - (iv) any threats against school personnel while on a school bus, on school property or at a school-sponsored activity;
 - (v) the illegal carrying of a firearm, as defined in Va. Code § 22.1-277.07, onto school property;
 - (vi) 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;
 - (vii) 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;
 - (viii) 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 therefor; and
 - (ix) any illegal possession of weapons, alcohol, drugs or tobacco products.

The principal of each school collects and maintains information on the above listed acts which occur on school property, on a school bus or at a school-sponsored activity.

- B. The superintendent and the principal or his designee 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 (i) through (viii) of subsection A and whether the student is released to the custody of his parent or, if 18 years of age or more, is released on bond. The superintendent may request that the reports include information regarding terms of release from detention, court dates and terms of any disposition orders entered by the court. 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 reports such information to the principal of the school in which the juvenile is enrolled.

II. Reporting Duties of the Principal and Superintendent

The principal or designee reports all incidents required to be reported pursuant to section I of this policy to the superintendent. The superintendent annually reports all such incidents to the Department of

Education for the purpose of recording the frequency of such incidents on forms that are provided by the Department and makes such information available to the public.

In submitting reports of such incidents, principals and superintendents accurately indicate any offenses, arrests or charges as recorded by law-enforcement authorities and required to be reported by such authorities pursuant to subsection I.B. of this policy.

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

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

The principal or principal's designee notifies the parent 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 relates to only the relevant student's involvement and does not include information regarding other students.

III. Prevention and Intervention Activities

Whenever any student commits any reportable incident as set forth in this policy, such student is required to participate in such prevention and intervention activities as deemed appropriate by the superintendent or superintendent's designee. Prevention and intervention activities are 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 School Board develops, 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 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.

IV. Purpose

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

Adopted: November 7, 1991.

Revisions Approved: June 23, 1994.
July 7, 1994.
August 24, 1995.
September 5, 1996.
July 20, 2000.
July 12, 2001.

April 9, 2002.
June 28, 2002.
July 10, 2003.
June 23, 2004.
July 11, 2005.
July 6, 2006.
April 2, 2007.
June 14, 2011.
July 14, 2015.

Legal Refs.: Code of Virginia, 1950, as amended, §§ 8.01-47, 22.1-279.3:1, 22.1-279.9.
8 VAC 20-560-10.

SCHOOL DIVISION ANNUAL REPORT

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

Adopted: November 7, 1991.

Revisions Approved: June 23, 1994.

September 5, 1996.

June 24, 1999.

July 14, 2015.

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

SCHOOL DIVISION ANNUAL REPORT CARD

I. Division Report Cards

The Radford School Board will annually prepare and disseminate a division report card. The report card will contain, but is not limited to, the following information:

- Information, in the aggregate, on student achievement at each proficiency level on the Standards of Learning. The information will also be disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged and each combined subgroup, if any, identified by the Virginia Department of Education. Disaggregated information will not be provided if the number of students in a category is less than 10.
- 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.
- The percentage of students not tested (disaggregated by the same categories and subject to the same exception described in the first bullet above).
- the most recent 2-year trend in student achievement in each subject area, and for each grade level, for which Standards of Learning tests are required.
- Aggregate information on any other indicators used by Virginia to determine the adequate yearly progress of students in achieving Virginia's academic achievement standards.
- 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.
- The names of reward schools, priority schools and focus schools.
- 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.
- Information showing how students served by the division achieved on the Standards of Learning tests compared to students in the state as a whole.
- The state's percentage of students at each achievement level on the National Assessment of Educational Progress (NAEP) in reading and mathematics for grades four and eight for the "all students" group. The data will be disaggregated by race, ethnicity, disability status, English proficiency and status as economically disadvantaged. The participation rates for English Learners and students with disabilities will also be reported.

The report card will also show, by the year following implementation of college and career-ready standards, but no later than the 2014-2015 school year, college-going and college credit-accumulation rates for all students and sub-groups of students in each high school 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 Radford 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 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.

II. School Performance Report Cards

The Radford 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:

- Virginia assessment program results by percentage of participation and proficiency and disaggregated by student subgroups
- the accreditation rating earned by the school
- attendance rates for students
- information related to school safety to include, but not be limited to, incidents of crime and violence
- information related to qualifications and educational attainments of the teaching staff

In addition, School Performance Report Cards for secondary schools shall include the following:

- Advanced Placement (AP) information to include percentage of students who take AP courses and percentage of students who take AP tests
- International Baccalaureate (IB) or Cambridge course information to include percentage of students who are enrolled in IB or Cambridge programs and percentage of students who receive IB or Cambridge Diplomas
- college-level course information to include percentage of students who take college-level courses including dual enrollment courses
- number and percentage of (i) graduates by diploma type as prescribed by the Board of Education, (ii) certificates awarded to the senior class including high school equivalency credentials, and (iii) students who do not complete high school
- number and percentage of drop-outs
- the number of Board-approved industry certifications obtained
- the number of state licensure examinations passed
- the number of national occupational competency assessments passed
- the number of Virginia workplace readiness skills assessments passed
- the number of career and technical education completers who 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

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Revisions Approved: July 26, 2007.

June 8, 2010.

October 12, 2010.

November 12, 2013.

July 8, 2014.

Legal Refs.: 20 U.S.C. § 6311.

34 C.F.R. 200.11.

Non-Regulatory Guidance, State and Local Report Cards: Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended, U.S. Department of Education (as Revised February 8, 2013).

Code of Virginia, 1950, as amended, § 22.1-253.13:4.

8 VAC 20-131-270.

ESEA Flexibility Request Virginia Department of Education (as revised and submitted January 11, 2013).