SECTION C: General School Administration

ADMINISTRATION GOALS

The Surry County 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: September 11, 2012

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

As the educational leader of the school division, the superintendent
- supervises the principals and assistant superintendents,
- oversees planning and evaluation of curriculum and instruction,
- develops for approval by the school board procedures for adopting textbooks and other instructional materials,
- visits schools on a regular basis, and
- maintains a current knowledge of developments in curriculum and instruction.

The superintendent enforces school laws and regulations, including by
- observing directions and regulations prescribed by the Superintendent of Public Instruction or Board of Education,
- reporting information to the Superintendent of Public Instruction as required,
- promptly distributing all reports, forms, laws and regulations received from the Superintendent of Public Instruction,
- enforcing school laws, regulations and decisions of the Superintendent of Public Instruction and of the Board of Education, and
- 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
- organizing recruitment of personnel,
- reassigning personnel in accordance with school board policy,
- administering personnel policies and programs,
- upon request of the School Board, surveying the school division at least annually to identify critical shortages of teachers and administrative personnel by subject matter and school bus drivers and reporting such critical shortages to the School Board, the Superintendent of Public Instruction, and the Virginia Retirement System;
- supervising evaluation of personnel, and
- providing for maintenance of up-to-date job descriptions for all personnel.

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

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

The superintendent directs community relations activities, including by
- articulating educational programs and needs to the community,
- responding to concerns expressed in the community,
- maintaining contact with the news media,
- participating in community affairs, and
- involving the community in planning and problem solving for the school division.

The superintendent oversees pupil personnel services by

- monitoring pupil personnel services,
- providing for an adequate pupil record system,
- implementing policies and programs relating to behavior and discipline of pupils,
- maintaining programs for the health and safety of pupils, and
- facilitating communication between the school division and community agencies.

Adopted: July 13, 2021

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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, 22.1-70.3. 22.1-79, 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.
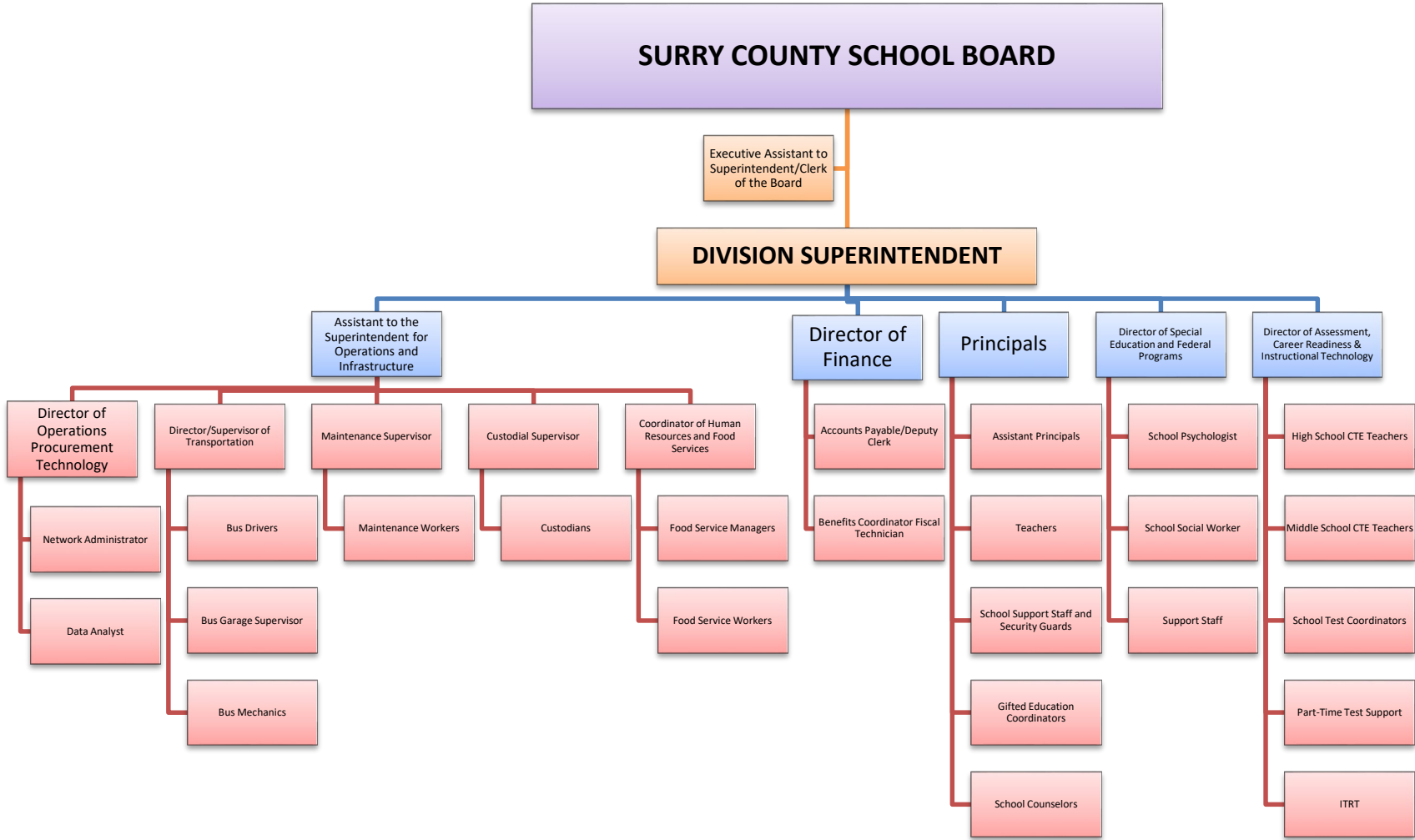8 VAC 20-390-50.
8 VAC 20-390-60.
8 VAC 20-390-70.
8 VAC 20-390-80.
8 VAC 20-390-90.
8 VAC 20-390-100.
8 VAC 20-390-110.

Cross Refs.: BBA   School Board Powers and Duties

SURRY COUNTY SCHOOL BOARD

Executive Assistant to Superintendent/Clerk of the Board

DIVISION SUPERINTENDENT

Assistant to the Superintendent for Operations and Infrastructure

Director of Finance

Principals

Director of Special Education and Federal Programs

Director of Assessment, Career Readiness & Instructional Technology

Director of Operations Procurement Technology

Director/Supervisor of Transportation

Maintenance Supervisor

Custodial Supervisor

Coordinator of Human Resources and Food Services

Accounts Payable/Deputy Clerk

Assistant Principals

School Psychologist

High School CTE Teachers

Network Administrator

Bus Drivers

Maintenance Workers

Custodians

Food Service Managers

Benefits Coordinator Fiscal Technician

Teachers

School Social Worker

Middle School CTE Teachers

Data Analyst

Bus Garage Supervisor

Food Service Workers

School Support Staff and Security Guards

Support Staff

School Test Coordinators

Bus Mechanics

Gifted Education Coordinators

Part-Time Test Support

School Counselors

ITRT

SURRY COUNTY PUBLIC SCHOOLS

APPOINTMENT AND TERM OF THE 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: July 10, 2018

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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

DISCLOSURE STATEMENT REQUIRED OF SUPERINTENDENT

The superintendent, as a condition to assuming employment, files a disclosure statement of 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. The disclosure statement is filed on or before the day the superintendent assumes employment for the preceding 12-month period complete through the last day of the month immediately preceding the month in which the superintendent assumes employment. However, if the superintendent assumes employment in January, the superintendent files a disclosure form on or before February 1 for the preceding year complete through December 31. Completed forms are filed and maintained as public records for five years in the office of the clerk of the Surry County School Board. After the initial disclosure, the superintendent files this statement annually on or before February 1.

Adopted:

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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: July 10, 2018

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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: August 14, 2007

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

SURRY COUNTY PUBLIC SCHOOLS

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 the superintendent's 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: July 13, 2021

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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 November 13, 2019).

Cross Ref.:   CBA   Qualifications and Duties for the Superintendent

SURRY COUNTY PUBLIC SCHOOLS

*S*uperintendent *P*erformance *E*valuation *S*ystem

Surry County Public Schools used the Virginia Board of Education model superintendent evaluation system adopted by the Virginia Board of Education and created a handbook that provides more specific details of superintendent evaluation that best meets the needs of Surry County Public Schools. Therefore, specific dates for submitting data, dates for completing evaluation documents, or time periods for accomplishing tasks, are not state mandates but guidelines established by Surry County Public Schools to best meet the needs of superintendents and evaluators.

ACKNOWLEDGEMENTS

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PART II: Performance Standards

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PART I: INTRODUCTION AND PROCESS

Surry County Public Schools used the Virginia Board of Education model superintendent evaluation system adopted by the Virginia Board of Education and created a handbook that provides more specific details of superintendent evaluation that best meet the needs of Surry County Public Schools. Therefore, specific dates for submitting data, dates for completing evaluation documents, or time periods for accomplishing tasks, are not state mandates but guidelines established by Surry County Public Schools to best meet the needs of superintendents and school boards.

INTRODUCTION

The *Surry County Public Schools Superintendent Performance Evaluation System* uses the Stronge Leader Effectiveness Performance Evaluation System developed by Dr. James Stronge, Heritage Professor in the Educational Policy, Planning, and Leadership Area at The College of William and Mary, for collecting and presenting data to document performance based on well-defined job expectations. The uniform performance standards used in this system provide a balance between structure and flexibility and define common purposes and expectations, thereby guiding effective leadership. The performance standards also provide flexibility, encouraging creativity and individual superintendent initiative. The goal is to support the continuous growth and development of each superintendent by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

Purposes and Characteristics

The primary purposes of the Superintendent Performance Evaluation System are to:[1]

- improve educational performance, both for the superintendent and, ultimately, the entire school division;

- improve superintendent/board relations and communication;

- clarify the roles of the superintendent;

- inform the superintendent of the board's expectations;

- improve planning;

- aid in the professional development of the superintendent;

- serve as a basis for personnel decisions;

- serve as an accountability mechanism; and
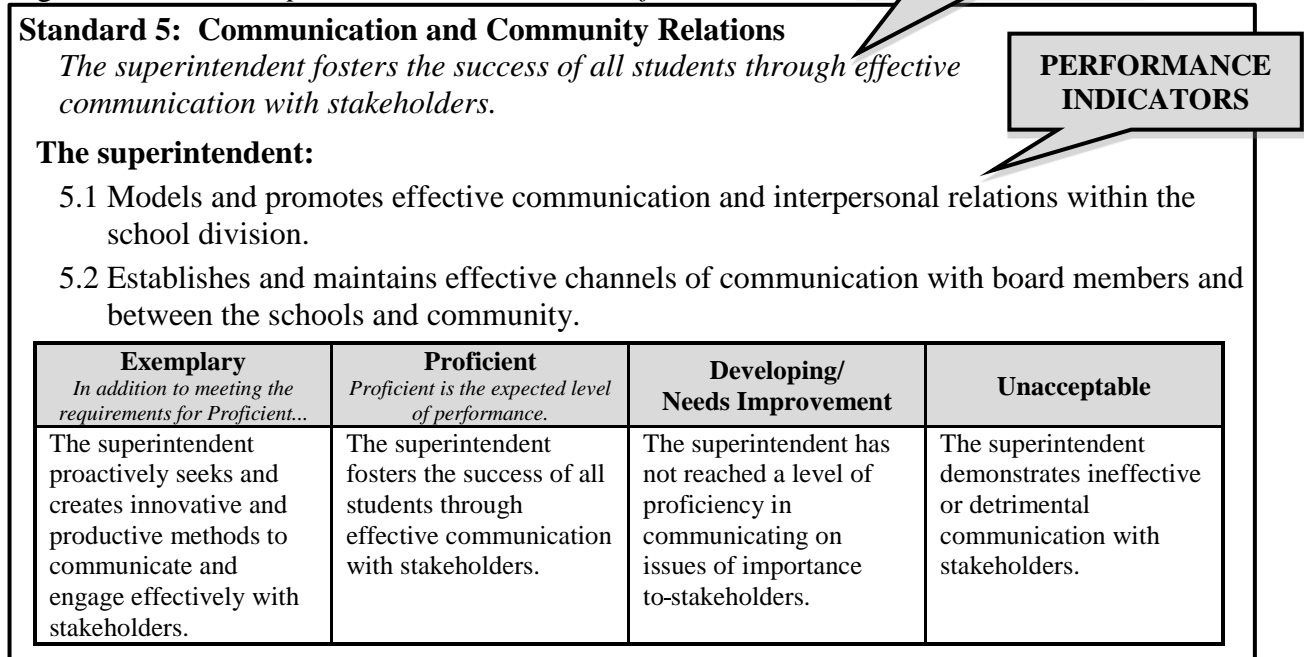
- fulfill legal requirements.

This evaluation system includes the following distinguishing characteristics:

- benchmark behaviors for each of the superintendent performance standards;
- a focus on the relationship between superintendent performance and improved school performance and student learning and growth;
- the use of multiple data sources for documenting performance, including opportunities for superintendents to present evidence of their own performance as well as student growth;
- a procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases superintendents' involvement in the evaluation process; and
- a support system for providing assistance when needed.[2]

Essential Components of the Superintendent Performance Evaluation System (SPES)

Clearly defined professional responsibilities for the superintendent constitute the foundation for the Superintendent Performance Evaluation System (SPES). A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both the superintendent and school board reasonably understand their job expectations. It should be noted that the superintendent works with the school board, division staff, and other stakeholders to accomplish the performance standards. SPES uses a two-tiered approach to define the expectations for superintendent performance consisting of seven standards and multiple performance indicators. The superintendent will be rated on the performance standards using performance appraisal rubrics. The relationship between these components is depicted in Figure 1.

PERFORMANCE STANDARD

Figure 1: *Relationship between Essential Parts of SPES*

Standard 5: Communication and Community Relations
The superintendent fosters the success of all students through effective communication with stakeholders.

PERFORMANCE INDICATORS

The superintendent:

5.1 Models and promotes effective communication and interpersonal relations within the school division.

5.2 Establishes and maintains effective channels of communication with board members and between the schools and community.

Exemplary *In addition to meeting the requirements for Proficient...*	Proficient *Proficient is the expected level of performance.*	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.

Performance Standards

Performance standards define the criteria expected when the superintendent performs his/her major duties. There are seven performance standards (Figure 2) that served as the basis for the superintendent's evaluation.
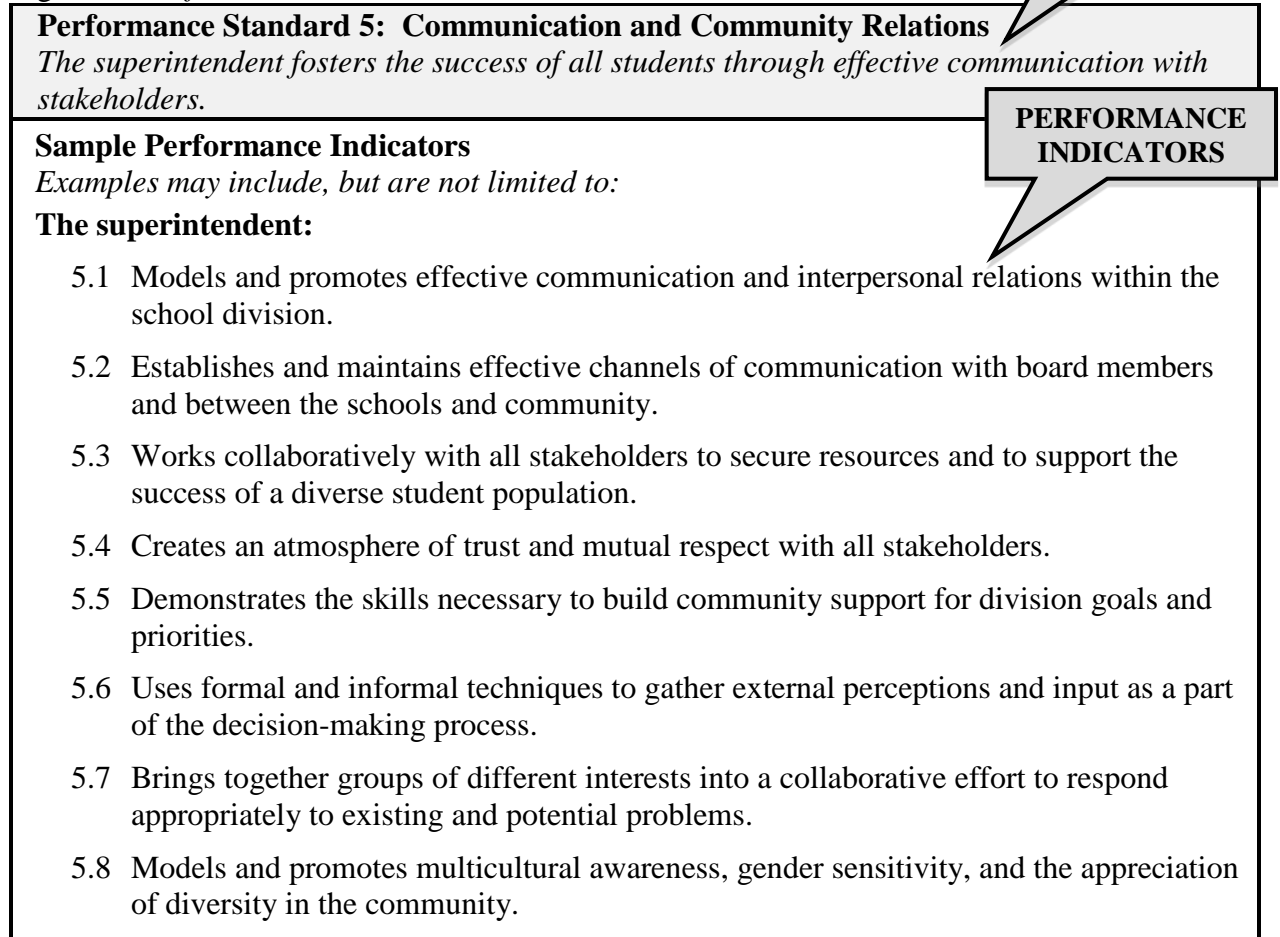
PERFORMANCE STANDARD NAME

PERFORMANCE STANDARD

Figure 2: *Performance Standards*

1. Mission, Vision, and Goals   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.
2. Planning and Assessment   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.
3. Instructional Leadership   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.
4. Organizational Leadership and Safety   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.
5. Communication and Community Relations   The superintendent fosters the success of all students through effective communication with stakeholders.
6. Professionalism   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.
7. Divisionwide Student Academic Progress   The superintendent's leadership results in acceptable, measurable divisionwide student academic progress based on established standards.

Performance Indicators

Performance indicators provide examples of observable, tangible behavior that indicate the degree to which the superintendent is meeting each standard. This helps the superintendent and school board clarify performance levels and job expectations. That is, the performance indicators provide the answer to what must be performed. Performance indicators are provided as examples of the types of performance that will occur if a standard is being fulfilled. However, the list of performance indicators is not exhaustive, and they are not intended to be prescriptive. It should be noted that indicators in one standard may be closely related to indicators in another standard. This is because the standards, themselves, are not mutually exclusive and may have overlapping aspects.

Using Standard 5 (Communication and Community Relations) as an example, a set of performance indicators is provided in Figure 3.

Figure 3: *Performance Indicators*

Performance Standard 5: Communication and Community Relations
The superintendent fosters the success of all students through effective communication with stakeholders.

Sample Performance Indicators
Examples may include, but are not limited to:
The superintendent:

5.1 Models and promotes effective communication and interpersonal relations within the school division.

5.2 Establishes and maintains effective channels of communication with board members and between the schools and community.

5.3 Works collaboratively with all stakeholders to secure resources and to support the success of a diverse student population.

5.4 Creates an atmosphere of trust and mutual respect with all stakeholders.

5.5 Demonstrates the skills necessary to build community support for division goals and priorities.

5.6 Uses formal and informal techniques to gather external perceptions and input as a part of the decision-making process.

5.7 Brings together groups of different interests into a collaborative effort to respond appropriately to existing and potential problems.

5.8 Models and promotes multicultural awareness, gender sensitivity, and the appreciation of diversity in the community.

The superintendent and school board should review the sample performance indicators for clarification of what constitutes a specific performance standard. ***Performance ratings are made at the performance standard level, NOT at the performance indicator level. Additionally, it is important to document a superintendent's performance on each standard with evidence generated from multiple performance indicators.***

Performance Rubrics

The performance rubric is a behavioral summary scale that describes acceptable performance levels for each of the seven performance standards. It states the measure of performance expected of the superintendent and provides a general description of what a rating entails. The rating scale is applied for the summative evaluation of the superintendent. The performance rubrics guide evaluators in assessing *how well* a standard is performed. They are provided to increase reliability among evaluators and to help the superintendent to focus on ways to enhance

his/her leadership practices. Figure 4 shows an example of a performance appraisal rubric for Standard 5 (Communication and Community Relations).

Figure 4: *Performance Appraisal Rubric*

Exemplary *In addition to meeting the requirements for Proficient...*	Proficient *Proficient is the expected level of performance.*	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.

Note: The rating of *proficient* is the expected level of performance.

DOCUMENTING PERFORMANCE

In order to develop a complete picture of the superintendent's performance, board members should use multiple sources of information in assessing performance quality. These data sources might include formal and informal observations, client surveys, artifacts of performance, goal setting, and other relevant sources of performance information. As representatives of the community, board members often receive unsolicited opinions about the performance of the superintendent, most often from individuals who are not pleased or disagree with an action or decision of the superintendent. Although it is tempting to use selected data sources in assessing the superintendent's performance, *some sources may be more problematic than others; thus, these problematic, unsolicited, non-representative data should be very carefully and cautiously considered before applying the data to superintendent evaluation, if they are to be used at all.* For data sources to be acceptable, they must meet the tests of logic, validity, reliability, fairness, and legality.[3] Answering questions like the ones that follow will assist board members in determining whether various data sources meet these tests:

- Are the data caused by or the responsibility of the superintendent?
- Do the data reflect responsibilities included in the superintendent's job description?
- Are the data linked to student learning, welfare, or other needs?
- Are the data of primary importance in considering the quality of the superintendent's performance?
- Are better data available on the same issue?

Board members should work with the superintendent to reach consensus on the evidence-based data sources to be used. The sources of information described in Figure 5 were selected to

provide comprehensive and accurate feedback on superintendent performance. Data sources may include, but are not limited to, the sources in Figure 5.

Figure 5: *Suggested Data Sources for Superintendent Evaluation*

Data Source	Definition
Self-Evaluation	Self-evaluation reveals the superintendent's perceptions of his/her job performance. Results of a self-evaluation should inform the superintendent's personal goals for professional development.
Documentation Evidence	Documented evidence generated by the superintendent provides evidence of meeting the seven performance standards.
Client Survey	Client surveys provide information to the superintendent about perceptions of job performance. Actual survey responses are seen only by the superintendent who prepares a survey summary as part of the documentation evidence.
Goal Setting	The superintendent, in conjunction with the school board, sets goals for professional growth and school improvement. These goals should reflect expected or required performance benchmarks drawn from local and state guidelines and policies.

Alignment of Performance Standards with Data Sources

Whether a superintendent is meeting the performance standards may be evidenced through multiple data sources. Figure 6 shows the alignment of performance standards by data source.

Figure 6: *Aligning Multiple Data Sources with Performance Standards*

Performance Standards	Self-Evaluation	Documentation Evidence	Client Survey*	Goal Setting
1. Mission, Visions, and Goals	S	P	S	P
2. Planning and Assessment	S	P	S	P
3. Instructional Leadership	S	P	S	P
4. Organizational Leadership and Safety	S	P	S	P
5. Communication and Community Relations	S	P	S	P
6. Professionalism	S	P	S	P
7. Divisionwide Student Academic Progress		P		P

* Survey summaries are part of the documentation evidence.
P = Primary Data Source   S = Secondary Data Source

Self-Evaluation

The superintendent's annual self-evaluation of progress toward meeting performance goals encourages reflection on his/her experiences and also provides a structure to consider future goals and determine strategies for achieving goals. The self-evaluation process is also useful in promoting the superintendent's professional development. Data from self-evaluations may not be objective enough to use in evaluating the superintendent for summative purposes. However, self-evaluations at the middle and end of each year can reveal discrepancies in perceptions of performance between the superintendent and the board and may be very useful in generating dialogue to discuss discrepancies revealed. The superintendent may consider self-rating at the end of the year and sharing this with the school board. A sample *Superintendent Self-Evaluation Form* is provided in Part III.

Documentation Evidence

Evidence of a superintendent's performance can serve as a valuable and insightful data source for documenting the work that the superintendent actually does. Documentation provides the school board with information related to specific standards and provides the superintendent with an opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with the board. Documentation can confirm the superintendent's effort to demonstrate exemplary performance, show continuing work at a proficient level, or demonstrate progress in response to a previously identified deficiency. Documentation evidence is maintained by the superintendent and reviewed periodically by the school board. A sample optional *Documentation Cover Sheet* is provided in Part III.

Client Survey

Some would suggest that all members of the community should have an opportunity to provide feedback data for the board to consider in evaluating the superintendent. The real challenge is to collect such data so that it meets the tests of logic, reliability, and fairness. Some members of the community will be able to provide information based on personal experience(s) with the schools. For example, those who have children in the schools, who are involved in community organizations that use school facilities, who work in public service agencies, or who are public officials who interface with the school division in various ways may be able to provide such feedback. Community surveys of such individuals have the potential to provide data that meet the tests if they are well conceived, properly administered, and properly interpreted. Surveys that produce results within reasonable margins of error often are very expensive. Unless they are executed properly, the validity of the results may be questionable. Therefore, surveys should be used sparingly and only for formative purposes. Any such results also should constitute only one component in the superintendent's evaluation system. An optional *Client Survey* is shown in Part III. A divisionwide survey could be used in lieu of a client survey. A *Survey Summary Form* that could be included as part of a superintendent's documentation evidence is also included in Part III.

Note: Thoughtful consideration should be given to how client surveys are to be used if, indeed, they are used as a relevant data source for superintendent evaluation. For example, surveys should <u>never</u> be administered in a selective, non-random manner; otherwise, the results will be skewed in an unreasonable and non-representative manner. Additionally, the rules for applying client surveys should be determined in advance of the start of the evaluation cycle. Two basic methods to consider for applying surveys are: 1) as an accountability-focused data source in which the surveys are carefully and fairly administered, scored, and analyzed; or 2) as a formative tool for the professional growth of the superintendent in which the surveys are administered properly, but scored and analyzed by the superintendent, with only a summary report shared with the school board or others.

Goal Setting

One approach to linking student academic progress to superintendent performance involves building the capacity for the superintendent to interpret and use student achievement data to set target goals for divisionwide student improvement. Setting goals -- not just any goals, but goals set squarely on student performance -- is a powerful way to enhance professional performance and, in turn, positively impact student academic progress.

The school board, in conjunction with the superintendent, can set annual division goals for the superintendent that are congruent with the division's needs and concerns and are balanced across grades and school levels, as appropriate. The goals then can be reviewed and adjusted as necessary. It is important for the school board and superintendent to think through the shorter term goals that are needed to address longer-term outcomes and for the school board to recognize and account for the time it takes for initiatives to be realized. Goal setting should occur at the beginning of the superintendent's contract year and the superintendent should report on progress in achieving the goals at regular intervals throughout the evaluation process. This provides a valuable forum for board/superintendent dialogue. Indicators of goal attainment include documentation via the superintendent's oral and written reports as well as other division data that may reflect goal achievement. A sample *Superintendent's Annual Goals* form is shown in Part III.

Examples of Measures of Divisionwide Student Academic Progress

To be able to measure goal attainment, the superintendent must identify valid measures of student academic progress appropriate to the school division student population's learning needs and priorities. The school board and superintendent should develop mutually agreed-upon measures to include in the evaluation to best reflect the priorities of the division. Quantitative measures of student academic progress based on validated achievement measures that already are being used locally should be the first data considered when determining local progress measures. Additionally, it is important that multiple, relevant measures be used.

There are several important considerations when identifying multiple measures. The measures may focus on:
- All student performance and subgroup performance;

- Specific areas of need;
- Alignment with the strategic plan; and
- Topics/indicators across grade levels.

Figure 7 shows suggested focus areas for goal setting that provide measures of divisionwide student academic progress that focus on school division improvement. (*Note:* This is not intended as an exhaustive list.)

Figure 7: *Examples of Measures of Divisionwide Student Academic Progress*

Category	Measure	Early elementary school*	Upper elementary school	Middle school	High school
All students' academic progress	• Progress on Standards of Learning assessments	✓	✓	✓	✓
	• Improvement on advanced pass rates on Standards of Learning assessments	✓	✓	✓	✓
	• Increase percentage of middle school students taking high school-level courses			✓	
	• Improvements in high school graduation rates				✓
Subgroups and other student groupings	• English Language Learners progress on English language proficiency assessment	✓	✓	✓	✓
	• Increase percentage of students with disabilities earning Standard and Advanced Studies diplomas				✓
	• Increase achievement of economically disadvantaged	✓	✓	✓	✓
	• Subgroups making increased academic progress	✓	✓	✓	✓
	• Decrease in achievement gap in subgroups	✓	✓	✓	✓
	• Increase in achievement of Individualized Education Program goals	✓	✓	✓	✓
	• Improvements in underperforming subgroups earning high school diploma				✓

College and Career Readiness	• Participation and success in AP and dual enrollment courses				✓
	• Enrollment and achievement in postsecondary education				✓
	• Increase percentage of students earning career and technical industry certification, state licenses, or successful national occupational assessment credentials				✓
Reading/ Literacy Readiness	• On track indicators such as Phonological Awareness Literacy Screening or similar measures available locally	✓	✓	✓	✓
	• Standards of Learning test outcomes	✓	✓	✓	✓
	• Benchmark outcomes	✓	✓	✓	✓
Mathematics Readiness	• Progress on Algebra readiness assessments such as the Algebra Readiness Diagnostic Test			✓	✓
	• Enrollment and success in Algebra I by eighth grade			✓	
	• Standards of Learning test outcomes	✓	✓	✓	✓
	• Benchmark outcomes	✓	✓	✓	✓
STEM Education	• Increase percentage of underrepresented students taking advanced STEM courses				✓
Student Progress	• Reduced retention rates resulting from increased student achievement outcomes	✓	✓	✓	✓
	• Increased percentage of schools in division where majority of students earn high or moderate growth percentiles		✓	✓	
	• Of students who had low growth the previous year, increase the percentage earning high or moderate student growth percentiles**		✓	✓	
Student Nonacademic Core Activities	• Increase percentage of students involved in extracurricular activities		✓	✓	✓
	• Increase percentage of students receiving prestigious awards	✓	✓	✓	✓

*May include preK

RATING SUPERINTENDENT PERFORMANCE

The role of a superintendent requires a performance evaluation system that acknowledges the contextual nature and complexities of the job. For an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. To facilitate this, evaluators should conduct both formative and summative evaluations of the superintendent.

Definitions of Ratings

The rating scale provides a description of four levels of how well the standards (i.e., duties) are performed on a continuum from *exemplary* to *unacceptable*. The use of the scale enables the school board to acknowledge effective performance (i.e., *exemplary* and *proficient*) and provides two levels of feedback for a superintendent not meeting expectations (i.e., *developing/needs improvement* and *unacceptable*). The definitions in Figure 8 offer general descriptions of the ratings. *Note:* Ratings are applied to the seven performance standards and as an overall summative rating, not to performance indicators. The superintendent is expected to perform at the *proficient* level.

Figure 8: *Definitions of Terms used in Rating Scale*

Category	Description	Definition
Exemplary	The superintendent performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard and does so in a manner that exemplifies the division's mission and goals. This rating is reserved for performance that is truly exemplary and is demonstrated with significant student academic progress.	Exceptional performance: • sustains high performance over the evaluation cycle • empowers principals, teachers, and students and consistently exhibits behaviors that have a strong positive impact on student academic progress and the school division climate • serves as a role model to others
Proficient	The superintendent meets the performance standard in a manner that is consistent with the division's mission and goals and has a positive impact on student academic progress.	Effective performance: • consistently meets the requirements contained in the job description as expressed in the evaluation criteria • engages teachers and exhibits behaviors that have a positive impact on student academic progress and the school climate • demonstrates willingness to learn and apply new skills

Category	Description	Definition
Developing/Needs Improvement	The superintendent is starting to exhibit desirable traits related to the standard, but has not yet reached the full level of proficiency expected (i.e., developing) or the superintendent's performance is lacking in a particular area (i.e., needs improvement). The superintendent often performs less than required in the established performance standard or in a manner that is inconsistent with the division's mission and goals and results in below average student academic progress.	Below acceptable performance: • requires support in meeting the standards • results in less than expected quality of student academic progress • requires superintendent professional growth be jointly identified and planned between the superintendent and school board
Unacceptable	The superintendent consistently performs below the established performance standard or in a manner that is inconsistent with the school division's mission and goals and results in minimal student academic progress.	Ineffective performance: • does not meet the requirements contained in the job description as expressed in the evaluation criteria • results in minimal student academic progress • may contribute to a recommendation for the superintendent not being considered for continued employment

Formative Assessment

Formative assessment can provide valuable information to the superintendent. At any point during the year, the school board has the option to share its assessment of the superintendent's performance by discussing evidence related to the seven standards. An optional *Superintendent Formative Assessment Performance Report* is provided in Part III. It should be noted that this report does not include an actual rating in any of the performance standards.

Summative Evaluation

Assessment of performance quality occurs only at the summative evaluation stage, which comes at the end of the evaluation cycle. The superintendent will be rated on all seven performance standards using performance appraisal rubrics (see Part II). As previously discussed, the rubric is a behavioral summary scale that describes acceptable performance levels for each performance standard. The scale states the measure of performance expected of the superintendent and provides a general description of what each rating entails.

The school board makes judgments about performance of the seven performance standards based on all available evidence. After collecting information gathered through multiple data sources, the school board applies the four-level rating scale to evaluate the superintendent's performance on all standards for the summative evaluation. Therefore, the summative evaluation represents where the "preponderance of evidence" exists, based on various data

sources. A sample *Superintendent Summative Performance Report* is provided in Part III. The results of the evaluation must be discussed with the superintendent at a summative evaluation conference.

Cumulative Summative Rating

Performance standards 1-6 will be weighted equally at 10 percent and Standard 7 will account for 40 percent of the evaluation. Scores will be calculated using the following scale:

> *Exemplary* = 4
> *Proficient* = 3
> *Developing/Needs Improvement* = 2
> *Unacceptable* = 1

Figure 9 shows an example of how a cumulative summative rating will be calculated.

Figure 9: *Example of Weighted Calculations*

Superintendent Performance Standard	Performance Rating	Points	Weight	Weighted Total (Points x Weight)
Standard 1	*Exemplary*	4	1	4
Standard 2	*Proficient*	3	1	3
Standard 3	*Proficient*	3	1	3
Standard 4	*Proficient*	3	1	3
Standard 5	*Proficient*	3	1	3
Standard 6	*Exemplary*	4	1	4
Standard 7	*Exemplary*	4	4	16
Cumulative Summative Rating				**36**

The overall summative rating will be judged as *exemplary, proficient, developing/needs improvement,* or *unacceptable* using the following range of scores:

> Unacceptable = 10 – 19
> Developing/Needs Improvement = 20 – 25
> Proficient = 26 – 34
> Exemplary = 35 – 40

Note: Regardless of the overall total points earned, a superintendent who receives three or more *developing/need improvement* ratings on individual performance standards will receive an overall rating of *developing/needs improvement* or *unacceptable*. Similarly a superintendent who receives one *unacceptable* rating on a performance standard may receive an overall *unacceptable* rating.

IMPROVING PROFESSIONAL PERFORMANCE

Supporting the superintendent is essential to the success of our schools. Many resources are needed to assist the superintendent in growing professionally. Sometimes additional support is required to help the superintendent develop so that he/she can meet the performance standards for the school division.

Targeted Professional Growth, a division-level discussion between the school board and the superintendent, is an optional process to promote conversation about performance in order to address specific needs or desired areas for professional growth. Figure 10 highlights the process.

Figure 10: *Tool to Increase Professional Performance*

	Targeted Professional Growth
Purpose	For a superintendent who could benefit from targeted performance improvement OR who would like to systematically focus on his/her own performance growth.
Initiates Process	School board or superintendent
Documentation	Form Provided: None Memo or other record of the discussion/other forms of documentation at the school board level
Outcomes	Performance improvement is documented with the *Targeted Professional Growth* continued at the discretion of the school board or the superintendent

The *Targeted Professional Growth* process is initiated by the school board or superintendent at any point during the school year when the superintendent's professional practice would benefit from additional support. It is designed to facilitate discussion about the area(s) of concern and ways to address those concerns. The *Targeted Professional Growth* process should not be construed as applying to a poor performing superintendent. The option for *Targeted Professional Growth* is open to a superintendent who desires assistance in a particular area.

During the initial conference, both parties share what each will do to support the superintendent's growth (see sample prompts in Figure 11) and decide when to meet again. To facilitate the improvements, they may choose to fill out the optional *Targeted Professional Growth* in Part III. After the agreed-upon time to receive support and implement changes in professional practice has elapsed, the school board and superintendent meet again to discuss the impact of the changes (see sample follow-up prompts in Figure 11).

Figure 11: *Sample Prompts*

Sample Prompts for the Initial Conversation
What challenges have you encountered in addressing _____ (tell specific concern)?
What have you tried to address the concern of _____ (tell specific concern)?
What support can the school board provide you?

Sample Prompts for the Follow-Up Conversation
Last time we met, we talked about _____ (tell specific concern). What has gone well?
What has not gone as well?

The entire *Targeted Professional Growth* process is intended to be completed in a relatively short time period (for example, within a six-week period) as it offers targeted support. If the *Targeted Professional Growth* process was initiated by the superintendent seeking self-improvement, the school board and superintendent may decide at any time either to conclude the process or to continue the support and allocate additional time or resources.

If the school board initiated the *Targeted Professional Growth* process, the desired outcome would be that the superintendent's practice has improved to a proficient level. In the event that improvements in performance are still needed, the school board makes a determination either to extend the time of the *Targeted Professional Growth* because progress has not been made or to allocate additional time or resources.

PART II: PERFORMANCE STANDARDS

The superintendent is evaluated on the performance standards using the performance appraisal rubrics following each of the standards in this section. The performance indicators are provided as samples of activities that address the standard.

Performance Standard 1: Mission, Vision, and Goals
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.

Sample Performance Indicators
Examples may include, but are not limited to:
The superintendent:

1.1   Works with the school board to develop and recommend policies that define organizational expectations, and effectively communicates these to all stakeholders.

1.2   Promotes a climate of mutual respect, trust, and professionalism with the school board and staff.

1.3   Keeps the school board informed on needs and issues confronting school division employees and students.

1.4   Supports and enforces all school board policies and informs all constituents of changes to the policies.

1.5   Functions as the primary instructional leader for the school division, seeking out and relying on support from staff as necessary when advising the school board.

1.6   Oversees the administration of the school division's day-to-day operations.

1.7   Works with all individuals, groups, agencies, committees, and organizations to provide and maintain schools that are safe and productive.

1.8   Delegates authority and responsibility to other employees as needs and opportunities arise.

1.9   Recommends policy additions or modifications to improve student learning and division effectiveness.

Exemplary *In addition to meeting the requirements for Proficient...*	Proficient *Proficient is the expected level of performance.*	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.

Performance Standard 2: Planning and Assessment

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.

Sample Performance Indicators

Examples may include, but are not limited to:

The superintendent:

2.1 Provides leadership in the development of a shared vision for educational improvement that inspires employees to work collaboratively.

2.2 Organizes the collaborative development and implementation of a division strategic plan based on analysis of data from a variety of sources.

2.3 Works collaboratively to develop long- and short-range goals and objectives consistent with the strategic plan and monitors progress in achieving the goals and objectives.

2.4 Seeks and utilizes human and material resources outside the division that may support and/or enhance the achievement of goals and objectives.

2.5 Uses research-based techniques to analyze and apply data gathered from division improvement measurements that include student assessment results and staff implementation practices.

2.6 Collaboratively identifies needs, determines priorities, and assesses program implementation using researched-based instructional practices that result in student learning.

2.7 Plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement such that the school division and all schools meet all required federal and state standards.

2.8 Applies and communicates findings to all stakeholders to ensure continuous improvement.

Exemplary *In addition to meeting the requirements for Proficient...*	Proficient *Proficient is the expected level of performance.*	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.

Performance Standard 3: Instructional Leadership
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.

Sample Performance Indicators
Examples may include, but are not limited to:

The superintendent:

3.1 Communicates a clear vision of excellence and continuous improvement consistent with the goals of the school division.

3.2 Directs staff to set specific and challenging, but attainable goals for higher performance that result in improved student learning.

3.3 Oversees the alignment, coordination, and delivery of assigned programs and curricular areas such that the school division and all schools meet all required federal, state, and local standards.

3.4 Assesses factors affecting student achievement and directs change for needed improvements.

3.5 Ensures that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize student learning.

3.6 Explores, disseminates, and applies knowledge and information about new or improved instructional strategies or related issues.

3.7 Works with the school board, staff, and community representatives to identify needs and determine priorities regarding program delivery.

3.8 Provides direction and support in planning and implementing activities and programs consistent with continuous improvement efforts and attainment of instructional goals.

3.9 Provides staff development programs consistent with program evaluation results and school instructional improvement plans.

Exemplary *In addition to meeting the requirements for Proficient...*	Proficient *Proficient is the expected level of performance.*	Developing/ Needs Improvement	Unacceptable
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.	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.	The superintendent has not reached a level of proficiency in fostering 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.	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.

Performance Standard 4: Organizational Leadership and Safety

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.

Sample Performance Indicators

Examples may include, but are not limited to:

The superintendent:

4.1   Identifies, analyzes, and resolves problems using problem-solving techniques.

4.2   Facilitates the implementation of research-based theories and techniques of classroom management, student discipline, and school safety to ensure an orderly and positive environment conducive to teaching and learning.

4.3   Implements sound personnel procedures in recruiting, employing, and retaining highly qualified and most effective teachers, administrators, and other personnel based on identified needs.

4.4   Acquires, allocates, and manages division human, material, and financial resources in compliance with all laws to ensure the effective and equitable support of all of the division's students, schools, and programs.

4.5   Demonstrates organizational skills to achieve school, community, and division goals.

4.6   Provides staff development for all categories of personnel consistent with individual needs, program evaluation results, and instructional improvement plans.

4.7   Plans and implements a systematic performance evaluation system of all employees that provides timely and constructive feedback.

4.8   Provides support and resources for staff to improve job performance and recognizes and supports the achievement of highly effective personnel.

4.9   Collaborates with stakeholders to develop, assess, and improve procedures and policies that maximize the amount of available time for successful teaching, learning, and professional development.

Exemplary *In addition to meeting the requirements for Proficient...*	Proficient *Proficient is the expected level of performance.*	Developing/ Needs Improvement	Unacceptable
The superintendent is highly effective at organizational management, demonstrating proactive decision making, coordinating safe, efficient operations, and maximizing available resources.	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.	The superintendent has not reached a level of proficiency in supporting, managing, or evaluating the division's organization, operation, safety, or use of resources.	The superintendent inadequately supports, manages, or evaluates the division's organization, operation, safety or use of resources.

Performance Standard 5: Communication and Community Relations
The superintendent fosters the success of all students through effective communication with stakeholders.

Sample Performance Indicators

Examples may include, but are not limited to:

The superintendent:

5.1 Models and promotes effective communication and interpersonal relations within the school division.

5.2 Establishes and maintains effective channels of communication with board members and between the schools and community.

5.3 Works collaboratively with all stakeholders to secure resources and to support the success of a diverse student population.

5.4 Creates an atmosphere of trust and mutual respect with all stakeholders.

5.5 Demonstrates the skills necessary to build community support for division goals and priorities.

5.6 Uses formal and informal techniques to gather external perceptions and input as a part of the decision-making process.

5.7 Brings together groups of different interests into a collaborative effort to respond appropriately to existing and potential problems.

5.8 Models and promotes multicultural awareness, gender sensitivity, and the appreciation of diversity in the community.

| Exemplary
In addition to meeting the requirements for Proficient... | Proficient
Proficient is the expected level of performance. | 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. |

Performance Standard 6: Professionalism
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.

Sample Performance Indicators
Examples may include, but are not limited to:
The superintendent:

6.1   Models professional, moral, and ethical standards as well as personal integrity in all interactions.

6.2   Works in a collegial and collaborative manner with stakeholders to promote and support the mission and goals of the school division.

6.3   Respects and maintains confidentiality and assumes responsibility for personal actions and responds appropriately to actions of others.

6.4   Takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.

6.5   Provides service to the profession, the division, and the community by participating on state and/or national committees, being active in professional and community-based service organizations, and serving as a mentor.

6.6   Takes a leadership role and encourages staff to do so as well, by presenting workshops at local, state, regional, or national conferences, authoring publications, or delivering coursework for institutions of higher education.

6.7   Maintains a high level of personal knowledge regarding new developments and techniques, and shares the information with appropriate staff.

6.8   Networks with colleagues to share knowledge about effective educational practices and to improve and enhance administrative knowledge, skills, and organizational success.

6.9   Actively seeks opportunities to stay abreast of the latest research on educational leadership by collaborating with experts in the field.

Exemplary *In addition to meeting the requirements for Proficient...*	Proficient *Proficient is the expected level of performance.*	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.

Performance Standard 7: Divisionwide Student Academic Progress

The superintendent's leadership results in acceptable, measurable divisionwide student academic progress based on established standards.

Sample Performance Indicators

Examples may include, but are not limited to:

The superintendent:

7.1 Develops, implements, monitors, and updates division action plans that result in increased student academic progress.

7.2 Uses appropriate data and applies research to make informed decisions related to student academic progress and division improvement.

7.3 Leads staff in conducting an ongoing, detailed analysis of student learning data to provide immediate and appropriate feedback.

7.4 Collaborates with division staff to monitor and improve multiple measures of student progress.

7.5 Utilizes internal division and external constituent meetings and professional development activities to focus on student progress outcomes.

7.6 Provides evidence that students in all subgroups are meeting acceptable and measurable student academic progress.

7.7 Demonstrates responsibility for division academic achievement through proactive interactions with parents, staff, and other community stakeholders.

7.8 Collaboratively develops, implements, and monitors long- and short-range division achievement goals that address varied student populations.

7.9 Sets division benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.

Exemplary *In addition to meeting the requirements for Proficient...*	Proficient *Proficient is the expected level of performance.*	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.

PART III: FORMS

INTRODUCTION

Part III contains copies of forms Surry County Public Schools will use during the superintendent's evaluation cycle (Figure 12). The school board maintains the forms and provides copies to the superintendent. At a minimum, the school board retains copies of the completed *Documentation Cover Sheet* (if used), *Superintendent's Annual Goals, Superintendent Formative Assessment Performance Report* (if used), *Superintendent Summative Performance Report,* and *Targeted Professional Growth* (if needed).

Figure 12: *Forms used by Surry County Public Schools*

Form		Documentation Completed by	
		School Board	**Superintendent**
Self-Evaluation	Superintendent Self-Evaluation Form		✓
Documentation	Documentation Cover Sheet *(optional)*		✓
Survey	Client Survey *(optional)*		
	Survey Summary Form		✓
Goal Setting	Superintendent's Annual Goals	✓	✓
Reports	Superintendent Formative Assessment Performance Report *(optional)*	✓	
	Superintendent Summative Performance Report	✓	
Improvement	Targeted Professional Growth *(optional)*	✓	✓

Superintendent Self-Evaluation Form

Directions: The superintendent should use this form annually to reflect on the effectiveness and adequacy of his/her practice based on each performance standard. Please refer to the performance indicators for examples of behaviors exemplifying each standard.

Superintendent: _____   **Date:** _____

School Division: _____   **School Year:** _____

---

1. Mission, Vision, and Goals
   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.

Areas of strength:

Areas needing work/strategies for improving performance:

2. Planning and Assessment
   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.

Areas of strength:

Areas needing work/strategies for improving performance:

3. Instructional Leadership
   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.

Areas of strength:

Areas needing work/strategies for improving performance:

4. Organizational Leadership and Safety
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.

Areas of strength:

Areas needing work/strategies for improving performance:

5. Communication and Community Relations
The superintendent fosters the success of all students through effective communication with stakeholders.

Areas of strength:

Areas needing work/strategies for improving performance:

6. Professionalism
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.

Areas of strength:

Areas needing work/strategies for improving performance:

7. Divisionwide Student Academic Progress
The superintendent's leadership results in acceptable, measurable divisionwide student academic progress based on established standards.

Areas of strength:

Areas needing work/strategies for improving performance:

Documentation Cover Sheet *(optional)*

Directions: *The superintendent should list the items he/she plans to submit as documentation of meeting each performance standard to supplement evidence gathered through other means. This form is optional. Documentation may also need to be supplemented with conversation, discussion, and/or annotations to clarify the superintendent's practice and process for the evaluator.*

Superintendent:

School Division: **School Year:**

Standard	Documentation Included
1. Mission, Vision, and Goals *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.*	
2. Planning and Assessment *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.*	
3. Instructional Leadership *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.*	

Standard	Documentation Included
4. Organizational Leadership and Safety *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.*	
5. Communication and Community Relations *The superintendent fosters the success of all students through effective communication with stakeholders.*	
6. Professionalism *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.*	
7. Divisionwide Student Academic Progress *The superintendent's leadership results in acceptable, measurable divisionwide student academic progress based on established standards.*	

Client Survey *(optional)*

The purpose of this survey is to allow you to give the superintendent ideas about the quality of his/her performance. The information will be used for improvement purposes.

Directions: DO NOT PUT YOUR NAME ON THIS SURVEY. Listed below are several statements about the superintendent. Check your response to each statement in the appropriate column. If you wish to comment, please write your comments in the space after the items.

Superintendent's Name   School Division   School Year

Respondent: ___ Parent   ___ Community Member   ___ Public Official   ___ Other (explain)

The superintendent…	Cannot Judge	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Provides effective leadership	0	1	2	3	4
2. Involves parents and the community in the identification and accomplishment of school division goals	0	1	2	3	4
3. Maintains visibility	0	1	2	3	4
4. Demonstrates effective communication skills	0	1	2	3	4
5. Develops and communicates a vision for the school division	0	1	2	3	4
6. Participates in community activities	0	1	2	3	4
7. Encourages the use of community resources and volunteer services	0	1	2	3	4
8. Is approachable and accessible	0	1	2	3	4
9. Is a positive ambassador for the school division	0	1	2	3	4
10. Handles crises in a calm and effective manner	0	1	2	3	4
11. Uses sound financial management practices	0	1	2	3	4
12. Provides for two-way communication	0	1	2	3	4
13. Is sensitive to the needs of all constituencies in our community	0	1	2	3	4
14. Demonstrates a professional demeanor	0	1	2	3	4
15. Promotes continuous student achievement and school improvement	0	1	2	3	4

COMMENTS:

Survey Summary Form

Superintendent's Name: _____   **Date:** _____

School Division: _____   **School Year:** _____

Directions: The superintendent should tabulate and analyze the client surveys and provide a summary of the results. This may be included as part of the superintendent's documentation.

1. How many surveys did you distribute?

2. How many completed surveys were returned?

3. What is the percentage of completed questionnaires you received? _____**%**

Client Satisfaction Analysis

4. Describe your survey population(s).

5. List factors that might have influenced the results.

6. Analyze survey responses and answer the following questions:

   A) What did clients perceive as your major strengths?

   B) What did clients perceive as your major weaknesses?

   C) How can you use this information for continuous professional growth?

Superintendent's Annual Goals

Directions: *This form is a tool to assist the superintendent in setting goals that result in measurable divisionwide student academic progress. Goals may relate to other standards, but all goals should address Standard 7 as well. Use a separate sheet for each goal.*

Superintendent: _____   **Date:** _____

School Division: _____   **School Year:** _____

Preliminary approval granted by school board on: _____

Midyear review conducted by school board on: _____

Year-end review conducted by school board on: _____

Goal:

Check the standard(s) to which the goal relates
☐ 1. Mission, Vision, and Goals   ☐ 2. Planning and Assessment   ☐ 3. Instructional Leadership ☐ 4. Organizational Leadership and Safety   ☐ 5. Communication and Community Relations ☐ 6. Professionalism   ☒ 7. Divisionwide Student Academic Progress
Expected term to completion: ☐ Short-term   ☐ Mid-term   ☐ Long-term

Indicators of Success	*Midyear Assessment of Goal by School Board*
	Evidence to Date

_____   _____
Superintendent's Signature   Date

_____
Superintendent's Name

_____   _____
Evaluator's Signature   Date

_____
Evaluator's Name

Superintendent Formative Assessment Performance Report *(optional)*

Directions: Use this form to comment on evidence related to the standards. Evaluators may use multiple formative assessment forms, as applicable.

Superintendent: _____   **Date:** _____

Evaluator: _____

Performance Standard 1: Mission, Vision, and Goals
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.
Comments:

Performance Standard 2: Planning and Assessment
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.
Comments:

Performance Standard 3: Instructional Leadership
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.
Comments:

Performance Standard 4: Organizational Leadership and Safety
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.
Comments:

Performance Standard 5: Communication and Community Relations
The superintendent fosters the success of all students through effective communication with stakeholders.
Comments:

Performance Standard 6: Professionalism
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.
Comments:

Performance Standard 7: Divisionwide Student Academic Progress
The superintendent's leadership results in acceptable, measurable divisionwide student academic progress based on established standards.

See Superintendent's Annual Goals for details.
Comments:

Commendations:

Areas of Growth:

Superintendent's Name: _____

Superintendent's Signature: _____ Date: _____

Evaluator's Name: _____

Evaluator's Signature: _____ Date: _____

Superintendent Summative Performance Report

Directions: *Evaluators use this form 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: _____ **School Year(s):** _____

School: _____

Performance Standard 1: Mission, Vision, and Goals
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.

Sample Performance Indicators
Examples may include, but are not limited to:

The superintendent:

1.1 Works with the school board to develop and recommend policies that define organizational expectations, and effectively communicates these to all stakeholders.

1.2 Promotes a climate of mutual respect, trust, and professionalism with the school board and staff.

1.3 Keeps the school board informed on needs and issues confronting school division employees and students.

1.4 Supports and enforces all school board policies and informs all constituents of changes to the policies.

1.5 Functions as the primary instructional leader for the school division, seeking out and relying on support from staff as necessary when advising the school board.

1.6 Oversees the administration of the school division's day-to-day operations.

1.7 Works with all individuals, groups, agencies, committees, and organizations to provide and maintain schools that are safe and productive.

1.8 Delegates authority and responsibility to other employees as needs and opportunities arise.

1.9 Recommends policy additions or modifications to improve student learning and division effectiveness.

Exemplary *In addition to meeting the requirements for Proficient...*	Proficient *Proficient is the expected level of performance.*	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.
☐	☐	☐	☐

Comments:

Performance Standard 2: Planning and Assessment

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.

Sample Performance Indicators

Examples may include, but are not limited to:

The superintendent:

2.1 Provides leadership in the development of a shared vision for educational improvement that inspires employees to work collaboratively.

2.2 Organizes the collaborative development and implementation of a division strategic plan based on analysis of data from a variety of sources.

2.3 Works collaboratively to develop long- and short-range goals and objectives consistent with the strategic plan and monitors progress in achieving the goals and objectives.

2.4 Seeks and utilizes human and material resources outside the division that may support and/or enhance the achievement of goals and objectives.

2.5 Uses research-based techniques to analyze and apply data gathered from division improvement measurements that include student assessment results and staff implementation practices.

2.6 Collaboratively identifies needs, determines priorities, and assesses program implementation using researched-based instructional practices that result in student learning.

2.7 Plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement such that the school division and all schools meet all required federal and state standards.

2.8 Applies and communicates findings to all stakeholders to ensure continuous improvement.

Exemplary *In addition to meeting the requirements for Proficient...*	Proficient *Proficient is the expected level of performance.*	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.
☐	☐	☐	☐

Comments:

Performance Standard 3: Instructional Leadership

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.

Sample Performance Indicators

Examples may include, but are not limited to:

The superintendent:

3.1 Communicates a clear vision of excellence and continuous improvement consistent with the goals of the school division.

3.2 Directs staff to set specific and challenging, but attainable goals for higher performance that result in improved student learning.

3.3 Oversees the alignment, coordination, and delivery of assigned programs and curricular areas such that the school division and all schools meet all required federal, state, and local standards.

3.4 Assesses factors affecting student achievement and directs change for needed improvements.

3.5 Ensures that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize student learning.

3.6 Explores, disseminates, and applies knowledge and information about new or improved instructional strategies or related issues.

3.7 Works with the school board, staff, and community representatives to identify needs and determine priorities regarding program delivery.

3.8 Provides direction and support in planning and implementing activities and programs consistent with continuous improvement efforts and attainment of instructional goals.

3.9 Provides staff development programs consistent with program evaluation results and school instructional improvement plans.

Exemplary *In addition to meeting the requirements for Proficient...*	Proficient *Proficient is the expected level of performance.*	Developing/ Needs Improvement	Unacceptable
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.	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.	The superintendent has not reached a level of proficiency in fostering 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.	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.
☐	☐	☐	☐

Comments:

Performance Standard 4: Organizational Leadership and Safety
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.

Sample Performance Indicators
Examples may include, but are not limited to:

The superintendent:

4.1   Identifies, analyzes, and resolves problems using problem-solving techniques.

4.2   Facilitates the implementation of research-based theories and techniques of classroom management, student discipline, and school safety to ensure an orderly and positive environment conducive to teaching and learning.

4.3   Implements sound personnel procedures in recruiting, employing, and retaining highly qualified and most effective teachers, administrators, and other personnel based on identified needs.

4.4   Acquires, allocates, and manages division human, material, and financial resources in compliance with all laws to ensure the effective and equitable support of all of the division's students, schools, and programs.

4.5   Demonstrates organizational skills to achieve school, community, and division goals.

4.6   Provides staff development for all categories of personnel consistent with individual needs, program evaluation results, and instructional improvement plans.

4.7   Plans and implements a systematic performance evaluation system of all employees that provides timely and constructive feedback.

4.8   Provides support and resources for staff to improve job performance and recognizes and supports the achievement of highly effective personnel.

4.9   Collaborates with stakeholders to develop, assess, and improve procedures and policies that maximize the amount of available time for successful teaching, learning, and professional development.

Exemplary *In addition to meeting the requirements for Proficient...*	Proficient *Proficient is the expected level of performance.*	Developing/ Needs Improvement	Unacceptable
The superintendent is highly effective at organizational management, demonstrating proactive decision making, coordinating safe, efficient operations, and maximizing available resources.	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.	The superintendent has not reached a level of proficiency in supporting, managing, or evaluating the division's organization, operation, safety, or use of resources.	The superintendent inadequately supports, manages, or evaluates the division's organization, operation, safety or use of resources.
☐	☐	☐	☐

Comments:

Performance Standard 5: Communication and Community Relations

The superintendent fosters the success of all students through effective communication with stakeholders.

Sample Performance Indicators

Examples may include, but are not limited to:

The superintendent:

5.1   Models and promotes effective communication and interpersonal relations within the school division.

5.2   Establishes and maintains effective channels of communication with board members and between the schools and community.

5.3   Works collaboratively with all stakeholders to secure resources and to support the success of a diverse student population.

5.4   Creates an atmosphere of trust and mutual respect with all stakeholders.

5.5   Demonstrates the skills necessary to build community support for division goals and priorities.

5.6   Uses formal and informal techniques to gather external perceptions and input as a part of the decision-making process.

5.7   Brings together groups of different interests into a collaborative effort to respond appropriately to existing and potential problems.

5.8   Models and promotes multicultural awareness, gender sensitivity, and the appreciation of diversity in the community.

Exemplary *In addition to meeting the requirements for Proficient...*	Proficient *Proficient is the expected level of performance.*	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.
☐	☐	☐	☐

Comments:

Performance Standard 6: Professionalism

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.

Sample Performance Indicators
Examples may include, but are not limited to:

The superintendent:

6.1 Models professional, moral, and ethical standards as well as personal integrity in all interactions.

6.2 Works in a collegial and collaborative manner with stakeholders to promote and support the mission and goals of the school division.

6.3 Respects and maintains confidentiality and assumes responsibility for personal actions and responds appropriately to actions of others.

6.4 Takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.

6.5 Provides service to the profession, the division, and the community by participating on state and/or national committees, being active in professional and community-based service organizations, and serving as a mentor.

6.6 Takes a leadership role and encourages staff to do so as well, by presenting workshops at local, state, regional, or national conferences, authoring publications, or delivering coursework for institutions of higher education.

6.7 Maintains a high level of personal knowledge regarding new developments and techniques, and shares the information with appropriate staff.

6.8 Networks with colleagues to share knowledge about effective educational practices and to improve and enhance administrative knowledge, skills, and organizational success.

6.9 Actively seeks opportunities to stay abreast of the latest research on educational leadership by collaborating with experts in the field.

Exemplary *In addition to meeting the requirements for Proficient...*	Proficient *Proficient is the expected level of performance.*	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.
☐	☐	☐	☐

Comments:

Performance Standard 7: Divisionwide Student Academic Progress

The superintendent's leadership results in acceptable, measurable divisionwide student academic progress based on established standards.

Sample Performance Indicators

Examples may include, but are not limited to:

The superintendent:

7.1 Develops, implements, monitors, and updates division action plans that result in increased student academic progress.

7.2 Uses appropriate data and applies research to make informed decisions related to student academic progress and division improvement.

7.3 Leads staff in conducting an ongoing, detailed analysis of student learning data to provide immediate and appropriate feedback.

7.4 Collaborates with division staff to monitor and improve multiple measures of student progress.

7.5 Utilizes internal division and external constituent meetings and professional development activities to focus on student progress outcomes.

7.6 Provides evidence that students in all subgroups are meeting acceptable and measurable student academic progress.

7.7 Demonstrates responsibility for division academic achievement through proactive interactions with parents, staff, and other community stakeholders.

7.8 Collaboratively develops, implements, and monitors long- and short-range division achievement goals that address varied student populations.

7.9 Sets division benchmarks and implements appropriate strategies and interventions to accomplish desired outcomes.

Exemplary *In addition to meeting the requirements for Proficient...*	Proficient *Proficient is the expected level of performance.*	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.
☐	☐	☐	☐

Comments:

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:

Superintendent's Name: _____

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

Evaluator's Name: _____

Evaluator's Signature: _____ Date: _____

Targeted Professional Growth *(optional)*

Directions: *The school board and superintendent may use this form to facilitate discussion on areas that need additional support. This form is optional.*

What is the area of targeted support?

What are some of the issues in the area that are causing difficulty?

What strategies have you already tried and what was the result?

What new strategies or resources might facilitate improvement in this area?

Superintendent's Name: _____

Superintendent's Signature: _____ Date: _____

Evaluator's Name: _____

Evaluator's Signature: _____ Date: _____

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ENDNOTES

[1] Candoli, I. C., Cullen, K., & Stufflebeam, D. L. (1997).

[2] Joint Committee on Standards for Educational Evaluation. (2009); Marcoux, J., Brown, G., Irby, B. J., & Lara-Alecio, R. (2003); Snyder, J. & Ebmeier, H. (1990).

[3] These recommendations are adapted from: Peterson, K.D. (1995). *Teacher evaluation: A comprehensive guide to new directions and practices.* Thousand Oaks, CA: Corwin Press.

SCHOOL BUILDING ADMINISTRATION

The Surry County 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 the principal has been assigned, in accordance with the policies 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 the principal's supervision.

Adopted: _____

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

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

POLICY IMPLEMENTATION

Development of Regulations

The School Board authorizes the superintendent to create and update regulations 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 makes all regulations available to School Board members, employees and the public and sees 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: July 13, 2021

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Legal Ref.:   Code of Virginia, 1950, as amended, §§ 22.1-23.3, 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: August 11, 2015

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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 that may constitute a felony 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 whether the incident has been reported to local law enforcement pursuant to this policy and, if the incident is so reported, 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: July 14, 2020

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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: August 11, 2015

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

QUALITY PROFILES

I.   Division Information

The Surry County 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 Surry County 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: July 10, 2018

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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.