

## FOUNDATIONS AND BASIC COMMITMENTS

File: AA

### SCHOOL DIVISION LEGAL STATUS

The Constitution of the Commonwealth provides that the General Assembly establish a system of free public elementary and secondary schools for all children of school age throughout the State, and ensure that an educational program of high quality is continually maintained. The General Assembly requires that such an educational system be maintained and administered by the Board of Education, the Superintendent of Public Instruction, superintendents and school boards. The Board of Education divides the Commonwealth into school divisions of such geographical area and school-age population as will promote the realization of the standards of quality, and will periodically review the adequacy of existing school divisions for this purpose. The supervision of schools in each school division is vested in a School Board selected in accordance with the applicable provisions of the Code of Virginia.

Adopted: July 16, 1998  
Revised: December 20, 2007  
Revised: June 25, 2013

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Legal References: Constitution of Virginia, Art. VIII, §§:1,5,7 Code of Virginia, 1950, as amended, Sections 22.1-2, 22.1-28, 22.1-71.

Cross Reference: BB School Board Legal Status  
BBAA Board Member Authority

# FOUNDATIONS AND BASIC COMMITMENTS

File: AC

## NONDISCRIMINATION

The Charlottesville City School Division is committed to nondiscrimination with regard to sex, gender, race, color, national origin, disability, religion, ancestry, age, marital or veteran's status, physical or mental genetic information, sexual orientation, gender identity or expression, or any classification protected by applicable law. This attitude commitment will prevail in all its policies and practices concerning staff, students, educational programs and services and individuals and entities with whom the Board does business.

Accordingly, the Board will designate an individual(s) to act as the Division's compliance officer under the provisions of Title IX and Section 504 of the Rehabilitation Act. All students and employees will be notified of name(s), office address and telephone number of the designee(s).

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Revised: October 16, 2003  
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Legal References: 20 U.S.C §§ 1400 1681-1688  
29 U.S.C. sections §621 et seq., 794.  
42 U.S.C §§ 2000d-2000d-7, 2000e-2000e-17, 2011ff1 et seq.,  
34 C.F.R. 106.9

Constitution of Virginia, Article I, Section 11

Code of Virginia, 1950, as amended, §§ 2.2-3900, 2.2-3901, 2.2-3902.

Cross References.: GB/JB Equal Employment Opportunity/Nondiscrimination  
GBA/JFHA Prohibition Against Harassment and Retaliation

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## EDUCATIONAL PHILOSOPHY

The vision of Charlottesville City Schools is *Personal and Academic Success for All Inspired by a Collaborative and Innovative Learning Environment.*

The Charlottesville School Board:

1. Provides the necessary trained and dedicated leadership, qualified personnel, equipment and materials to assure an appropriate education for every student,
2. Treats all members of the school community equally with the highest degree of respect;
3. Attends to, allocates, and uses tangible and intangible assets fairly, equitably and efficiently,

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

Cross References.: AC Nondiscrimination  
AE School Division Goals and Objectives  
GA Personnel Policy Goals  
GB/JB Equal Employment Opportunity/Nondiscrimination  
GBA/JFHA Prohibition Against Harassment and Retaliation  
IGBC Parental Involvement

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### SCHOOL DIVISION GOALS AND OBJECTIVES

#### A. Generally

Standards of Quality require school boards to adopt a division-wide comprehensive, unified, long-range plan (in place of the six-year plan) based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement. The plan is required to include or be consistent with all other division-wide plans required by state and federal laws and regulations. Each local school board is required to review the plan biennially and adopt any necessary revisions. The Charlottesville School Board has developed and adopted a six year Strategic Plan to fulfill this Standard of Quality requirement.

#### B. Vision Statement Personal and Academic Excellence Inspired by a Collaborative and Innovative Learning Environment

#### C. Goals

Four goals form the foundation of the Strategic Plan for the Charlottesville City Schools, which provides a comprehensive, unified, long-range action plan to guide the direction of the school division over the next six years. The plan is intended to provide focus for major initiatives already underway within the school division and avenues to address division challenges.

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Revised: June 15, 2006  
Revised: December 20, 2007  
Revised: August 4, 2011

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Legal References: Code of Virginia, 1950, as amended, section 22.1-253.13:1.

## FOUNDATIONS AND BASIC COMMITMENTS

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### COMPREHENSIVE PLAN

The Charlottesville City School Board will adopt a divisionwide comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement. The plan will be developed with staff and community involvement and will include, or be consistent with, all other divisionwide plans required by state and federal laws and regulations. The School Board shall review the plan biennially and adopt any necessary revisions. Prior to the adoption of the plan or revisions thereto, the School Board will post the plan or revisions on the division's Internet website if practicable and make a hard copy of the plan or revisions available for public inspection and copying and will conduct at least one public hearing to solicit public comment on the plan or revisions.

The divisionwide comprehensive plan will include

- (i) the objectives of the school division, including strategies for first improving student achievement and, particularly the achievement of educationally at risk students, then maintaining high levels of student achievement;
- (ii) an assessment of the extent to which these objectives are being achieved;
- (iii) a forecast of enrollment changes;
- (iv) a plan for projecting and managing enrollment changes including consideration of the consolidation of schools to provide for a more comprehensive and effective delivery of instructional services to students and economies in school operations;
- (v) an evaluation of the appropriateness of establishing regional programs and services in cooperation with neighboring school divisions;
- (vi) a plan for implementing such regional programs and services when appropriate;
- (vii) a technology plan designed to integrate educational technology into the instructional programs of the school division, including the division's career and technical education programs, consistent with or as part of the comprehensive technology plan for Virginia adopted by the Board of Education;
- (viii) an assessment of the needs of the school division and evidence of community participation, including parental participation, in the development of the plan;
- (ix) any corrective action plan required pursuant to Va. Code § 22.1-253.13:3; and
- (x) a plan for parent and family involvement to include building successful school and parent partnerships that will be developed with staff and community involvement, including participation by parents.

The School Board will present a report to the public by November 1 of each odd-numbered year on the extent to which the objectives of the divisionwide comprehensive plan have been met during the previous two school years.

Each school will prepare a comprehensive, unified, long-range plan, which shall be given consideration by the School Board in the development of the divisionwide comprehensive plan.

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Reviewed: December 20, 2007  
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Legal References: Code of Virginia, 1950, as amended, § 22.1-253.13:6.

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### EVALUATION OF THE SCHOOL BOARD

The School Board conducts a formal self-evaluation annually in May or June to ensure the proper discharge of its responsibilities to the community. The evaluation has two major components:

First, and most important, is the assessment of the School Board and Superintendent in meeting the Biennial Board/Superintendent Priorities. Second is the assessment of the effectiveness of the School Board in the discharge of its role, both individually and as a collective body.

The Board's Annual Self-Evaluation includes and be is based on the following items, provided yearly:

1. a completed copy of the Board Self-Evaluation Instrument; and
2. a completed copy of the Evaluation of the Biennial Board/Superintendent Priorities.

The Chair or Designee collates the results. The results shall be are provided to School Board members and the Superintendent in advance of the annual June Board meeting designated to discuss evaluations and priorities.

The Biennial Board/Superintendent Priorities support the achievement of the School Division's mission and goals. The Strategic Plan provides the evidence by which the School Board can measure achievement on the five division goals.

The following conditions applies to the School Board self-evaluation process:

1. School Board members are involved in the development of an instrument by which they will evaluate themselves.
2. The School Board evaluation is completed by individual board members on a confidential basis, and submitted to the School Board Chair, or Designee, for compilation of the individual results.
3. The School Board meets, with a quorum of members present, to review and discuss the composite opinions and total results.
4. Each judgment is supported with as much rational and objective evidence as possible.

Upon final discussion of this self-evaluation, the School Board develops and/or adjusts the Biennial Board/Superintendent Priorities based on the Strategic Plan as required by the Virginia Standards of Quality, the goals adopted by the School Board, and the results of the Board's self-evaluation. The Strategic Plan coupled with the Division Goals serve as the cornerstone for long-range improvement for the school division. These priorities will ensure continued proficiency in its area of excellence and will strengthen the performance of the School Division.

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When the annual Progress Report is provided to the School Board, the data is used to measure the system's progress toward meeting the Biennial Board/Superintendent Priorities.

Mid-Year Review: Each year, the School Board reviews progress toward accomplishing the Biennial Board/Superintendent Priorities. This review will allow any needed mid-year course corrections.

Upon completion of the process annually, the School Board considers revisions to the School Board self-evaluation process.

### Guidelines for the Board/Superintendent Evaluation Process

June Meeting/Retreat	Evaluation of priorities includes preliminary development of Board/Superintendent Biennial Priorities for next year.
By August 31 <sup>st</sup>	Revise and finalize Board/Superintendent Priorities.
November/December	Superintendent provides update on Board/Superintendent Biennial Priorities. Have initial discussions of the midyear review. In open session discuss progress on priorities. In closed session, give feedback to the Superintendent on his/her job performance. In closed session the Superintendent provides an overview of performance of key administrators.
May/June	Superintendent provides update on priority progress allowing sufficient time for School Board to fill out evaluation forms for the June Meeting/Retreat. School Board collates evaluations.
June Meeting/Retreat	In open session evaluate school division progress on Board/Superintendent Biennial Priorities. In open session board self-evaluation. In Closed Session evaluate Superintendent.
By June 30 <sup>th</sup>	Board provides Superintendent with a detailed oral evaluation in Closed Meeting. Board Chair, at the direction of the board, provides a summary written evaluation to include any compensation adjustments for the next school year.

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

Cross References: AE School Division Goals and Objectives  
AF Comprehensive Plan  
BBA School Board Powers and Duties