

ROLE AND EVALUATION OF THE SCHOOL BOARD

The Albemarle County School Board establishes the vision and mission for the school division. The Division goals are based on this vision and mission. Yearly, by August 31, the Board reviews and revises its Biennial Board/Superintendent Priorities to support the achievement of these goals.

The Albemarle County School Board and the Superintendent are bound in a partnership of mutual trust and vision. The Superintendent and School Board are responsible for selecting the results that the school system should be pursuing. Since they have the power to pursue and enforce these decisions, these policy makers are primarily accountable for these results. Together, the Superintendent and School Board take primary responsibility for ensuring the Albemarle County Public School Division is an effective school system. This means the school division is one in which resources are organized and delivered in such a way as to assure that all students within the system learn the essential curriculum as defined by that system. An effective school system, through its mission and goals, its instructional program and support services, and its allocation of resources assures that its priorities are teaching for learning, and that its focus is on both quality and equity. In order to reaffirm their partnership in fulfilling this responsibility, the School Board and the Superintendent share common areas of periodic evaluation in order to provide an effective School Division for our children.

Role of the School Board

The role of the School Board is to establish the vision, mission, and goals of the Albemarle County Public Schools. Specific responsibilities include the following:

1. Establish and communicate a clear mission and the Strategic Plan for the School Division.
2. Ensure that the school laws are properly explained, enforced, and observed.
3. Secure, by visitation or otherwise, as much information as possible about the conduct of the public schools in the school division and take care that they are conducted according to law and with the utmost efficiency.
4. Care for, manage, and control the property of the school division and provide for the erecting, furnishing, and equipping of necessary school buildings and appurtenances and the maintenance thereof.
5. Provide for the consolidation of schools or redistricting of school boundaries or adopt pupil assignment plans whenever such procedure will contribute to the efficiency of the school division.
6. Insofar as not inconsistent with State statutes and regulations of the Board of Education, operate and maintain the public schools in the school division and determine the length of the school term, the studies to be pursued, the methods of

teaching, and the government to be employed in the schools.

7. Establish instructional and management priorities to support the achievement of the Division vision, mission, and goals and evaluate progress on achieving these priorities.
8. Develop and adopt policies that determine the operation of the Albemarle County Public Schools.
9. Recruit, hire, and evaluate the Superintendent who will carry out the policies of the Board in accordance with existing federal and state regulations and statutes.
10. Adopt an annual budget that will provide the financial basis for buildings, furnishings, staff, materials, equipment, and transportation needed to educate the students of Albemarle County.
11. Ensure that all funds are accurately accounted for and disbursed according to the adopted budget.
12. Establish policies governing salaries and salary schedules, terms and conditions of employment, fringe benefits, leave and in-service training, and equitable evaluation for all employees.
13. Act on personnel recommendations of Superintendent and enter into contract with such personnel when required by law.
14. Communicate with various constituencies to receive input and gather support for public education.
15. Act as final adjudicator as delineated by policy, federal and state regulations, and statutes.
16. Follow office protocol as defined for the School Board and Superintendent.
17. Perform such other duties as prescribed by the State Board of Education or as are imposed by law.
18. Ensure that the public schools within the school division are registered with the Department of State Police to receive electronic notice of the registration or reregistration of any sex offender within the school division pursuant to section 9.1-914.

Evaluation of the School Board

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

First, and most important, is the assessment of the effectiveness 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 shall include and be based on the following items, provided yearly:

- (a) The following items to be submitted to the Chair (or designee) by all School Board members:
- a completed copy of Board Policy CBA E-1;
 - a completed copy of Board Policy BBA E-1;
 - a completed copy of Board Policy BBA E-2.

The Chair or Designee shall collate the results of BBA E-1, BBA E-2 and CBA E-1. The results shall be provided to School Board members and the Superintendent in advance of the annual ~~June~~ Board meeting(s) designated to discuss evaluations and priorities.

The Biennial Board/Superintendent Priorities support the achievement of the School Division's vision, mission, and goals. The *Strategic Plan for a Total Commitment to the School Improvement Process* provides the evidence by which the Board can measure achievement on the five Division goals.

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

- Board members shall be involved in the development of an instrument by which they will evaluate themselves.
- The Board evaluation instrument will be completed by the individual Board members on a confidential basis and submitted to the Board Chairman, or his/her designee, for compilation of the individual results.
- The Board shall meet, with all members present, to review and discuss the composite opinions and total results.
- Each judgment shall be supported with as much rational and objective evidence as possible.

Upon final discussion of this self-evaluation, the Board will develop and/or adjust the Biennial Board/Superintendent Priorities based on the ~~six-year~~ 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.

When the annual Progress Report is provided to the Board, the data will be used to measure the systems progress toward meeting the Biennial Board/Superintendent Priorities.

Mid-Year Review: Each year, the Board will review progress toward accomplishing the Biennial Board/Superintendent Priorities. This review will allow any needed mid-year course corrections. In Closed Meeting, the Superintendent will give a brief overview of performance of key administrators (principals, department heads, etc.).

Adopted:	July 1, 1993
Amended:	March 24, 1997; August 10, 2006
Reviewed:	March 8, 1999; June 28, 2001; February 9, 2006

Legal Ref.:	Code of Virginia, 1950, as amended, Sections §§22.1-78 and 22.1-79.
Cross Ref.:	BA, <i>Board Member Authority and Duties</i> CBA, <i>Role, Qualifications, and Evaluation of the Superintendent</i> (Evaluation of the Annual School Board/Superintendent Priorities) KN, <i>Sex Offender Registry Notification</i>

School Board Self-Evaluation

BBA Exhibit I (BBA E-1): Evaluation Form for the Role and Evaluation of the School Board.

Instructions: Circle a rating for each dimension listed. Definitions for the ratings are as follows:

BE — Below expectations; demonstrates a need for attention to areas of concern in order to improve effectiveness

ME — Meets expectations; demonstrates effective skills and proficiency

AE — Above expectations; demonstrates exemplary initiative and innovation

Board Members should review Becoming a Better Board Member, National School Boards Association, latest edition.

Ratings of below expectations should be supported by comment.

I. School Board Role _____

A. Individual Evaluation (for individual use ONLY; will be discussed in Open Meeting as this evaluation relates to the performance of yourself) —

Role	Rating	Comments
1.1 Regularly attends Board meetings	BE — ME — AE	
1.2 Openly discusses issues and respects Board members' different points of view	BE — ME — AE	
1.3 Honors confidentiality of executive Board sessions	BE — ME — AE	
1.4 Seeks advice of counsel on issues related to conflict of interest	BE — ME — AE	
1.5 Participates in professional meetings and training programs	BE — ME — AE	
1.6 Refrains from directing and/or interfering in the daily administration of the school division	BE — ME — AE	
1.7 Attends school, staff, and community functions	BE — ME — AE	
1.8 Implements an annual Personal Improvement Plan as an individual School Board Member	BE — ME — AE	

Role	Rating	Comments
1.1 Vision and Mission Establish and communicate a clear mission and the Strategic Plan for the School Division.	BE — ME — AE	
1.2 School Laws Ensure that the school laws are properly explained, enforced, and observed.	BE — ME — AE	
1.3 Conduct Public School Business Obtain as much information as possible about the conduct of the public schools in the school division and take care that they are conducted according to law and with the utmost efficiency.	BE — ME — AE	
1.4 Property of the School Division— Care for, manage, and control the property of the school division and provide for the erecting, furnishing, and equipping of necessary school buildings and appurtenances and the maintenance thereof.	BE — ME — AE	
1.5 Consolidation of Schools (if applicable) Provide for the consolidation of schools whenever such procedure will contribute to the efficiency of the school division.	BE — ME — AE	
1.6 Operation of the School Division Insofar as not inconsistent with State statutes and regulations of the Board of Education, operate and maintain the public schools in the school division and determine the length of the school term, the studies to be pursued, the methods of teaching and the government to be employed in the schools.	BE — ME — AE	
1.7 Instructional and Management Priorities Establish instructional and management priorities to support the achievement of the Division vision, mission, and goals and evaluate progress on achieving these priorities.	BE — ME — AE	
1.8 Policy Making	BE — ME — AE	

Role	Rating	Comments
Develop and adopt policies that determine the operation of the Albemarle County Public Schools.		
1.9 Superintendent Recruit, hire and evaluate the Superintendent who will carry out the policies of the Board in accordance with existing laws and regulations of the Commonwealth of Virginia.	BE — ME — AE	
1.10 Budget Adoption Adopt an annual budget that will provide the financial basis for buildings, furnishings, staff, materials, equipment, and transportation needed to educate the students of Albemarle County.	BE — ME — AE	
1.11 Financial Accountability Ensure that all funds are accurately accounted for and disbursed according to the adopted budget.	BE — ME — AE	
1.12 Personnel Establish policies governing salaries and salary schedules, terms and conditions of employment, fringe benefits, leave and in-service training and equitable evaluation for all employees.	BE — ME — AE	
1.13 Appointment of Staff Act on personnel recommendations of Superintendent and enter into contract with such personnel when required by law.	BE — ME — AE	
1.14 Communicating with Various Constituencies Communicate with various constituencies to receive input and gather support for public education	BE — ME — AE	
1.15 Communicating with Board of Supervisors and Legislative Officials Communicate with elected and legislative officials to receive input, recommend legislation, and gather support for public education.	BE — ME — AE	
1.16 Communication with School Division Employees	BE — ME — AE	

Role	Rating	Comments
Communicate with employees by visitation and other means to receive input and convey information.		
1.17 Adjudication Act as final adjudicator as delineated by policy, federal and state regulations and statutes.	BE — ME — AE	
1.18 Office Protocol Follow office protocol as defined for the School Board and Superintendent.	BE — ME — AE	
1.19 Responsive to Changing Needs of School Division: Open to new directions and flexible in responding to changing needs during year.	BE — ME — AE	
1.20 Respect of School Board as an Institution Respects other Board members regardless of beliefs, practices team and consensus building, and resolves conflicts in a professional manner.	BE — ME — AE	
1.21 School Board Improvement Implements an annual Improvement Plan for the School Board as a whole.	BE — ME — AE	

School Board Self-Evaluation

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- 1 Well below expectations; demonstrates an unacceptable level of ability which requires prompt attention to correct weakness
- 2 Below expectations; demonstrates a need for attention to areas of concern in order to improve effectiveness
- 3 Insufficient evidence to determine rating
- 4 Meets expectations; demonstrates effective skills and proficiency
- 5 Above expectations; demonstrates exemplary initiative and innovation

Board Members should review Becoming a Better Board Member, National School Boards Association, latest edition.

Ratings of below expectations or well below expectations should be supported by comment.

I. School Board Role

<u>Role</u>	<u>Rating</u>	<u>Comments</u>
<u>A. Individual Evaluation</u> (for individual use ONLY; will be discussed in Open Meeting as this evaluation relates to the performance of yourself)		
<u>1.1 Regularly attends Board meetings</u>	<u>1 2 3 4 5</u>	
<u>1.2 Openly discusses issues and respects Board members' different points of view</u>	<u>1 2 3 4 5</u>	
<u>1.3 Honors confidentiality of executive Board sessions</u>	<u>1 2 3 4 5</u>	
<u>1.4 Seeks advice of counsel on issues related to conflict of interest</u>	<u>1 2 3 4 5</u>	
<u>1.5 Participates in professional meetings and training programs</u>	<u>1 2 3 4 5</u>	
<u>1.6 Refrains from directing and/or interfering in the daily administration of the school division</u>	<u>1 2 3 4 5</u>	
<u>1.7 Attends school, staff, and community functions</u>	<u>1 2 3 4 5</u>	
<u>1.8 Implements an annual Personal Improvement Plan as an individual School Board Member</u>	<u>1 2 3 4 5</u>	
<u>B. School Board as a Collective Body</u>		
<u>1.1 Vision and Mission</u> <u>Establish and communicate a clear mission and the Strategic Plan for the School Division.</u>	<u>1 2 3 4 5</u>	
<u>1.2 School Laws</u> <u>Ensure that the school laws are properly explained, enforced, and observed.</u>	<u>1 2 3 4 5</u>	
<u>1.3 Conduct Public School Business</u> <u>Obtain as much information as possible about the conduct of the public schools in the school division and take care that they are conducted according to law and with the utmost efficiency.</u>	<u>1 2 3 4 5</u>	

<u>Role</u>	<u>Rating</u>	<u>Comments</u>
<u>1.4 Property of the School Division</u> <u>Care for, manage, and control the property of the school division and provide for the erecting, furnishing, and equipping of necessary school buildings and appurtenances and the maintenance thereof.</u>	<u>1 2 3 4 5</u>	
<u>1.5 Consolidation of Schools (if applicable)</u> <u>Provide for the consolidation of schools whenever such procedure will contribute to the efficiency of the school division.</u>	<u>1 2 3 4 5</u>	
<u>1.6 Operation of the School Division</u> <u>Insofar as not inconsistent with State statutes and regulations of the Board of Education, operate and maintain the public schools in the school division and determine the length of the school term, the studies to be pursued, the methods of teaching and the government to be employed in the schools.</u>	<u>1 2 3 4 5</u>	
<u>1.7 Instructional and Management Priorities</u> <u>Establish instructional and management priorities to support the achievement of the Division vision, mission, and goals and evaluate progress on achieving these priorities.</u>	<u>1 2 3 4 5</u>	
<u>1.8 Policy Making</u> <u>Develop and adopt policies that determine the operation of the Albemarle County Public Schools.</u>	<u>1 2 3 4 5</u>	
<u>1.9 Superintendent</u> <u>Recruit, hire and evaluate the Superintendent who will carry out the policies of the Board in accordance with existing laws and regulations of the Commonwealth of Virginia.</u>	<u>1 2 3 4 5</u>	
<u>1.10 Budget Adoption</u> <u>Adopt an annual budget that will provide the financial basis for buildings, furnishings, staff,</u>	<u>1 2 3 4 5</u>	

<u>Role</u>	<u>Rating</u>	<u>Comments</u>
<u>materials, equipment, and transportation needed to educate the students of Albemarle County.</u>		
<u>1.11 Financial Accountability</u> <u>Ensure that all funds are accurately accounted for and disbursed according to the adopted budget.</u>	<u>1 2 3 4 5</u>	
<u>1.12 Personnel</u> <u>Establish policies governing salaries and salary schedules, terms and conditions of employment, fringe benefits, leave and in-service training and equitable evaluation for all employees.</u>	<u>1 2 3 4 5</u>	
<u>1.13 Appointment of Staff</u> <u>Act on personnel recommendations of Superintendent and enter into contract with such personnel when required by law.</u>	<u>1 2 3 4 5</u>	
<u>1.14 Communicating with Various Constituencies</u> <u>Communicate with various constituencies to receive input and gather support for public education</u>	<u>1 2 3 4 5</u>	
<u>1.15 Communicating with Board of Supervisors and Legislative Officials</u> <u>Communicate with elected and legislative officials to receive input, recommend legislation, and gather support for public education.</u>	<u>1 2 3 4 5</u>	
<u>1.16 Communication with School Division Employees</u> <u>Communicate with employees by visitation and other means to receive input and convey information.</u>	<u>1 2 3 4 5</u>	
<u>1.17 Adjudication</u> <u>Act as final adjudicator as delineated by policy, federal and state regulations and statutes.</u>	<u>1 2 3 4 5</u>	
<u>1.18 Office Protocol</u> <u>Follow office protocol as defined for the School Board and Superintendent.</u>	<u>1 2 3 4 5</u>	
<u>1.19 Responsive to Changing Needs of School</u>	<u>1 2 3 4 5</u>	

<u>Role</u>	<u>Rating</u>	<u>Comments</u>
<u>Division</u> <u>Open to new directions and flexible in responding to changing needs during year.</u>		
<u>1.20 Respect of School Board as an Institution</u> <u>Respects other Board members regardless of beliefs, practices team and consensus building, and resolves conflicts in a professional manner.</u>	<u>1 2 3 4 5</u>	
<u>1.21 School Board Improvement</u> <u>Implements an annual Improvement Plan for the School Board as a whole.</u>	<u>1 2 3 4 5</u>	

Amended: March 8, 1999, June 28, 2001

~~Evaluation of the Biennial School Board/Superintendent Priorities~~

~~BBA Exhibit II (BBA E-2): Evaluation Form for the Biennial School Board/Superintendent Priorities.~~

~~Instructions: To be completed annually by each School Board Member and the Superintendent. Circle a rating for each dimension listed. Definitions for the ratings are as follows:~~

~~BE — Below expectations; demonstrates a need for attention to areas of concern in order to improve effectiveness~~

~~ME — Meets expectations; demonstrates effective skills and proficiency~~

~~AE — Above expectations; demonstrates exemplary initiative and innovation~~

~~Ratings below expectations must be supported by comment.~~

~~II. Biennial School Board/Superintendent Priorities~~

Priority	Rating	Comments
Goal 1—Prepare all students to succeed as members of a global community and in a global economy.		
Priority 1.1 All elementary, middle, and high school students will successfully engage in more rigorous academic learning essential to acquiring successful careers and the behaviors of lifelong learners (Lifelong-Learner Standards 1-8).	BE — ME — AE	
Priority 1.2 In partnership with the community, school staff will create and/or maintain a school climate that supports students and staff to demonstrate ethical behavior and respect for diversity through daily actions and decision making; participate fully in civic life, act on democratic ideals within the context of community and global interdependence; and understand and follow a physically active lifestyle that promotes good health and wellness.	BE — ME — AE	
Priority 1.3 K-12 vertical teams in all core areas will identify additional strategies and actions necessary to increase instructional rigor and high achievement across grade	BE — ME — AE	

Priority	Rating	Comments
levels with particular emphasis on transition grades, Pre K—K, 5-6 and 8-9. Recommendations for changes and budget implications will be reported to the Board.		
Priority 1.4 A middle school program guide containing baseline expectations and standards for the Division's middle school program will be developed and presented to the Board for proposed implementation in 2006-2007.	BE — ME — AE	
Priority 1.5 The Design 2005: Framework for Quality Learning instructional model will be implemented in all classrooms and assessed through: • teacher and administrative performance appraisal processes • student achievement measured by multiple indicators of performance • feedback from teachers regarding effectiveness of staff development programs.	BE — ME — AE	
Goal 2—Eliminate the achievement gap.		
Priority 2.1 Support all students to meet high expectations for performance and achievement.	BE — ME — AE	
Goal 3—Recruit, retain and develop a diverse cadre of the highest quality teaching personnel, staff, and administrators.		
Priority 3.1 A cross-functional staff committee will research, share information and make recommendations to the Board about Division compensation, alternative forms of compensation, benefits and development strategies that attract candidates from within and outside the identified competitive markets and retain employees with focus upon recruitment and	BE — ME — AE	

Priority	Rating	Comments
retention of a diverse, highly qualified staff.		
Goal 4—Achieve recognition as a world-class educational system.		
Priority 4.1 The strategic planning steering committee will develop a plan for using world-class benchmarks as a standard for assessing school and Division effectiveness and communicating progress to the Board and public.	BE — ME — AE	
Goal 5—Establish efficient systems for development, allocation and alignment of resources to support the Division's vision, mission, and goals.		
Priority 5.1 Analyze and assess current budget status in terms of available revenue and allocation to personnel, structures, and strategies that support Board goals and priorities.	BE — ME — AE	
Priority 5.2 Investigate “best practices” of other school systems, both public and private, especially with an eye toward revenue generation and services provided to students.	BE — ME — AE	

Implementation Focus Areas for Board Monitoring and Review		
Division Support I: Technology Infrastructure Development/Maintenance		
DS I.1 By June 30, 2004, the Division will implement a funding support plan to institute a phased-in replacement cycle for all instructional and administrative computers and the issuance of laptop computers to licensed instructional staff in the Division.	BE — ME — AE	
Division Support II: No Child Left Behind Act of 2001		

~~DS II.1 By December, 2003, and assessment will be conducted to determine Division structures needed to implement the federal No Child Left Behind Act of 2001 and a report made to the Board.~~

~~BE — ME — AE~~

Evaluation of the Biennial School Board/Superintendent Priorities

BBA Exhibit II (BBA E-2): Evaluation Form for the Biennial School Board/Superintendent Priorities.

Instructions: Circle a rating for each dimension listed. Definitions for the ratings are as follows:

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- 3 Insufficient evidence to determine rating
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- 5 Above expectations; demonstrates exemplary initiative and innovation

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Ratings of 1 or 5 should be supported by comment.

II. Biennial School Board/Superintendent Priorities

<u>Priority</u>	<u>Rating</u>	<u>Comments</u>
<u>Goal 1 – Prepare all students to succeed as members of a global community and in a global economy.</u>		
<u>Priority 1.1</u> <u>The Framework for Quality Learning, the Division's curriculum, assessment, and instruction model, is implemented in all classrooms.</u>	<u>1 2 3 4 5</u>	
<u>Priority 1.2</u> <u>All students embrace rigorous learning through high-level, student-centered work representative of the Division's Lifelong Learning Standards.</u>	<u>1 2 3 4 5</u>	
<u>Goal 2 – Eliminate the achievement gap.</u>		
<u>Priority 2.1</u> <u>Support all students to meet</u>	<u>1 2 3 4 5</u>	

<u>Priority</u>	<u>Rating</u>	<u>Comments</u>
<u>high expectations for performance and achievement through the consistent implementation of professional learning communities in all schools and departments.</u>		
<u>Goal 3 – Recruit, retain and develop a diverse cadre of the highest quality teaching personnel, staff, and administrators.</u>		
<u>Priority 3.1</u> <u>Ensure there is a high-performing, innovative, and creative teacher in every classroom.</u>	<u>1 2 3 4 5</u>	
<u>Goal 4 – Achieve recognition as a world-class educational system.</u>		
<u>Priority 4.1</u> <u>A unit of the School Division will pilot benchmarking its performance again Baldrige National Quality Criteria.</u>	<u>1 2 3 4 5</u>	
<u>Goal 5 – Establish efficient systems for development, allocation and alignment of resources to support the Division’s vision, mission, and goals.</u>		
<u>Priority 5.1</u> <u>Use feedback/analysis from VCU-CEPI resource utilization student to identify and develop short-term and long-term applications of the study to financial planning, including but not limited to: budgeting, staffing, organizational structures, capital projects and space/facilities utilization.</u>	<u>1 2 3 4 5</u>	
<u>Priority 5.2</u> <u>Identify the resources needed to support the Division’s vision, mission, and goals.</u>	<u>1 2 3 4 5</u>	

Amended: March 8, 1999, June 28, 2001, May 15, 2002; May 7, 2003; May 19, 2004; May 24, 2005

~~Amended: March 8, 1999, June 28, 2001, May 15, 2002; May 7, 2003; May 19, 2004~~

OFFICE PROTOCOL FOR THE SCHOOL BOARD

1. The Chairman or designee of the Board will speak officially for the Board on Board-approved actions.
2. The Superintendent represents and will speak for the school system on daily operations.
3. The Superintendent or designee will communicate immediately with Board members on matters that are legal, controversial, of interest to news agencies, or involve public safety.
4. Pertinent background information about agenda items must be available to School Board members at least five calendar days before School Board meetings (with exception given to disciplinary actions coming to the Board). Requests for information about agenda items should be directed to the Superintendent or the appropriate staff.
5. At Board meetings, members will make information requests to the administrative staff through the Superintendent. The Superintendent will advise the Board members on the availability of the information.
6. Board members may call individual staff members for general information. Such information will be distributed to all members of the Board. Should the information request require significant time or generation of new information on the part of the staff, approval of the Superintendent shall be required.

Reviewed: March 8, 1999

Amended: June 28, 2001; February 9, 2006

SCHOOL DIVISION VISION, MISSION, GOALS, AND EVIDENCE

VISION

All learners believe in their power to embrace learning, to excel, and own their future.

MISSION

The Albemarle County Public School's core purpose is to establish a community of learners and learning, through rigor, relevance, and relationships, one student at a time.

GOALS

By accomplishing the following goals, the Division will better assist all students to achieve high levels of learning and to pursue their dreams for their future:

High Quality Learning for All

- ◆ Prepare all students to succeed as members of a global community and in a global economy.

Equity and Access through High Quality Learning Opportunities

- ◆ Eliminate the Achievement Gap

Professional Engagement

- ◆ Recruit, retain and develop a diverse cadre of the highest quality teaching personnel, staff, and administrators

Performance Standards

- ◆ Achieve recognition as a world class educational system

Resource Support

- ◆ Establish efficient systems for development, allocation and alignment of resources to support the Division's vision, mission, and goals

Evidence

Indicators to provide evidence of progress toward each goal's attainment are found in the system's *Strategic Plan for a Total School System Commitment to the School Improvement Process*. A Progress Report outlining the Division's performance on these indicators will be

| issued annually by the Superintendent. In addition, the School Board will receive a yearly report on the status of the Division's curricula. At this time, the School Board will approve any substantive changes to curricula documents.

Amended: April 6, 1998; February 9, 2006

Reviewed: March 8, 1999, June 28, 2001

Guidelines for the Board/Superintendent Evaluation Process

The Board/Superintendent Evaluation Process spans a thirteen-month cycle beginning and ending with a June Board retreat to evaluate Division progress on the Biennial Board/Superintendent Priorities. The timeline below describes the checkpoints that occur from June to June.

June Retreat	Evaluation of priorities includes preliminary development of Board/Superintendent Biennial Priorities for next year.
By <u>end of</u> August 31st	Revise and finalize Board/Superintendent Priorities.
November/December	Superintendent provides update on Board/Superintendent Biennial Priorities in <i>Superintendent's Letter</i> . Have initial discussions of the midyear review. In open session discuss progress on priorities. In closed session, give feed-back to the superintendent on his/ <u>her</u> 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 Retreat. School Board collates evaluations. <u>In open session board self-evaluation.</u>
June 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 th	<u>In Closed Session evaluate superintendent.</u> Board provides Superintendent with a detailed oral evaluation in Closed Meeting. Board Chairman, at the direction of the Board, provides a summary written evaluation to include any compensation adjustments for the next school year.