
SECTION C: General School Administration

CA	Administration Goals
CBA	Qualifications and Duties for the Superintendent
CBB	Appointment and Term of the Division Superintendent
CBCA	Disclosure Statement Required of Superintendent
CBD	Superintendent's Contract Compensation and Benefits
CBE	Severance Benefits
CBG	Evaluation of the Superintendent
*CBG-E-RCPS	Evaluation of the Superintendent Chart
CF	School Building Administration
CH	Policy Implementation
CHD	Administration in Policy Absence (Also BFE)
CLA	Reporting Acts of Violence and Substance Abuse
CM	School Division Annual Report
CMA	School Division Annual Report Card

** Regulations 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

QUALIFICATIONS

The superintendent meets or exceeds the requirements set by the Board of Education.

The superintendent annually participates in high-quality professional development activities at the local, state, or national levels, on topics including the Standards of Quality, Board of Education regulations, and the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Principals, and Superintendents.

MAJOR DUTIES

As chief executive officer of the school board, the superintendent

- a. attends school board meetings,
- b. implements school board policies and ensures that they are posted on the division's website,
- c. reports to the school board about the status of programs, personnel and operations of the school division,
- d. recommends actions to the school board,
- e. facilitates communication between the school board and school personnel,
- f. assists the chairman in developing agenda of meetings of the school board, and
- g. develops regulations as directed by the school board.

As the educational leader of the school division, the superintendent

- 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 instructional materials,
- d. visits schools on a regular basis, and
- e. maintains a current knowledge of developments in curriculum and instruction.

The superintendent enforces school laws and regulations, including by

- a. observing directions and regulations prescribed by the Superintendent of Public Instruction or Board of Education,
- b. reporting information to the Superintendent of Public Instruction as required,
- c. promptly distributing all reports, forms, laws and regulations received from the Superintendent of Public Instruction,
- d. enforcing school laws, regulations and decisions of the Superintendent of Public Instruction and of the Board of Education, and
- e. developing and maintaining procedures, guidelines and regulations 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 procedures, regulations and guidelines are presented to the school board for approval and, when approved, placed in the school board policy manual. The administrative procedures, guidelines and regulations are communicated to the staff and made available for their information.

The superintendent oversees staff personnel management, including by

- a. organizing recruitment of personnel,
- b. reassigning personnel in accordance with school board policy,

- c. administering personnel policies and programs,
- d. supervising evaluation of personnel, and
- e. providing for maintenance of up-to-date job descriptions for all personnel.

The superintendent oversees facility management, including by

- a. preparing long- and short-range plans for facilities and sites,
- b. providing for the maintenance of school property and safety of personnel and property,
- c. inspecting, or providing for the inspection of, school property on a regular basis,
- d. overseeing the utilization of school property,
- e. monitoring any construction, renovation and demolition of school facilities,
- f. representing the school division before local or state agencies which control building requirements or provide financing for buildings, and
- g. closing public school buildings which appear to be unfit for occupancy.

The superintendent oversees financial management by

- a. preparing the budget for school board approval,
- b. ensuring that expenditures are within the limits approved by the school board,
- c. reporting to the school board on the financial condition of the division,
- d. establishing procedures for procurement of equipment and supplies, and
- e. ensuring that an accurate record of all receipts and disbursements of school funds is kept.

The superintendent directs community relations activities, including by

- a. articulating educational programs and needs to the community,
- b. responding to concerns expressed in the community,
- c. maintaining contact with the news media,
- d. participating in community affairs, and
- e. involving the community in planning and problem solving for the school division.

The superintendent oversees pupil personnel services by

- a. monitoring pupil personnel services,
- b. providing for an adequate pupil record system,
- c. implementing policies and programs relating to behavior and discipline of pupils,
- d. maintaining programs for the health and safety of pupils, and
- e. facilitating communication between the school division and community 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.
April 9, 2019.

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

Code of Virginia, 1950, as amended, §§ 22.1-58, 22.1-59, 22.1-68, 22.1-69, 22.1-136;
22.1-253.13:5, 22.1-253.13:7.

8 VAC 20-23-50.

8 VAC 20-23-630.

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.

Except as provided below, 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 timely efforts to make an appointment and containing a status report with a timeline for making the appointment prior to the 180-day deadline. On request, the School Board will be granted up to an additional 180 days within which to appoint a superintendent.

If the School Board does not appoint a superintendent within 180 days of a vacancy, or request additional time within which to make the appointment, it will immediately notify the Virginia Board of Education, in writing, of its failure to make an appointment. If there has been no extension, 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.
July 10, 2018.

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-58, 22.1-60, 22.1-61.

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)

Cross Refs.: CBA Qualifications and Duties of the Superintendent
CBD Superintendent's Compensation and Benefits
CBG Evaluations of the Superintendent

Cross Refs.:

CBA
CBD
CBG

Qualifications and Duties of the Superintendent
Superintendent's Compensation and Benefits
Evaluations of the Superintendent

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 required on the form prescribed by the Virginia Conflict of Interest and Ethics Advisory Council pursuant to 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 Public 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.

April 11, 2017.

July 13, 2017.

Legal Ref.: Code of Virginia, 1950, as amended, §§ 2.2-3115, 2.2-3117, 2.2-3118.2.

SUPERINTENDENT'S CONTRACT, COMPENSATION AND BENEFITS

The superintendent's contract sets 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.

April 10, 2018.

Legal Ref.: Code of Virginia, 1950, as amended, §§ 2.2-3705.1, 22.1-60.

Cross Ref.: CBB Appointment and Term of the 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 provides the School Board with a work plan designed to implement the goals set for the division by the School Board. The School Board evaluates the superintendent annually. The School Board develops the instrument to evaluate the superintendent after consulting the uniform performance standards and criteria developed by the Board of Education and the superintendent. The superintendent's evaluations include student academic progress as a significant component and an overall summative rating. Evaluations include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities. 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 is 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 is 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.

April 10, 2018.

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, as revised on July 23, 2015).

Cross Ref.: CBA Qualifications and Duties for the Superintendent

EVALUATION OF THE SUPERINTENDENT

Directions: Evaluators use this form prior to provide the superintendent with an assessment of performance. The superintendent should be given a copy of the form at the end of each evaluation cycle.

Superintendent's Name: _____ **School Year(s):** _____

School: _____

Performance Standard 1: Mission, Vision, and Goals

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
The superintendent establishes a highly productive relationship with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.	The superintendent works with the local school board to formulate and implement the school division's mission, vision, and goals to promote student academic progress.	The superintendent has not reached a level of proficiency in working with the local school board to formulate and implement the school divisions, mission, vision, and goals to promote student academic progress.	The superintendent does not work with the local school board to formulate and implement the school divisions, mission, vision, and goals to promote student academic progress.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

Performance Standard 2: Planning and Assessment

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
The superintendent proactively seeks out research on the effective use of assessment data and ensures division personnel are aware of relevant findings and are using data to improve instructional programs, resulting in improved student academic performance.	The superintendent strategically gathers, analyzes, and uses a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic progress.	The superintendent has not reached a level of proficiency in gathering, analyzing, and using a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic success.	The superintendent does not gather, analyze, and use a variety of data to guide planning and decision making consistent with established guidelines, policies, and procedures that result in student academic success.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

Performance Standard 3: Instructional Leadership

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
<p>The superintendent actively and consistently employs innovative and effective leadership strategies that empower teachers, maximize student academic progress, and result in effective teaching and learning that reflects excellence.</p>	<p>The superintendent fosters the success of all teachers, staff, and students by ensuring the development, communication, implementation, and evaluation of effective teaching and learning that leads to student academic progress and school improvement.</p>	<p>The superintendent has not reached a level of proficiency in fostering the success of all teachers, staff, and student students by facilitating the development, communication, implementation, or evaluation of effective teaching and learning that leads to student academic progress and school improvement.</p>	<p>The superintendent does not foster the success of all teachers, staff, and students by facilitating the development, communication, implementation, or evaluation of effective teaching and learning that leads to student academic progress and school improvement.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Comments:</i></p>			

Performance Standard 4: Organizational Leadership and Safety

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
<p>The superintendent is highly effective at organizational management, demonstrating proactive decision making, coordinating safe, efficient operations, and maximizing available resources.</p>	<p>The superintendent fosters the safety and success of all teachers, staff, and students by supporting, managing, and evaluating the division's organization, operation, and use of resources.</p>	<p>The superintendent has not reached a level of proficiency in supporting, managing, or evaluating the division's organization, operation, safety, or use of resources.</p>	<p>The superintendent inadequately supports, manages, or evaluates the division's organization, operation, safety or use of resources.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Comments:</i></p>			

Performance Standard 5: Communication and Community Relations

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
The superintendent proactively seeks and creates innovative and productive methods to communicate and engage effectively with stakeholders.	The superintendent fosters the success of all students through effective communication with stakeholders.	The superintendent has not reached a level of proficiency in communicating on issues of importance to stakeholders.	The superintendent demonstrates ineffective or detrimental communication with stakeholders.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

Performance Standard 6: Professionalism

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
The superintendent demonstrates professionalism through published works, formal presentation(s), and/or formal recognition(s) or award(s).	The superintendent fosters the success of teachers, staff, and students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	The superintendent has not reached a level of proficiency in demonstrating professional standards, engaging in continuous professional development, or in contributing to the profession.	The superintendent shows disregard for professional standards and ethics, engaging in continuous professional development, or contributing to the profession.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

Performance Standard 7: Divisionwide Student Academic Progress

Exemplary <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Unacceptable
The superintendent's leadership results in a high level of student academic progress with all populations of learners.	The superintendent's leadership results in acceptable, measurable divisionwide student academic progress based on established standards.	The superintendent's leadership has not reached a level of proficiency in promoting student academic progress that meets the established standard.	The superintendent's leadership consistently results in inadequate student academic progress.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

Overall Evaluation Summary (based on Cumulative Summative rating range decided by school division):

Include comments here

- Exemplary**
- Proficient**
- Developing/Needs Improvement**
- Unacceptable**
- Recommended for *Targeted Professional Growth*. (One or more standards are *Unacceptable*, or two or more standards are *Developing/Needs Improvement*.)**

Commendations:

Areas Noted for Improvement:

Superintendent Improvement Goals:

Evaluator's Name

Superintendent's Name

Evaluator's Signature

Superintendent's Signature (Superintendent's signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

Date

Date

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, abduction of any person as described in Va. Code § 18.2-47 or Va. Code § 18.2-48, 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.

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.
May 10, 2016.
July 10, 2018.

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 Information

The Radford City Public School Board annually prepares and disseminates information on the school division and each school within the division. The information is concise, presented in an understandable and uniform format, and, to the extent practicable, presented in a language that parents can understand. The information is accessible to the public and shows how students in the division achieved on the state's student academic assessments compared to students in the state as a whole and how students at individual schools achieved compared to students in the division and in the state.

II. School Quality Profiles

The Radford City Public School Board ensures that every school in the division annually provides parents and the community a School Quality Profile in a manner prescribed by the Board of Education. The School Quality Profile includes designated information for the most recent three-year period. The School Quality Profile includes information designated by the Board of Education to include indicators of the following: accountability, assessments, enrollment and demographics, college and career readiness, finance, learning environment, and teacher quality. Specific indicators include:

- Virginia Assessment Program results by percentage of participation and proficiency and disaggregated by student reporting groups;
- accreditation status;
- attendance and absenteeism for students;
- information related to school safety to include incidents of crime and violence; and
- information related to qualifications and educational attainment of the teaching staff.

In addition, School Quality Profiles for secondary schools 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) and 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 preparation program credentials approved by the Board of Education, and (iii) students who do not complete high school
- number and percentage of dropouts
- 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 Armed Services Vocational Aptitude Battery 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

Adopted: May 27, 2004.

Revisions Approved: July 26, 2007.

June 8, 2010.

October 12, 2010.

November 12, 2013.

July 8, 2014.

September 11, 2018.

Legal Refs.: 20 U.S.C. § 6311.

34 C.F.R. 200.11.

Code of Virginia, 1950, as amended, §§ 22.1-253.13:3, 22.1-253.13:4.

8 VAC 20-131-270.