

RICHMOND CITY PUBLIC SCHOOLS DIVISION REVIEW TOOL

March 2017

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Academics & Student Success Tools

Student Achievement Components Evaluation Tool

Evidence for: Academics & Student Success

Artifacts could include, but are not limited to: School Report Card, division communication to stakeholders, Strategic Plan, School Improvement Plan, division leadership meeting agendas, professional development agendas and sign-in sheets, written curriculum resources, division-wide assessments, division instructional walkthrough schedules, written feedback to school leaders

No Implementation (0 points)	Limited Implementation (1 point)	Functional Implementation (2 points) <i>All criteria must be met in order to achieve a score of Functional Implementation</i>	Full Implementation (3 points) <i>Meets ALL criteria for Functional Implementation and at least one of the following...</i>	Our Score
Basic Component: Student Achievement Expectations				
0 elements for Functional Implementation are present	1 element for Functional Implementation is present	<input checked="" type="checkbox"/> NA Communicates clear division vision, mission, and goals for student achievement to all stakeholders NOTE: Indicator scored in Mission, Vision and Goals Component Tool <input type="checkbox"/> Creates a comprehensive plan to meet student achievement goals based on data	<input type="checkbox"/> Establishes the division’s vision, mission, and/or goals with a variety of stakeholder input, including division staff and the community	1
Evidence: <ol style="list-style-type: none"> 1. RPS Academic Improvement Plan (AIP) 2. AIP Process/Project Managers Meeting Agenda 11-2015 3. Action Management Report- November and December 2015 4. Memo from Dr. Kane to Project Managers explaining AIP 10-6-2014 5. AIP Approved Meeting Minutes for Theme 2 10-17-2014 6. Theme 4 Action Team Meeting Agenda 4-2016 7. Presentation on AIP given to City Council, School Board, Parent Advisory Council, Teacher/Staff Advisory Council 8. Superintendent’s PAC roster of names 9. PAC agenda meeting minutes 12-1-2016 10. AIP Performance Targets report 2-16-2017 11. Science PD Plan with AIP Theme 3 provided to MLK Middle School 12. PDCC roster of membership 13. Draft of new vision/mission/goals statement created with board and superintendent 1-2017 				

Student Achievement Components Evaluation Tool

Basic Component: Curriculum Alignment				
0-1 elements for Functional Implementation are present	2-3 elements for Functional Implementation are present	<input type="checkbox"/> Develops a plan to ensure division-wide alignment between the written, taught, and tested curriculum <input type="checkbox"/> Communicates the curriculum alignment plan to key stakeholders <input checked="" type="checkbox"/> Trains instructional personnel on how to align the written, taught, and tested curriculum <input checked="" type="checkbox"/> Monitors the implementation of the curriculum alignment plan regularly and makes adjustments based on evidence	<input type="checkbox"/> Provides written curriculum resources to teachers that are aligned with the taught and tested curriculum <input type="checkbox"/> Provides division-wide assessments to teachers that are aligned with the written curriculum	1
<p>Evidence:</p> <ol style="list-style-type: none"> 1. 2014 Spreadsheet showing training on Curriculum Resources and UbD lesson plan 2. Curriculum Design and Development Guide -2015 Draft used as a framework for future curriculum writing 3. Curriculum Pacing Resources (on-line) 4. Specific Pacing Resources for Grade 1 Math 5. Letter to teachers re: Curriculum Enhancement Project inviting their participation in paid summer 6. RVA School’s Curriculum Audit Project Sheet 7. Program of Studies Review Assignment 2014 ongoing 8. PRS 90 Day Action Plan that resulted in CPR documents 9. PPT: Growing Instructional Gardens (Curriculum Pacing and Resources Guide) for Math at John Marshall HS, August 2016 10. PD-August 28, 2015 CPR Review and RPS Back to School PD showing CPR Review 11. PPT: Curriculum Enhancement Project 2015- ELA- 2015 12. Unpacking Standards and Writing Student Learning Objectives –used VDOE materials August 25, 2016- merges SOL’s and Curriculum Framework and VDOE training with UbD lesson plan template 13. RPS-Office of Professional Development- Professional goals for Science Specialist which states “Use Curriculum Planning Resource (CPR) to align lesson plans” 14. C&I Instruction support log template- in which all specialist document their visits and levels of support to school staff-initiated 2016-2017 (Prior year used a “running log”- this info is captured in a “dynamic spreadsheet” that captures summary of visit, AIP theme connection, next steps, etc. 15. Common Assessment Monthly Meeting -2-15-2017 Agenda- Objectives reflect focus on alignment to SOL’s 				

Student Achievement Components Evaluation Tool

- 16. Lesson plan feedback samples-Feedback created by OSII staff-reflecting alignment and VDOE Rubric-1-17-2017 and 2-8-2017 and RPS Instructional walkthrough tool
- 17. PD Agenda- “Mid Math Moments- Title I- Lucille Brown Middle School Agenda item IV on unpacking the standards 7.13 and 7.16 PPT
- 18. Emails from math specialists to teachers and principals following classroom visits- giving feedback on assessment alignment – note: RPS is working to focus instructional specialist time at schools with most need
- 19. Lincoln study on alignment of NWEA to Virginia SOLs

Basic Component: Systems for Instructional Leadership

0-2 elements for Functional Implementation are present	3-4 elements for Functional Implementation is present	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Develops and communicates expectations for school leaders regarding classroom observations that are focused on student achievement and professional growth <input type="checkbox"/> Implements a plan for the division leadership to conduct instructional walkthroughs at all schools using data to determine frequency <input type="checkbox"/> Analyzes information collected on walkthroughs and uses the information to make decisions on how best to support schools <input checked="" type="checkbox"/> Develops a system for the division leadership team to meet regularly and review schools’ progress and needs for support <input checked="" type="checkbox"/> Implements processes for the division leadership to provide feedback to school leaders on instruction and monitors that feedback is implemented 	<ul style="list-style-type: none"> <input type="checkbox"/> Creates systems for division instructional leadership using input from stakeholders, such as principals, teachers, and community members <input type="checkbox"/> Implements systems to ensure aligned acts of improvement across departments and schools 	1
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Student Achievement Components Evaluation Tool

Evidence:

1. RPS teacher evaluation timeline
2. School teacher observation evaluation tool
3. Email from Abe Jeffers with Evaluation timeline attached
4. Evaluation timeline and emails from Jeffers showing the # received (observations) and #missing
5. Evaluation spreadsheet showing school/principal/#of teachers/ and #of formal observations/quarter due to assistance superintendent for review * principals get to pick the observations that will be reviewed
6. SPP (School Progress Plan) template with built in Needs Assessment and Root/Cause Analysis
7. SPP for Thomas Jefferson High School
8. OSII Documents notebook featuring minutes of quarterly/monthly meetings for 3 Priority Schools and follow up reports to focus schools webinars, and minutes from school improvement and Innovation Team meetings
9. Rubric for SPP review 1-blank template and 1 completed with comments and feedback
10. Dept. of Instruction Agendas- Reviewing progress and identifying supports 1-12-2017, 2-8-2017
11. Multiple weekly updates from Abe Jeffers to Principals with observations reports-
12. Monthly Principal meeting Agenda 2-17-2016 indicating 3-45 min. observations with debriefing for IRR
13. Email showing that lesson observation reports were rated using Academic Review Tool and returned to principals
14. Leadership Institute Program August 8-11-2016
15. 2014 Leadership Institute Program August 4-7 2014
16. 2015 Leadership
17. Course in Spanish for Employees (including Transportation) began 2014-continuing 2016
18. PALS data identification of phonics kits for schools, EIRI \$ for Support , tutoring in schools
19. VDOE Technical Assistance 2015-16
20. VDOE Technical Assistance 2016-17
21. School by school spreadsheet summarizing Data Wise program
22. Rubric for progress with Data Wise
23. Timeline and training (August 2016 thru May 2017)
24. Data Wise Resources (book, facilitators guide)
25. FERPA training
26. VT Principals Program-2015-16, 2016-17
27. Teacher Leader Program including AP's thru Longwood
28. Cultural Proficiency 2-15-17
29. Cliff Notes on PLC
30. Email/Memorandum outlining leadership training for selected principals and lead teachers-

Student Achievement Components Evaluation Tool

Basic Component: Support for Instructional Leadership				
0-1 elements for Functional Implementation are present	2 elements for Functional Implementation are present	<input checked="" type="checkbox"/> Provides opportunities for division leadership to receive training on best practices in instructional leadership <input checked="" type="checkbox"/> Provides opportunities for principals to receive training on best practices in instructional leadership <input checked="" type="checkbox"/> Uses data from multiple sources to determine how much and what support will be provided to schools and principals regarding instructional leadership	<input checked="" type="checkbox"/> Implements measures both to build and sustain interrater reliability among instructional leaders' observations and feedback	3
<p>Evidence:</p> <ol style="list-style-type: none"> 1. LEI Leadership for effective instruction-combines language of instructional excellence and IRR walks-All principals participated 2015-16; New principals this year 2016-2017 2. Training on PLC's 1-11-2017 3. Next Generation Leadership Academy (2016-2017; 7 sessions; Equity/Cultural Proficiency PD- 2016-2017 4. Data Wise Training- August, January 5. Leadership Training and Support Chart-documenting the Director of OSII's work in various schools in improvement 6. Making Data-Driven decisions PPT training delivered by Director of OSII to Principals of schools in improvement on focus/priority school requirements and state mandates 12/7/2017 7. SPP review (quarterly) documenting curriculum/instructional specialist's role in implementing the school's Progress Plans 8. Agenda 2016-Glen Singleton training-Courageous Conversations 8-8-2016 9. Academic Services SPP follow up chart (by school support requested, where, who does it, action, when completed 10. Monthly reports on LTP to serve schools 11. IRR work with principals at District Principal's Meetings (conducts IRR walks and debrief) 12. 2016-2017 RPS Chart of Accreditation status by school 13. Principal Coaches in selected schools 				

Student Achievement Components Evaluation Tool

Basic Component: Outcomes				
0-2 elements for Functional Implementation are present	3 elements for Functional Implementation are present	<input type="checkbox"/> Meets VDOE “fully accredited” standards in all elementary schools <input type="checkbox"/> Meets VDOE “fully accredited” standards in all middle schools <input type="checkbox"/> Meets VDOE “fully accredited” standards in all high schools <input type="checkbox"/> Meets VDOE “fully accredited” standards in all other schools (e.g., 5-6, 7-8, K-8, K-12)	<input type="checkbox"/> Maintains pass rates of 95% or higher in all four core academic areas for two consecutive years in at least one school <input type="checkbox"/> Establishes its own measures of student outcomes for grade levels and subject areas not formally tested by the VDOE <input type="checkbox"/> Establishes measures of student outcomes based on authentic performance assessments	0
Evidence: 1. RPS Chart of accreditation status by school				

Professional Development & Support Components Evaluation Tool

Evidence for: Academics & Student Success

Artifacts could include, but are not limited to: Division Professional Development Plan, needs assessments, federal grant applications, program evaluations, professional development agendas and sign-in sheets, teacher observations

No Implementation (0 points)	Limited Implementation (1 point)	Functional Implementation (2 points) <i>All criteria must be met in order to achieve a score of Functional Implementation</i>	Full Implementation (3 points) <i>Meets ALL criteria for Functional Implementation and at least one of the following...</i>	Our Score
Basic Component: Professional Development				
0-1 elements for Functional Implementation are present	2-3 elements for Functional Implementation are present	<input checked="" type="checkbox"/> Creates a plan for appropriate professional development that connects teaching to student learning outcomes <input checked="" type="checkbox"/> Provides support and opportunities for educators to effectively implement learning from professional development <input checked="" type="checkbox"/> Monitors whether and how professional development learning is used in classrooms <input checked="" type="checkbox"/> Provides feedback to educators on their use of professional development learning through an explicit focus on student learning outcomes	<input type="checkbox"/> Uses data to determine appropriate professional development, monitor its effectiveness, and determine next steps <input checked="" type="checkbox"/> Differentiates professional development based on educators' needs <input type="checkbox"/> Uses adult learning theory to provide professional development that is meaningful, problem-based, and respectful of educators' experiences	3
Evidence: <ol style="list-style-type: none"> 1. PD plan for Science-aligned to Theme 3 for MLK and Blackwell ES-1-2017 2. Online PD Day 2-6-2017 Menu of options broken out by grade level spans 3. School/site based PD plans aligned to AIP Themes for 2015-2016 school year can be specific or broad based 4. Emails and memorandums re: leadership for effective instruction/ Training (LEI) 2015-2016 and 2016-2017 5. Training of PLC's (1-11-2017) and Next Generation Leadership Academy (2016-2017) 6. RPS Division-Wide PD Plan 2014-2019 (developed with input of coordinating council) 7. PD Coordinating Council list of members (current) 				

Professional Development & Support Components Evaluation Tool

8. RPS PD audience protocols (principal, assistant principal, teachers, non-instructional staff)
9. Chimborazo ES PD Plan 2015-2016
10. New Teacher Institute
11. PK monthly PD schedule
12. LETRS (language, artist and spelling) cohort of 40 K-2 teachers (PD) some selections based on data
13. PLC Handbook to support (Oct-Dec-Feb meetings) principals training, specialist training
14. Presentation PPT's from training on PLC in Oct. and Dec.
15. PD calendar for RPS RDA CAP (Oct. 31, Nov. 4, 7, 18 and Dec, 9, 16) 2014, 2015, 2016
16. New Teacher Institute, Mentor Teacher Program -2016
17. Benchmark Literacy Guided Reading Modeled Lessons (job-embedded support to specific schools)
18. Elementary Math PD calendar 2015
19. Draft School Calendar for 2017-18 (shows PD days)
20. Feedback taken from New Teacher Center electronic tool (new teachers with mentor coaches respond)
21. Feedback from new teachers using book Teach like a Champion to see how training was incorporated in early practice
22. Mentor/Coaches 12/16/2017 monitor use of training from Mentor Training (ex. Teacher develops and uses behavior plan, teacher unpacks standards after training and mentor/teacher collaborate and assess use 2-22-17, feedback on exceptional education training (Jan. 2017)
23. PBL Summer training observed in use 3/3/17 (feedback)
24. Registration sign up for 2017 PD for Middle School Math Teachers through VCU, 2367 responses to survey from PD on what was valued, will use feedback –evaluation docs from New Teacher Session
25. Feedback from career coach (coaching teachers in resident teacher program)
26. Collaboration log (specific what's working? Concerns? Next Steps? How coach can help) samples from specific teachers
27. Example of feedback to teacher by math specialist after PD as she observes and link to student outcomes (criteria from objective)
28. Feedback at Armstrong
29. Adult learning-rubric for teacher's use of PD from New Teacher training-engagement link to student outcome
30. Feedback from teachers who changed grade level and related PD to support that teacher seeing student success

Research/Innovation Components Evaluation Tool

Evidence for: Academics & Student Success

Artifacts could include, but are not limited to: Employee surveys, Strategic Plan, meeting agendas and sign-in sheets, records of employee recognition, program analyses and evaluations

No Implementation (0 points)	Limited Implementation (1 point)	Functional Implementation (2 points) <i>All criteria must be met in order to achieve a score of Functional Implementation</i>	Full Implementation (3 points) <i>Meets ALL criteria for Functional Implementation and at least one of the following...</i>	Our Score
Basic Component: Culture for Research/Innovation				
0-1 elements for Functional Implementation are present	2-3 elements for Functional Implementation are present	<input checked="" type="checkbox"/> Encourages feedback from employees on ways to improve division effectiveness <input checked="" type="checkbox"/> Provides time and resources regularly for employees to engage in activities related to applied research and innovation in their particular fields <input checked="" type="checkbox"/> Communicates clear support for research/innovation to employees <input checked="" type="checkbox"/> Recognizes employees whose ideas improve division efficiency and/or student outcomes	<input type="checkbox"/> Surveys employees at regular intervals to determine to what extent the culture supports innovation and uses those results to inform policies and practices	2
Evidence: <ol style="list-style-type: none"> 1. July 2016 email employee survey, feedback on satisfaction by department- Questions in shared survey responsiveness, growth through PD, PD impact on student outcomes (K-12 Insight) (triangulate; use to inform; use to plan PD) 2. Student Survey from K-12 Insight 3. Student at S.B. meeting with feedback; re: ELL 4. National Fellow Application for Yale Program (cohort of teachers participate at Yale and return to do PD-used CPR work, PD sessions) 5. Research Request and Approval Process- chart of studies (not all requests approved) 6. Internal review of research briefs (ex. Equity Study) to support research and generate internal interest/support 7. VCU Center for Teacher Leadership-Clinical Faculty training to serve as cooperating teachers 8. Employees with National Board Certification (annual ceremony) 				

Research/Innovation Components Evaluation Tool

9. Teacher of the Year Recognition (Teacher agrees to stay in RPS for 2 years)
10. Teachers of the Year are on Superintendent /Teacher Advisory Committee
11. R.E. B. Awards
12. TPI-US program recognition

Special Education Programs Tool: Division Corrective Action Plan (CAP) In Place

Is the division using a results-driven accountability corrective action plan?

YES = Complete this tool

NO = Use the previous tool

Evidence for: Academics & Student Success

Artifacts could include, but are not limited to: Data to demonstrate improvement toward compliance and results-driven essential actions

No Implementation (0 points)	Limited Implementation (1 point)	Functional Implementation (2 points) <i>All criteria must be met in order to achieve a score of Functional Implementation</i>	Our Score
Basic Component: Special Education Programs			
0 elements for Limited Implementation are present	1 element for Limited Implementation is present	<input checked="" type="checkbox"/> Demonstrates improvement toward meeting compliance-driven essential actions identified in the CAP <input checked="" type="checkbox"/> Demonstrates improvement toward meeting results-driven essential actions identified in the CAP	2
Evidence: <ol style="list-style-type: none"> 1. CAP with compliance driven actions and results driven actions 2. Emails from VDOE contact showing completion of the necessary corrective actions (compliance) 3. Approval of results-driven CAP, closing results driven CAP 4. Letter Nov. 2016 with results indicator 11, 12, 13 (compliance driven) 5. All 31 records related to non-compliance were compliance on review by VDOE. Compliance driven actions in CAP are closed. 6. Results-driven Essential Actions in CAP 7. LRE align schedule with IEP – Audit by ICC 8. Report of audit on results at specific schools (Armstrong and Thomas Jefferson) 9. Notes given with work needed (ex. Henderson) 10. Follow-u at school for results-driven compliance 11. Email indicating audit feedback to principals (selected) 12. Sample document with re-audit progress message 13. Sample follow-up excel spreadsheet with improvements, follow-up findings by school 14. Second audit following up for graduation 15. Memo on graduation indicator for result-driven actions (TJHS) 11-9-2016 			

Special Education Programs Tool: Division Corrective Action Plan (CAP) In Place

16. Sample PD 2x month PPT with next steps
17. Email to teachers completing PD training on co-teaching
18. Email with TTAC update by school 1-8-2015
19. RPS and TTAC support re: CAP 3-7-2016
20. English 8 co-taught class observation 1-12-2017

Targeted Programs Components Evaluation Tool

Evidence for: Academics & Student Success

Artifacts could include, but are not limited to: Division organizational chart, program outlines or brochures, program communications to stakeholders, Master Schedule for all elementary, middle, and high school, Program of Studies, needs assessments, Strategic Plan, federal grant applications, program analyses and evaluations, meeting agendas, agreements with state community colleges

No Implementation (0 points)	Limited Implementation (1 point)	Functional Implementation (2 points) <i>All criteria must be met in order to achieve a score of Functional Implementation</i>	Full Implementation (3 points) <i>Meets ALL criteria for Functional Implementation and at least one of the following...</i>	Our Score
Basic Component: At-Risk, English Language Learner, Remediation				
0-2 elements for Functional Implementation are present	3-4 elements for Functional Implementation are present	<input checked="" type="checkbox"/> Implements programs for prevention, intervention, and/or remediation for students who are educationally at-risk, including but not limited to those defined by the Virginia Standards of Quality <input type="checkbox"/> Implements programs for students with limited English proficiency compliant with state requirements <input type="checkbox"/> Implements programs for the identification and diagnosis of and assistance for students with reading and mathematics difficulties <input type="checkbox"/> Implements a program of student services designed to aid students in educational, social, and career development <input type="checkbox"/> Collects and analyzes data on these programs regularly and uses the results to evaluate and make decisions about the programs	<input type="checkbox"/> Provides programs and services above and beyond those required by the Virginia Standards of Quality	0
Evidence:				
1. Title I funds provide math program for (22) Elementary, (8) Middle Schools, (1) High school (district provide funds for				

Targeted Programs Components Evaluation Tool

- others). Provided purchase order copy for Explore Learning/Reflex Math.
2. Gizmos and Reflex implementation coordinator email
3. Memo tracking usage of Gizmos (Middle School, High School math)
4. August-October usage report for Explore/Reflex and Gizmos
5. Imagine Learning PO
6. Mid-year Implementation Report (Reflex)
7. Email A. Kane (3/5/17) to principals on using Reflex and Gizmos
8. EIRI guidelines 2016-2017 (purpose, expectations, implementation) use training
9. 11/8/16 report (of group#, tutor hours, etc.) on EIRI work
10. EIRI Implementation Model (Model by Elementary School)
11. EIRI Tutor Intervention Log (Samples)
12. Letter to principals on EIRI
13. Algebra Readiness Initiative Manual 2016-2017 focus on grades 5-9
14. Email coordinator to C&I about AR Tutors and schools (11 cited) 2/28/17
15. Title I Tutoring Distribution Worksheet
16. Dream Box Learning District Grades (February 4-March 5)
17. District Summary Report (total time, total lessons, units complete)
18. i-Ready Implementation Document 3/26/17
19. Letter from iReady about iReady tips
20. Chart of PD training at 32 sites
21. Focus School Leadership Team Mtg. 1/5/17
22. Chart of RVA Tiered Intervention System-Elementary (expectations by grade level, time, who monitors, data/criteria used to qualify)
23. Chart of RVA Tiered Intervention System- Secondary (expectations by grade level)
24. RPS Tutorial Services 2016-2017
25. Literacy Lab Model document (K3 MY District)
26. Literacy Lab Site Agreement
27. 2016-2017 Mid-year report (3 samples shown)
28. 4/16/17 RPS Tiered Instructional Supports K-5 (chart for K-5)
29. Title III Grant 2016-2017
30. Title III Grant 2015-2016
31. ELL Walkthrough observation checklist (for principal focus on EL)
32. WIDA-Access for ELL data

Targeted Programs Components Evaluation Tool

33. Copy home language surveys (in English or Spanish/translate otherwise)
34. RPS Draft ESL Handbook
35. WAP-T Screener
36. Student Literacy Report from Imagine Learning 8/1/16 to 3/2/17
37. Program Models and Guidelines for Services (ESL)
38. Guidelines for Grading (ESL)
39. Quick Reference Guide to Access Interpreter
40. 2014-2015 WIDA Access Tier Placement
41. ESL Teacher School Assignments 2016-2017
42. Sample Grade 6 Science Lesson Plan incorporating ELP Standards
43. WIDA Descriptors Rubric Grade 6-8
44. Surveys (art interest) in English and Spanish
45. EL Master Schedule (Sample Huguenot 2016-2017)
46. Data on EL student from SSWS (levels) 2016
47. Job description for ELL Parent Liaison (undated)
48. Chart of RVA Tiered Intervention System-Elementary (with “triggers” to ID)
49. Chart of RVA Tiered Literacy, Writing Intervention System-Secondary
50. RPS Tutorial Services 2016-2017
51. Binder of meetings and PD (through Title I Specialist)
52. February 6 PD Schedule (Sort by Topics)
53. Title I Math Specialist student support Log 2016-2017 (3 examples: Broad Rock, Fisher, Oak Grove)
54. RVA Future Centers flyer (50 of them) (RPS Ed. Foundation)
55. RVA Future Update 2/27/17
56. RVA Future Center online link
57. Flyer about career opportunities in Spanish, 2016-2017 opportunities
58. Job Shadowing Middle School Menu 2/9/17
59. JROTC Leadership Academy Budget (thru VT-current)
60. Data from RVA Future (2016-2016)
61. Binder from Counselor Staff
62. 2016-2017 Mid-year reports (samples) Usage, progress
63. PALS data 2016-2017
64. 2015-2016 Fall to Spring PALS data
65. PALS class summary report – Fall to Spring 1/31/17 (Considerations-expectations)

Targeted Programs Components Evaluation Tool

66. Mid-year implementation report

67. Individual Student Tracking Forms (Samples) February 2017

Targeted Programs Components Evaluation Tool

Basic Component: Enrichment Programs				
0-2 elements for Functional Implementation are present	3 elements for Functional Implementation are present	<input checked="" type="checkbox"/> Implements programs for early identification of gifted students and such students are enrolled in appropriately differentiated programs <input checked="" type="checkbox"/> Implements a plan to notify students and their parents of the availability of and qualifications and financial assistance for dual enrollment and advanced placement classes, the International Baccalaureate Program, and the Academic Year Governor's School Programs <input checked="" type="checkbox"/> Maintains an agreement for postsecondary degree attainment with a state community college specifying the options for students to complete an associate's degree or one-year Uniform Certificate of General Studies concurrent with a high school diploma <input type="checkbox"/> Collects and analyzes data on these programs regularly and uses the results to evaluate and make decisions about the program	<input type="checkbox"/> Provides programs and services above and beyond those required by the Standards of Quality	1
Evidence: <ol style="list-style-type: none"> 1. Student Evaluation Matrix (G & T Search, Grade 1) 2. Application Season Program for Gifted, Family Night flyer, Boushall 3. Richmond Program for Gifted Schedule 16-17 (meetings and deadlines) 4. FAQ document for centers (to parents) 5. Elementary Grade 1 progress report 6. Parent Inventory Grade I program (Launching Pad) 7. Evaluation Matrix Grade 3-5 G&T Student Search 8. Scoring Tool Space Program 				

Targeted Programs Components Evaluation Tool

9. Student Interview and Rating Scale K-2 and 3-5
10. Space Program rubric for communication to parents
11. November 26, 2016 Placement Decision Criteria
12. Parent Letter for Space 2016
13. Space Program 1 page description
14. 2016-2017 Enrollment data and Staffing Assignment at elementary schools
15. Sample unit for gifted (Utopia) from William & Mary
16. Sample curriculum materials for gifted programs
17. Program of Studies 2017-2018
18. Website posting of Appomattox Regional Governor School timeline to apply
19. Schedule online for summer residential program
20. Online notice of Family Night meetings/info
21. 11/19/16 Specialty School Information Night (ppt.)
22. IB Diploma Programmed website/link (7) Dual Enrollment link under C&I departments stating no cost to student
23. September agreement between J. Sergeant Reynolds CC&RPS (NCEP)
24. Dual enrollment contract
25. AP Score Data Summary
26. IB Diploma Programmed 2/5/16 student status report (83 applications)
27. CTE data –dual enrollment by courses; particularly 2011-current
28. Memo AP training in Fairfax (8 teachers) as part of AIP (March 2016)
29. Early College Academy Program Design Document 10/2016
30. 2012-2013 Student Progress data
31. 2016 Math Masters Nominees

Targeted Programs Components Evaluation Tool

Basic Component: Master Schedule & Program of Studies				
0-2 elements for Functional Implementation are present	3 elements for Functional Implementation are present	<input checked="" type="checkbox"/> Incorporates art, music, and physical education as part of the instructional program at the elementary level <input checked="" type="checkbox"/> Makes at least 150 minutes of physical activity per week available, on average, to all students <input type="checkbox"/> Meets all other Virginia Standards of Quality requirements for school schedules <input type="checkbox"/> Collects and analyzes data on these programs regularly and uses the results to evaluate and make decisions about the programs	<input type="checkbox"/> Provides programs and services above and beyond those required by the Standards of Quality	0
<p>Evidence:</p> <ol style="list-style-type: none"> 1. Sample ES schedule and master schedule 2. Resource teacher schedule (sample) 3. CPR for physical education (grade 2) for RPS 4. CPR for visual arts for RPS 5. Itinerant teacher schedule for music 6. Excel file arts staff by school 7. Sample ES master schedule (Brock) 8. Sample MS master schedule (Binford) 9. Sample HS master schedule 10. Program of Studies 2017-2018 (offerings for MS and HS) 11. Master schedule at GWHS (English department) detail including collaborative English class and on-site PLC alternative program 12. Sample report of student enrollment in classes (ASPEN) (# teachers, student seats used, available, etc.) 				

Targeted Programs Components Evaluation Tool

Basic Component: Diploma, College, and Career Programs				
0-1 elements for Functional Implementation are present	2 elements for Functional Implementation are present	<input checked="" type="checkbox"/> Implements programs designed to increase the number of students who earn a high school diploma <input checked="" type="checkbox"/> Implements programs that incorporate career and technical education into the K-12 curricula compared to legislative oversight of Perkins (6-12) <input type="checkbox"/> Collects and analyzes data on these programs regularly and uses the results to evaluate and make decisions about the programs	<input type="checkbox"/> Provides programs and services above and beyond those required by the Standards of Quality	1
<p>Evidence:</p> <ol style="list-style-type: none"> 1. Graduation requirement checklist, Communities in Schools' PLC alternative program Richmond Technical Center 2. SOL tracking spreadsheet 3. Grade point online course listings for credit recovery 4. Industry certification list –GWHS 5. 2/23/17 meeting for PD on intervention strategies for students in RTC PLC 6. Student Code of Conduct, PLC at RTC, 2016-17 7. Aspire Academy purpose as available on website 8. Graduation Needs At a Glance spreadsheet for current Aspire students 9. Student data showing SOL Algebra 1 and Geometry scores (SAT initiative) 10. Freshman Academy data at Armstrong 2016 (used in research study) 11. 10/3/16 weekly update SAT initiative 12. RAS GCI Review documents March 2, 2017 13. 2014-15 AthLife Foundation Results (data on retaining students enrolled) 14. Program of Studies 2017-18 15. Carl Perkins fund application 2016 16. Application for Career Cluster/Plan of Study (completed by student in grade through Career Cruising) 17. Memo 2012-13 from VDOE approving a career cluster request 18. Junior Achievement Finance Park event (chart showing participation by HS) 				

Targeted Programs Components Evaluation Tool

Evidence Continued:

19. DECA program of work sample
20. CTE Completer Demographic Verification Report 2015-16
21. Jan. 2017 list of students in cooperative education (52) current Jan. 2017
22. Career and Tech. Ed. Advisory Board presentation (PPT) used in Advisory Committee meeting
23. Advisory Committee members
24. 3-(7-8-9)-2017 onsite PD memo to teachers in CTE (for job-embedded PD)
25. Sample agenda for CTE department meeting 11/14/2016
26. Business & Marketing PD Schedule/Sessions 2/6/17
27. 2016 Cyber CAMP (state funded) flyer (summer 2016 event) grades 10-12
28. Email on Girl Power (STEM related event)
29. Sample schedule for Career Coach
30. Email Police Academy partnership 12/12/16 (criminal justice program)
31. RVA STEM Sports Day 2/28/17 at VCU for grade 7
32. Sample unit plan CTE
33. Summer JROTC camp presenters
34. Plan of Study (sample template) not student information
35. Document "Planning an Elementary School Maker Space"
36. Materials for Maker Space
37. Invitation to RPS to join George Meadows (University of Mary Washington) Maker Space movement 2016
38. SEDF report 2/4/16
39. Completer follow up survey
40. 2015-16 CTE Credential Testing (results and Completer student list (Excel file by student)
41. STEM, Co-op Governors Academy held at RTC (student list 2016-17)
42. Document, Co-op Governors Academy held at RTC
43. Graduation Needs-At-A-Glance for ASPIRE students
44. GCI data notebook from RAS

Targeted Programs Components Evaluation Tool

Basic Component: Adult & Alternative Education				
0-2 elements for Functional Implementation are present	3 elements for Functional Implementation are present	<input checked="" type="checkbox"/> Implements educational alternatives (e.g., GED) for students whose needs are not met in programs prescribed in the Standards of Quality <input checked="" type="checkbox"/> Counts students in educational alternative programs in average daily membership (ADM) in accordance with the regulations of the Board of Education <input checked="" type="checkbox"/> Implements adult education programs for individuals functioning below the high school completion level <input checked="" type="checkbox"/> Collects and analyzes data on these programs regularly and uses the results to evaluate and make decisions about the programs	<input type="checkbox"/> Provides programs and services above and beyond those required by the Standards of Quality	2

Targeted Programs Components Evaluation Tool

Evidence:

1. Crosswalk of Alternative Education Program in RPS – (RAS) (ISAEP)
2. ASPEN school and homeroom lists (3 selected examples)
3. Adult Basic Education GED meeting agenda Feb. 2017 (monthly meetings)
4. ASE-Adult Secondary Education flyer
5. Class registration calendar/location in Richmond
6. Spreadsheet showing allocation of budget funds for adult education
7. AEFLA Goals 2015-16 template
8. Workforce Development Agreement 6/27/16 (MOU)
9. 2/10/17 Adult Education evening program review
10. Adult Education (Excel file) test results by student and teacher
11. Data (in Excel file) ISAEP-GED data
12. October 31, 2016 memo setting criteria for ISAEP entry (adding entry requirement prior to moving to EAS)
13. Spreadsheet (by student) identified for GED entry (not ISAEP)
14. Breaking the Cycle (PPT) using RAS data
15. 6/4/16/ memo on revisions for alternative modifications at RAS
16. Data analysis in Aspire (including next steps to revise plan)
17. Aspire data spreadsheet 2/16/17 (graduation analysis – based on session, courses, verified credits, etc.)

Leadership & Governance Tool

Division Organization Components Evaluation Tool

Evidence for: Leadership & Governance

Artifacts could include, but are not limited to: Surveys, review of organizational chart, Strategic Plan, departmental meeting notes, minutes, or agendas, record of changes to organizational chart, mission, vision, and goals, policy documents, school improvement plans, press releases, stakeholder communications and correspondence

No Implementation (0 points)	Limited Implementation (1 point)	Functional Implementation (2 points) <i>All criteria must be met in order to achieve a score of Functional Implementation</i>	Full Implementation (3 points) <i>Meets ALL criteria for Functional Implementation and at least one of the following...</i>	Our Score
Basic Component: Sound Organizational Structure that Supports Primary Mission of Division				
0-1 elements for Functional Implementation are present	2 elements for Functional Implementation are present	<input checked="" type="checkbox"/> Organizes employees so there is a clear, direct line of authority for each employee and the chain of command is uninterrupted <input type="checkbox"/> Groups functions appropriately and economy of scale is logical in order to keep supervisory needs to a minimum <input type="checkbox"/> Separates line and staff functions to maximize employee efficiencies	<input type="checkbox"/> Aligns departments and personnel to support school needs on the division organizational chart <input type="checkbox"/> Decentralizes decision-making to support student learning	0
Evidence: <ol style="list-style-type: none"> 1. Richmond Public Schools (RPS) organizational chart (1-11-17) 2. Supervisor Assignment document Pyramid meeting document 3. Policy 7-4.2 Lines of Responsibility 4. Policy 7-4.3 Organizational Chart 5. Weekly Report for Cabinet and Board Members 6. RPS Weekly Update for Principals 7. Evaluation Timeline 8. Pyramid Organizational Chart/Agenda 				

Division Organization Components Evaluation Tool

Basic Component: Organization is Aligned to Priorities of Strategic Plan				
0 elements for Functional Implementation are present	1 element for Functional Implementation is present	<input type="checkbox"/> Organizes all departments and staff to support the Strategic Plan <input type="checkbox"/> Reviews the division organizational chart at regular intervals to determine alignment with the Strategic Plan	<input type="checkbox"/> Meets 85% of goals in the Strategic Plan	0
Evidence: <ol style="list-style-type: none"> 1. Strategic Plan Academic Improvement Plan (2013-2014) *Cross walked with 2011 Strategic Plan 2. Academic Improvement Plan Performance Targets (2-16-2017) 3. Assessment Literacy and Research Organizational Chart 4. Aspire Improvement Plan 5. Curriculum and Instruction Organizational Chart 6. Early Learning Center Organizational Chart 7. Action Management Report (Theme 2) 				
Basic Component: Organization Reflects Vertical and Horizontal Coordination				
0-1 elements for Functional Implementation is present	2 elements for Functional Implementation are present	<input checked="" type="checkbox"/> Promotes collaborative decision making through the organizational structure of the division <input checked="" type="checkbox"/> Establishes productive intra-organizational relationships <input type="checkbox"/> Promotes the creation of employee-centered, proactive, and focused processes	<input type="checkbox"/> Monitors, evaluates, and reviews decision-making processes and effectively communicates this throughout the division	1
Evidence: <ol style="list-style-type: none"> 1. Pyramid meeting document 2. RPS Presentation-January 2015 3. Armstrong Pyramid meeting agenda Huguenot/Armstrong 4. Pyramid Meeting Minutes-Huguenot 5. Cabinet Meeting Agenda 6. Leadership Meeting Agenda 7. RPS Professional Development Coordinating Council (PDDCC) document, agenda, meeting notes, (team meets monthly) 8. Needs Assessment/ Next Steps 2016-2017 				

Mission, Vision, & Goals Components Evaluation Tool

Evidence for: Leadership & Governance

Artifacts could include, but are not limited to: Mission, vision, and goals components, meeting minutes, surveys, interviews, school data

No Implementation (0 points)	Limited Implementation (1 point)	Functional Implementation (2 points) <i>All criteria must be met in order to achieve a score of Functional Implementation</i>	Full Implementation (3 points) <i>Meets ALL criteria for Functional Implementation and at least one of the following...</i>	Our Score
Basic Component: Collaboratively Develops and Sustains a Shared Vision				
0-2 elements for Functional Implementation is present	3 elements for Functional Implementation are present	<input type="checkbox"/> Gathers and uses input from staff, parents, students, and other stakeholders to develop the division’s mission, vision, and goals <input type="checkbox"/> Communicates the division’s mission, vision, and goals to a variety of stakeholders, defining terms where necessary to create a shared understanding <input checked="" type="checkbox"/> Promotes multiple opportunities for parents and families to be full partners in the educational process <input type="checkbox"/> Shares responsibility for achieving the division’s vision between the central office and schools	<input type="checkbox"/> Involves external community stakeholders, beyond parents, who contribute to creating, monitoring, and achieving the division’s vision	0
Evidence: <ol style="list-style-type: none"> 1. 2011 Strategic Planning Team (community, business, higher education, division staff)*online document 2. Strategic Planning Process *online document 3. Draft mission, vision, and goals (board created the draft document 2-18-17) developed with VSBA and a consultant 4. City of Richmond/RPS Education Compact (references the Strategic Plan) – draft <ol style="list-style-type: none"> a. RPS data and draft framework for academic improvement plan presentation 10-6-14 5. Student Advisory Council meeting minutes 6. Parent advisory council presentation, flyer, sign in sheets, (approx. 45 formal members) 				

Mission, Vision, & Goals Components Evaluation Tool

7. FACE – monthly view of family engagement activities 8. Supt. and Sandwich Q&A document (2-2-16)				
Basic Component: Focuses on Student Outcomes				
0-2 elements for Functional Implementation are present	3-4 elements for Functional Implementation are present	<input type="checkbox"/> Aligns the division’s mission, vision, and goals with action steps in Strategic Plan <input type="checkbox"/> Uses the division’s vision, mission, and goals to make major programmatic and funding decisions <input type="checkbox"/> Creates goals relating to achievement and other measures of student success <input type="checkbox"/> Aligns the division and school practices and policies with the division’s vision <input type="checkbox"/> Aligns school improvement efforts with the division’s vision	<input type="checkbox"/> Achieves academic success in the division’s lowest performing schools as a result of them following the division’s vision	0
Evidence: <ol style="list-style-type: none"> 1. AIP Budget - project budget summary (p. 24 of AIP) 2. FY18 Requirements & Commitments (presentation) 3. Bellwether Report (presentation) – looked at how funds are allocated 4. Superintendent estimate of needs (Dec. 2016) 5. RPS Justification Requests (funding) – budget request and justification (total view of budget) – i.e. professional development and overage students 6. AIP Budget Request (FY 2017) spreadsheet 				

Mission, Vision, & Goals Components Evaluation Tool

Basic Component: Monitors Progress and Makes Adjustments				
0-1 elements for Functional Implementation are present	2 elements for Functional Implementation are present	<input type="checkbox"/> Establishes structures to elicit feedback from internal and external communities on the division’s vision, mission, and goals <input type="checkbox"/> Monitors progress towards achieving the division’s vision, mission, and goals <input type="checkbox"/> Makes adjustments to action steps based on evidence of need	<input type="checkbox"/> Achieves the division’s mission, vision, and goals <input type="checkbox"/> Communicates and celebrates the successes of meeting the division’s mission, vision, and goals to a variety of stakeholders	0
Evidence: <ol style="list-style-type: none"> 1. AIP Annual Report 2. PDCC Report/meeting minutes 3. RPS Process/Project Managers Meeting Agenda 				
Basic Component: Promotes a Climate of Mutual Respect, Trust, and Professionalism				
0-1 elements for Functional Implementation are present	2 elements for Functional Implementation are present	<input type="checkbox"/> Implements a plan for a strong collaborative relationship between the central office and schools <input checked="" type="checkbox"/> Shares information systematically with all stakeholders <input checked="" type="checkbox"/> Creates collaborative learning communities at both the central office and schools	<input type="checkbox"/> Elicits feedback from stakeholders to enrich the climate <input type="checkbox"/> Seeks input from other highly performing schools to enrich the climate	1
Evidence: <ol style="list-style-type: none"> 1. Pyramid agendas and meeting minutes 2. PAC, Teacher Staff Advisory Committee 3. Website information about BAC, SAC, PAC (RPS – Administration – Superintendent’s page) 4. Website – constituents’ services policy 5. Email – Purpose of Division Leadership and Principals Meetings 6. Website – Let’s Talk Portal 7. Parent Forum (documents) 8. FACE documents advertising events in English and Spanish 9. RPS mobile app, Facebook, Twitter 				

Policy Management Components Evaluation Tool

Evidence for: Leadership & Governance

Artifacts could include, but are not limited to: Review of policies, policy manual, regulations & procedures, training agendas, organizational chart, job descriptions with roles and responsibilities, public hearings/comments/minutes and documented artifact of follow-up, board agenda items, training sign-in sheets, stakeholder communications, performance evaluation documents

No Implementation (0 points)	Limited Implementation (1 point)	Functional Implementation (2 points) <i>All criteria must be met in order to achieve a score of Functional Implementation</i>	Full Implementation (3 points) <i>Meets ALL criteria for Functional Implementation and at least one of the following...</i>	Our Score
Basic Component: Ensures Policies are Aligned and Compliant with State and Federal Legislation and Regulations				
0-4 elements for Functional Implementation are present	5-7 elements for Functional Implementation are present	<input checked="" type="checkbox"/> Designates personnel to monitor, distribute, and ensure implementation of Virginia State Superintendent’s Memos and other relevant state communications <input checked="" type="checkbox"/> Reviews policies systematically to ensure they comply and are current with state and federal mandates <input type="checkbox"/> Reviews policies systematically to ensure they meet the needs of the school division and are aligned with the division’s vision and Strategic Plan <input type="checkbox"/> Monitors the alignment between policy and practice systematically to ensure compliance with and effectiveness of the policies <input type="checkbox"/> Provides a framework for operation, implementation, and accountability through policies <input checked="" type="checkbox"/> Communicates consistently with all stakeholders to ensure compliance across departments and schools <input checked="" type="checkbox"/> Provides ongoing and appropriate	<input type="checkbox"/> Uses a system to communicate relevant policies and updates to stakeholders <input type="checkbox"/> Provides training for administrators on the connection between policy and practice	1

Policy Management Components Evaluation Tool

		<p>policy-related professional development related to compliance with state and federal mandates</p> <p><input checked="" type="checkbox"/> Uses policies to inform regulations and procedures</p>		
<p>Evidence:</p> <ol style="list-style-type: none"> 1. Emails from Supt. to Cabinet and Department heads forwarding State Supt.’s Memo; Supt.’s memos may or may not be incorporated into cabinet meeting agendas 2. Policy 1-1.6 Board Policy calling for every five year policy review 3. Policy Revision Summary (sample) 4. Draft of Proposed Policy Revision 1-1.5 2/21/2017 5. VSBA annual list of proposed changes-VSBA Required Notifications Spreadsheet –designates cabinet member responsible and date completed 6. Local Policy 8-1.8 Equity Policy – Student Achievement 7. Monthly skeleton for Board agendas – Policy Review listed on every month 8. Online: Practice Updates-The use of SOL scores for grades in RPS 9. Policy will be changed to reflect new practice 10. Theme #4 11. Digital Tool that tracks all PD – “I Lead RPS Platform” – Everyone has a preloaded required policy PD Learning Plan – can monitor who has begun and finished 12. Administrative Regulations <ul style="list-style-type: none"> • R5-6.2 (Pupil Evaluation & Grading) • 8-2.2 (Admissions – SS#’s) • R6-2.8 (School Closings) 				

Policy Management Components Evaluation Tool

Basic Component: Develops Aligned Policies and Procedures				
0-1 elements for Functional Implementation are present	2-3 elements for Functional Implementation are present	<input checked="" type="checkbox"/> Collaborates with internal and external community to develop policies <input checked="" type="checkbox"/> Creates opportunities for both internal and external stakeholders to provide input regarding policies <input type="checkbox"/> Implements a process to explicitly ensure that the well-being of students, staff, and others serves as the focus of policy development <input checked="" type="checkbox"/> Implements and monitors local procedures and regulations to effectively implement policies	<input type="checkbox"/> Reviews the process used to develop policies to ensure all stakeholders are represented in policy development	1
Evidence: <ol style="list-style-type: none"> 1. TSAC – Teacher /Staff Advisory Council 2. SAC – Student Advisory Council 3. Community Engagement meeting notes re: School start times 4. Grading Practices (1st do no harm statement) 5. Internal and External Engagement Surveys (annual) 6. “Let’s Talk” online discussion data reports 7. K-12 Insight 8. Emails – Training with Community Partners on relevant policies 				

Policy Management Components Evaluation Tool

Basic Component: Annually Reviews and Revises Policies				
0 elements for Functional Implementation are present	1 element for Functional Implementation is present	<input checked="" type="checkbox"/> Monitors, evaluates, and reviews policies to ensure their effectiveness and compliance with federal and state requirements <input type="checkbox"/> Reviews evidence/data of policy effectiveness and makes adjustments as needed	<input type="checkbox"/> Provides frequent opportunities for stakeholders to provide feedback on policies	1
Evidence: 1. VSBA Required Notifications Spreadsheet				

Strategic Planning Components Evaluation Tool

NOTE: The most recent Richmond City Public Schools Strategic Plan ended in the 2015 school year and lacked a vision statement.

Evidence for: Leadership & Governance

Artifacts could include, but are not limited to: Strategic Plan, minutes from planning meetings, professional development agendas and sign-in sheets, records of stakeholder involvement and input

No Implementation (0 points)	Limited Implementation (1 point)	Functional Implementation (2 points) <i>All criteria must be met in order to achieve a score of Functional Implementation</i>	Full Implementation (3 points) <i>Meets ALL criteria for Functional Implementation and at least one of the following...</i>	Our Score
Basic Component: Builds Commitment to the Strategic Plan				
0-1 elements for Functional Implementation are present	2 elements for Functional Implementation are present	<input type="checkbox"/> Develops the Strategic Plan with stakeholder involvement and input <input type="checkbox"/> Implements a strategic planning process that is continuous and ongoing <input type="checkbox"/> Ensures that the strategic planning team is representative of all division departments and groups	<input type="checkbox"/> Seeks feedback on the planning process from internal and external stakeholders <input type="checkbox"/> Implements “lessons learned” into the planning process	0
Evidence: <ol style="list-style-type: none"> 1. Strategic Plan (2010-2015) 2. Members of the Planning Team 3. VSBA draft document 4. Academic Improvement Plan (2014-2015) 				

Strategic Planning Components Evaluation Tool

Basic Component: Uses a Systems-thinking Approach to Strategic Planning				
0-1 elements for Functional Implementation are present	2 elements for Functional Implementation are present	<input type="checkbox"/> Collects and analyzes data in the planning process <input type="checkbox"/> Uses data and evidence to identify specific focus areas in the Strategic Plan <input type="checkbox"/> Develops action plans based on data analysis	<input type="checkbox"/> Develops systemic approaches to improve the strategic planning process <input type="checkbox"/> Investigates the planning processes of other highly performing school divisions and uses the results to inform the strategic planning process	0
Evidence: <ol style="list-style-type: none"> 1. Action Management Plan 2. 2015 Strategic Plan 3. Academic Improvement Plan Performance Targets 4. Over age students data 5. Academic Improvement Plan (AIP) actions and deliverables 				
Basic Component: Identifies Clear Goals, Strategies and Resources				
0 elements for Functional Implementation are present	1 element for Functional Implementation is present	<input type="checkbox"/> Creates goals and strategies that directly relate to the needs of the division based on evidence <input type="checkbox"/> Creates goals and strategies that support division performance	<input type="checkbox"/> Reviews the division's goals and strategies routinely and updates as necessary based on evidence <input type="checkbox"/> Establishes goals similar to other high-performing divisions	0
Evidence: <ol style="list-style-type: none"> 1. Academic Improvement Plan (Action Management Plan) 2. AIP Performance Targets 3. Project Budget Summary (page 24 of Action Management Plan) 				

Strategic Planning Components Evaluation Tool

Basic Component: Uses Data to Drive Decision-Making				
0-1 elements for Functional Implementation are present	2 elements for Functional Implementation are present	<input checked="" type="checkbox"/> Provides professional development on data analysis to build the capacity of staff <input checked="" type="checkbox"/> Disaggregates state and local assessment data to inform ongoing programmatic adjustments and maintain focus on improvement <input type="checkbox"/> Analyzes information from multiple data points systematically to determine effectiveness of strategies and makes adjustments accordingly	<input type="checkbox"/> Embeds systems for the ongoing analysis of data into the division's culture	1
<p>Evidence:</p> <ol style="list-style-type: none"> 1. Richmond Professional Development Spreadsheets 2. Data Wise Rubric 3. Data Wise Improvement Process Document 4. Richmond Public Schools Professional Development Plan 5. Leadership Team Meeting Notes-Data Wise 6. Data Wise Launch Presentation for schools 7. NWEA/MAP Workshop (March 24, 2016) 8. Presentation-SPP* 9. AIP data 10. SPP-data about ELA, Math, Climate, schools list priorities, contributing factors, root cause 11. Data Wise Improvement Process Module 4: Digging into Student Data (presentation) 				

Board Governance Components Evaluation Tool

NOTE: At the time of the division level review (March 2017), all members of the Richmond City School Board were newly elected. The Board Governance Components Evaluation Tool will be completed in March 2018. Additional Essential Actions may result.

Evidence for: Leadership & Governance

Artifacts could include, but are not limited to: Interviews, surveys - internal and external, board minutes, emails, memos, letters, board agendas

No Implementation (0 points)	Limited Implementation (1 point)	Functional Implementation (2 points) <i>All criteria must be met in order to achieve a score of Functional Implementation</i>	Full Implementation (3 points) <i>Meets ALL criteria for Functional Implementation and at least one of the following...</i>	Our Score
Basic Component: Establishes and Maintains Positive Relationships with Board Members				
0-2 elements for Functional Implementation are present	3-4 elements for Functional Implementation are present	<input type="checkbox"/> Ensures consistent communication between the superintendent and all school board members <input type="checkbox"/> Establishes communication procedures for the superintendent to enhance school board members' understanding of student programs and school operations <input type="checkbox"/> Provides the school board with adequate time for discussion and processing for decisions requiring action <input type="checkbox"/> Provides the school board with regular and thorough updates on the state of the division by the superintendent <input type="checkbox"/> Schedules retreats to ensure adequate time to accomplish work and team building between the superintendent and the school board	<input type="checkbox"/> Seeks input by the superintendent from the school board members regarding their perceptions of the relationship and communication and makes modifications as needed <input type="checkbox"/> Provides training to the school board on team development to build shared knowledge and values	

Board Governance Components Evaluation Tool

Basic Component: Superintendent and Board Members Formulate and Implement Division’s Mission, Vision, and Goals, Strategic Plan, and Policies				
0-1 elements for Functional Implementation are present	2 elements for Functional Implementation are present	<input type="checkbox"/> Establishes a collaborative process between the superintendent and the school board to build a shared vision, set goals, and establish policies <input type="checkbox"/> Monitors division progress toward achieving vision and achieving goals <input type="checkbox"/> Embraces data, both positive and negative, and emphasizes continuous improvement	<input type="checkbox"/> Partners with local organizations to build the division’s vision, set goals, and monitor the implementation of the division’s mission	
Evidence:				

Board Governance Components Evaluation Tool

Basic Component: Superintendent and Board Members Lead as a United Team				
0-1 elements for Functional Implementation are present	2-3 elements for Functional Implementation are present	<input type="checkbox"/> Establishes structures to connect with internal and external communities <input type="checkbox"/> Demonstrates evidence of a trusting and collaborative relationship between the superintendent and school board members <input type="checkbox"/> Holds a common vision between the superintendent and school board members <input type="checkbox"/> Builds relationships between the superintendent, school board, parents/families, and community	<input type="checkbox"/> Creates and sustains partnerships with community organizations to meet the division's vision	
Evidence:				
Basic Component: Role of the School Board in Collaboration				
0 elements for Functional Implementation are present	1 element for Functional Implementation is present	<input type="checkbox"/> Engages the board in training to understand the roles and responsibilities of the board members in achieving the division's mission, vision, and goals <input type="checkbox"/> Implements and monitors systems to ensure board accountability toward maintaining collaborative partnerships with the division	<input type="checkbox"/> Provides ongoing training based on the board's needs	
Evidence:				

Operations & Support Services Tools

Facilities & Maintenance Components Evaluation Tool

Evidence for: Operations & Support Services

Artifacts could include, but are not limited to: Maintenance handbook, Strategic Plan, capital improvement plan, evidence of conforming to guidelines, budget, school board meeting minutes, department meeting minutes, local annual report, emails, training agendas

No Implementation (0 points)	Limited Implementation (1 point)	Functional Implementation (2 points) <i>All criteria must be met in order to achieve a score of Functional Implementation</i>	Full Implementation (3 points) <i>Meets ALL criteria for Functional Implementation and at least one of the following...</i>	Our Score
Basic Component: Facilities & Maintenance				
0-2 elements for Functional Implementation are present	3 elements for Functional Implementation are present	<input type="checkbox"/> Supports long-term and short-term division needs with an emphasis on student-learning outcomes through a clear, evidence-based Capital Improvement Plan NOTE: Funding restrictions impacted evidence for this criterion. <input type="checkbox"/> Reviews facilities and maintenance expenditures on a regular schedule to ensure alignment with the division’s vision, goals, budget, and policies NOTE: Funding restrictions impacted evidence for this criterion. <input checked="" type="checkbox"/> Implements processes to provide a safe, healthy, and accessible school environment and to improve operational/energy efficiency and/or technology infrastructure <input type="checkbox"/> Implements and monitors training to keep employees up-to-date with current regulations, requirements, and trends in maintenance and operations	<input type="checkbox"/> Develops and sustains a team that evaluates school facilities and available resources <input type="checkbox"/> Improves existing resources proactively in a clear plan communicated to all division stakeholders <input type="checkbox"/> Implements proven methods for facility management to achieve a productive and cost-effective learning environment (including but not limited to long-range facility planning, tactical planning, financial forecasting, budget management, and hiring/scheduling/use of professionals)	0

Facilities & Maintenance Components Evaluation Tool

Evidence:

1. Facility need report FY 2016-FY2025 notebook including population and enrollment forecasts report, community perspectives survey
2. BCWH Athletic Facility Upgrades Report
3. RPS FTF Needs Report
4. Energy Management System printouts
5. Timeline – option #5 – adjusted draft #1
6. Facilities plan
7. BCWH outdoor athletic facilities report
8. Daily emails energy management analyst
9. Facility Master Planning October 2002 Part 2: facilities assessment notebook
10. Facilities Master Planning October 2002 Part 1: master plan notebook
11. PowerPoint: RPS continued discussion of middle and elementary schools south of the James River presented during school board workshop March 17, 2015
12. Update of Facilities Needs Report – Joint Meeting of School Board and City Council October 12, 2015
13. Richmond Public Schools Study 2011-2012: background report notebook
14. Facilities Infrastructure Assessment FY 2014-18 Report
15. District wide community meeting sign in sheets December 1, 2015 – Feb. 2, 2016 representing 18 meetings
16. Richmond Public Schools 2014-15 Elementary School Zone Map, Middle School Zone Map, High School Zone Map
17. RPS Facilities Needs Report district administration recommendation presented to school board June 15, 2015
18. RPS Facilities Needs Report recap for the period of FY 2016-2025 presented to the Richmond Chambers Business Council April 16, 2015
19. RPS Facilities and Utilization notebook
20. Facilities Task Force - #1 emails
21. Facilities Task Force - #2 facility assessment cost spreadsheet
22. Facilities Task Force #3 draft questionnaire perspectives
23. Facilities Task Force - #4 emails
24. Richmond City School Board minutes June 15, 2015 – to approve Facilities Task Force recommendation (option #5)
25. Recommended schools closed for open enrollment email Dec. 13, 2016
26. Americans with Disabilities Act accessibility study 2005 Richmond City Public Schools
27. Analysis of ADA project costs July 1, 2005 – June 30, 2010 – special review
28. Settlement agreement between plaintiffs and school board – Exhibit 1 January 2006
29. ADA annual report 2009-2010/goals for 2010-11 July 8, 2010 memorandum

Facilities & Maintenance Components Evaluation Tool

30. RPS ADA program list of remaining projects years 3-5
31. RPS five year appropriation history January 19, 2010-November 18, 2009
32. Email mold issues in room 105
33. Email John Marshall bedbugs
34. Richmond Public Schools Bedbug Protocol
35. Energy Management System – Processes Implemented to Improve Operational-Energy Efficiency and Technology Infrastructures
36. Energy Management Guidelines 2016
37. RPS Facilities Needs Report discussion of Grove Elementary community April 15, 2015
38. RPS Five Year CIP Request for FY 2018-FY2022
39. RPS Five Year CIP Request for FY 2017-FY2021
40. RPS Five Year CIP Request for FY 2016-FY2020
41. Richmond City Schools Facilities Services all work orders as of March 3, 2017 (shows three years)
42. Richmond Public Schools 2015 Re-prioritized budget summary
43. Richmond Public Schools FY 2016 CIP Report as of April 25, 2016
44. In the U.S. District Court for the Eastern District of Virginia Civil Action Number: 3:05-CV-00425-HEH-Final Order
45. Richmond Public Schools Facilities meeting agenda February 26, 2016
46. Richmond Public Schools request for permission to attend meeting 2-1-2017
47. iLead training module sample
48. iLead sexual harassment prevention for employees and employee checklist
49. RPS posting for heating, ventilating, and air conditioning Technician 1- posting #00002150 facilities services
50. RPS posting for plumber posting #00004323 facilities services
51. RPS posting for electrician posting # 00002585 Department of Plant Services
52. Schooldude manual
53. RPS administrative regulations R6-2.8 School Closings
54. 2016 RPS School Crisis and Emergency Response Plan
55. FY 2016-17 410 Capacity Needs Expenditures Spreadsheet (project based)
56. Summary sheet FY 2015-16 expenditure spreadsheet (project based)
57. Purchasing Procedures
58. RPS Purchase Order Input Printout
59. Snow meeting emails
60. Operations Division Meeting Custodial Services Agenda January 11, 2017
61. RPS Facilities Services Meeting Agenda 11-20-15

Facilities & Maintenance Components Evaluation Tool

62. Change Order Samples
63. Starting Balance Spreadsheet
64. Capacity Computation – functional RPS maximum and state maximum
65. Community Perspectives surveys
66. Population and Enrollment Forecasts
67. Facilities Task Force Summary Map
68. Facilities Task Force Detail Map information
69. Review of building construction costs – renovated in addition basis explanation of complete renovation-replacement costs, major renovation costs, moderate renovation costs, minor renovation costs and addition costs.
70. Summary of properties sold by elementary schools – Jan. 1, 2014 – August 31, 2014
71. Summary of properties sold by middle schools – Jan. 1, 2014 – August 31, 2014
72. Summary of properties sold by high school – Jan. 1, 2014 – August 31, 2014
73. Historic tax credit overview
74. Historic tax credit eligibility by school
75. Division wide educational specifications approved spring 2007
76. Oak Grove Elementary educational specifications
77. Broad Rock Elementary educational specifications
78. Martin Luther King Middle educational specifications
79. Huguenot High educational specifications

Finance & Grant Management Components Evaluation Tool

NOTE: At the time of the review, the current Assistant Superintendent for Financial Services for Richmond City Public Schools had been employed for less than one year.

Evidence for: Operations & Support Services

Artifacts could include, but are not limited to: Strategic Plan, approved budget and evidence of approval, evidence of Comprehensive Annual Financial Report (CAFR) and supporting activities and audit-related correspondence from the CPA list, documentation of financial standard operating procedures (SOPs), evidence of expenditures, organization chart for finance, job descriptions for finance department, federal grant applications, OMEGA reports

No Implementation (0 points)	Limited Implementation (1 point)	Functional Implementation (2 points) <i>All criteria must be met in order to achieve a score of Functional Implementation</i>	Full Implementation (3 points) <i>Meets ALL criteria for Functional Implementation and at least one of the following...</i>	Our Score
Basic Component: Finance and Grant Management				
0-4 elements for Functional Implementation are present	5-8 elements for Functional Implementation are present	<input checked="" type="checkbox"/> Develops an annual budget that is approved by the local governing body <input checked="" type="checkbox"/> Defines roles and responsibilities of all department contacts, such as control and budget manager, student activities supervisor, activities/auxiliary accounting specialist, and grants/community education accountant <input checked="" type="checkbox"/> Ensures that the instructional spending percentage supports the division's vision, mission, and goals <input checked="" type="checkbox"/> Anticipates future economic trends in budgets <input type="checkbox"/> Spends within the approved budget, and ensures funds are fully expended within designated timelines <input checked="" type="checkbox"/> Implements a system so that time, money, personnel, and resources are efficiently and effectively allocated for student achievement	<input type="checkbox"/> Makes all budget decisions using a data-driven process with a focus on improving student learning <input type="checkbox"/> Involves a variety of stakeholders in creating and/or providing feedback on the budget	1

Finance & Grant Management Components Evaluation Tool

		<p><input checked="" type="checkbox"/> Implements accounting procedures for the purpose of maintaining accurate records and internal control</p> <p><input checked="" type="checkbox"/> Manages the division financial operations (including implementing and maintaining fiscal and other assigned programs and services) in conformance to division and state objectives</p> <p><input checked="" type="checkbox"/> Maintains a financial policy manual and communicates policies to stakeholders</p> <p>NOTE: RPS cannot issue CAFR or single audit until Richmond Public Schools auditor receives confirmation from Richmond City’s auditor that city audit is completed.</p>		
<p>Evidence:</p> <ol style="list-style-type: none"> 1. School Board adopted Budget FY2016-17 pg. 210 City Approval 2. RPS FY 2017-18 Budget Calendar 3. Superintendent’s Estimate of Needs- FY 2017-2018 – December 5, 2016 PPT 4. School Board Approved Budget Book FY 17-18 5. Board Agenda Item- Approval of FY2018 Budget- February 21, 2017 6. Budget and Finance Overview School Board Elect –November 28, 2016 PPT 7. RPS Budget Process- January 12, 2017 PPT 8. RPS-FY2017-2018 Budget 9. RPS- Budget managers by area 10. RPS Financial Services FY2016-17 Organizational Chart 11. RPS Finance Department FY 2016-17 Organizational Chart 12. Policy Manual Section III- Business Policy 13. Department of Finance Procedures Manual 14. Budget change request form 15. Departmental Invoice form 16. Letter to Cabinet Members, Principals, Directors – October 6, 2016 –Subject: FY2017-18 Budget Process 17. Request for Change to a Purchase Order form- 2017-18 Staff – Requests-non-tracking form 				

Finance & Grant Management Components Evaluation Tool

18. RPS Purchasing Manual
19. Instructional Spending Percentage Table 13 from State Report
 - a. RPS Strategic Plan 2010-2015
 - b. Academic Improvement Plan
 - c. RPS Data and Draft Framework for Academic Improvement Plan October 6, 2014
20. Background and update: Academic Improvement Plan
21. RPS AIP update January 31, 2017
22. Government Finance Officers Association School Budgeting Best Practices
23. 2017 Legislative Information
24. VDOE Superintendent's memo sampling
25. Agenda, Fairfax County Public Schools Budget Tool
26. 2017 VASS-VASBO Winter Conference Program Agenda
27. VSBA Legislative Update
28. VSBA General Assembly crossover report- email March 2, 2017, Subject: Spring Legislative Conference and Next Legal Webinar; Legal Rights of Immigrant Students
29. CGCS Spring Conference- Legislative Consultant, Commonwealth Strategies, update
30. Cherry, Bekaert (CBH) The Rundown Q4 2016 update
31. Bellwether RPS Budget Analysis
32. Chmura Report June 8, 2016
33. Comprehensive Annual Financial Report 2015
34. Annual School Report 2016
35. RPS Monthly Financial Report to the Board June 30, 2016- Omega Printouts; Grant Cover Sheet; email October 4, 2016, Re: Fund 377-Perkins
36. Quarterly Reporting to City- email: Sept. 12, 2016, Re: Title I Balance; Dec. 9, 2016 and Feb. 13, 2017 monthly SIG Budget meeting agenda
37. Accessing monthly budget reports through the "P" drive- Nov. 14, 2016 FY18 Budget Requests
38. Huguenot Feb Expenditure Report; RPS Area Summary by Organization by All-Object-FY17 Adopted Budget; RPS- Budget Work Session PPT Feb. 6
39. Grant Monitoring: School Board Adopted Budget for FY 2016-2017; Title I Administrator's Workshop Agenda Aug. 30, 2016; Managing Title I Resources to Impact student achievement PPT
40. Office of Grants Management Standard Operating Procedure
41. April 8, 2016, memo: Important Cut-Off Dates for FY 2015-16
42. Woodville-Feb. 2017 Budget Update

Finance & Grant Management Components Evaluation Tool

43. MLK- Feb. 2017 Budget Update
44. Bank Reconciliation Procedure
45. SIG Budget Expenditure Plan Blackwell ES Jan. 31, 2017
46. Office of Grants Management Weekly Meeting Agenda sampling from the year
47. Office of Grants Management Title II/IV Project Coordinator Transition of Responsibilities by Jan. 20, 2017
48. Wells Fargo Accounts Payable RPS 999.1.011 March 2016
49. Student Activity Fund Reconciliation year-end process
50. E.S.H. Greene ES Bank Reconciliation Report Checking Account 992
51. Financial Services Credit Card Reconciliation Standard Operating Procedure
52. Grants Accounting Procedure
53. Fund 301-Orgn 7524
54. Title IIA- Improving Teacher Quality Award #S367A150044 –Term 7/01/15- 9/30/17
55. Virginia's Annual Holder Report Forms and Instruction
56. Financial Services Credit Card 2 Documentation
57. Unclaimed Property Procedure
58. Richmond Public Schools Credit Card Listing and User Information forms for 2 employees 9-9-16
59. Sept. 19, 2016 Richmond City School Board Meeting Agenda
60. Cherry, Bekaert-Report of Independent Auditor
61. Cherry, Bekaert-Engagement Letter 10/28/16
62. School Board of the City of Richmond, VA compliance Reports for the year ended June 30, 2015 and reports of the Independent Auditor
63. Financial Services Personnel with Organizational Chart
64. June 23, 2016 memo: June 30, 2016 cutoff and year end close information
65. CIMS close out 2016 and New Year set up 2017 Procedures
66. FMS close out 2016 and set up 2017 Procedures
67. Prepared by Client List sample request #24; sample request #25; sample request #47 schedule of Operating Leases
68. Email March 7, 2017 – Re: Audit Items
69. CAFR Draft FY16
70. Annual School Report FY16 Revenue Sheet
71. Department of Purchasing and Property Management PPT
72. Purchasing Procedures and Unapproved Purchase Order Training
73. RPS Purchasing Manual
74. Purchasing Reference Guide

Finance & Grant Management Components Evaluation Tool

75. Summer School Time and Attendance Training
76. Timekeeper Training Manual
77. EPES Accounting Procedures & Quick Reference Manuals for School Activity Funds
78. RPS School/Department Training

Recommendations:

- Richmond Public Schools should notify the Auditor of Public Accounts when the release of the audited financial statements is expected after the November 30 filing date with the APA. See Attachment A.

Legal Counsel Components Evaluation Tool

Evidence for: Operations & Support Services

Artifacts could include, but are not limited to: Division policy, legal contracts and billable hours, emails or other communications, training agendas on federal or state guidelines, meeting minutes, board agendas

No Implementation (0 points)	Limited Implementation (1 point)	Functional Implementation (2 points) <i>All criteria must be met in order to achieve a score of Functional Implementation</i>	Full Implementation (3 points) <i>Meets ALL criteria for Functional Implementation and at least one of the following...</i>	Our Score
Basic Component: Legal Counsel and Practices				
0-2 elements for Functional Implementation are present	3 elements for Functional Implementation is present	<input checked="" type="checkbox"/> Implements a system and procedures to obtain legal counsel <input checked="" type="checkbox"/> Ensures high quality legal advice in an efficient and timely manner, including representation on litigation and transactional matters <input checked="" type="checkbox"/> Provides legal support/advice to the division's academic area on matters related to educational services, human resources, accommodations, and modifications pursuant to state and federal legislation (e.g., IDEIA) <input checked="" type="checkbox"/> Provides the division's legal mission statement, objectives, and relevant documents including policy manuals, state administrative codes, revised statutes, and child protective services, to stakeholders	<input checked="" type="checkbox"/> Ensures legal support/advice on matters related to personnel, capital building projects, bond issues, MOUs, and other legal issues	3
Evidence: <ol style="list-style-type: none"> 1. Policy 1-1.4 School Board of the City of Richmond professional/nonprofessional Services Contract with Harrell & Chambliss formerly Wilder & Gregory 2. Harrell & Chambliss LLP Service Areas and Activities 3. Harrell & Chambliss LLP Firm Summary and Attorneys 4. Harrell & Chambliss LLP 2014 Invoice Samples 				

Legal Counsel Components Evaluation Tool

5. Harrell & Chambliss LLP 2015 Invoice Samples
6. Harrell & Chambliss LLP 2016 Invoice Samples
7. Sampling of RPS School Board Meeting Minutes from 2014, 2015, 2016
8. Sampling of School Board Meeting Agendas with accompanying relevant policy, term information from 2014, 2015, 2016
9. Inter-Agency agreement Department of Social Services and Richmond Public Schools for responding to Child Abuse and Neglect Reports
10. Trainings 2014: Things you should know about FERPA PPT; Things to remember as Attendance Officers PPT; Building a Better District through Human Resources PPT; Title IX: Helping RPS stay in compliance with federal guidelines PPT; Notice Has Been Given, Now What? PPT
11. Trainings 2015: Conflict of Interests PPT, Title IX: Helping RPS stay in compliance with federal guidelines: Part II PPT; The Legal Implications of Badly Written IEPs PPT; The Legal Implications of badly written IEPs : LRE, Part II PPT; ESL: How to stay compliant with OCR and VDOE; Legal Compliance regarding Students with Disabilities PPT; Building a Better District: On the Road to Glory through Human Resources PPT; Title IX and Sexual Harassment Prevention: Reminders, updates and highlights PPT
12. Training 2016: Effective Letters of Reprimand
13. Training 2017: Things you should know about FERPA

Technology Infrastructure & Systems Components Evaluation Tool

Evidence for: Operations & Support Services

Artifacts could include, but are not limited to: Division technology plan, division budget, technology budget

No Implementation (0 points)	Limited Implementation (1 point)	Functional Implementation (2 points) <i>All criteria must be met in order to achieve a score of Functional Implementation</i>	Full Implementation (3 points) <i>Meets ALL criteria for Functional Implementation and at least one of the following...</i>	Our Score
Basic Component: Infrastructure				
0-3 elements for Functional Implementation are present	4-5 elements for Functional Implementation are present	<input type="checkbox"/> Uses instructional and operational needs/data to design infrastructure planning and implementation <input checked="" type="checkbox"/> Maintains Internet bandwidth sufficient to meet the instructional and operational needs of the division <input checked="" type="checkbox"/> Maintains wired and wireless networks in schools and offices sufficient to meet the instructional and operational needs of the division <input checked="" type="checkbox"/> Develops redundancy and disaster recovery plans to maintain the operational status of networks <input checked="" type="checkbox"/> Maintains sufficient employees and/or support contracts to handle the operation, maintenance, and support of infrastructure <input checked="" type="checkbox"/> Aligns the infrastructure with state technology requirements	<input type="checkbox"/> Has budgetary and operational plans and procedures in place for expanding the Internet bandwidth as additional instructional and operational needs arise <input type="checkbox"/> Considers infrastructure impacts and needs when exploring the adoption of new instructional and operational programs and systems	1
Evidence: <ol style="list-style-type: none"> 1. Academic Improvement Plan (Snapshot 2012-Addendum H) 2. Richmond Public Schools (RPS) Improvement Plan- Action Management Plan 2014-15 3. Google Docs – On-line 4. Improvement Plan- Needs Assessment (EOY) testing period 2012-13; 2013-14 				

Technology Infrastructure & Systems Components Evaluation Tool

5. RPS Data and Framework for Academic Improvement Plan (October 2014)
6. RPS Academic Improvement Plan Performance Targets (1-24-2017)
7. RPS Technology Plan 2016-18
8. Network Location Usage Reports (Tab 3) 2-27-2017
9. Data Systems Connections and floor plan layout (tab 3)
10. Principal meeting agenda to address wireless infrastructure (8-13-2014, 5-14-2014) email (8-5-2014, 8-4-2014)
11. ICTS Disaster Recovery Plan 12/31/2016 (Tab 4)
12. Organizational Chart (2017 Informational, Communication and Technology Services organizational chart) Tab 10
13. Modification #1 to contract number 6490 – A between RPS and Robert Half Technology 8-6-2014 (Tab 5) contract with list of contractor's staff
14. Technology State Approval Letter
15. RPS Budget Summary (option 3 revised) – (Tab 7)
16. Lil Laptop Initiative 9/30/2016 student count (Tab 7)
17. Software License/Installation Approval Form (Tab 13)
18. Software Review Form
19. Software Testing (Tab 13)
20. Number of Students/Number of Student Computers (1-2017)
21. RPS Penetration Test Report- (Tab 14) 9-22-2016- Details (Security) a. IEP online b. budget
22. Policies/Cisco Cloud Document
23. Email 2-25-2017 (Cloud lock)- Violation message 9:52 a.m.
24. Email message 3-7-2017 from Hewlett Packard to RPS (self-maintainer certified)
25. Email 2-20-2017 Communication from Sycom about 2nd phase of Security Project
26. Screen Shot – Google Apps message encryption manager
27. Email 3-17-2017 Document sharing rubric for Google I-Drive (released 6-2016)
28. Letter to request 2017-2018 Request for new initiative (Budget request – Initiative Description) – October 2016
29. Enterprise Revenue Planning (ERP) System- 2.5 million

Technology Infrastructure & Systems Components Evaluation Tool

Basic Component: Systems				
0-2 elements for Functional Implementation are present	3 elements for Functional Implementation are present	<input checked="" type="checkbox"/> Develops redundancy and disaster recovery plans to maintain and restore the operational status of key systems, including those related to student information, finances, human resources, transportation, and safety <input checked="" type="checkbox"/> Maintains sufficient employees and/or support contracts to handle the operation, maintenance, and support of key systems <input type="checkbox"/> Ensures the security of student and employee records <input checked="" type="checkbox"/> Aligns the division's systems with state technology requirements	<input type="checkbox"/> Considers relevant budgetary, instructional, training, support, maintenance, and renewal/upgrade concerns when exploring the adoption of new systems <input type="checkbox"/> Proactively designs procedures meant to counter unseen future security threats to key systems	1
Evidence: <ol style="list-style-type: none"> 1. Academic Improvement Plan (Snapshot 2012-Addendum H) 2. Richmond Public Schools (RPS) Improvement Plan- Action Management Plan 2014-15 3. Google Docs – On line 4. Improvement Plan- Needs Assessment (EOY) testing period 2012-13; 2013-14 5. RPS Data and Framework for Academic Improvement Plan (October 2014) 6. RPS Academic Improvement Plan Performance Targets (1-24-2017) 7. RPS Technology Plan 2016-18 8. Network Location Usage Reports (Tab 3) 2-27-2017 9. Data Systems Connections and floor plan layout (tab 3) 10. Principal meeting agenda to address wireless infrastructure (8-13-2014, 5-14-2014) email (8-5-2014, 8-4-2014) 11. ICTS Disaster Recovery Plan 12/31/2016 (Tab 4) 12. Organizational Chart (2017 Informational, Communication and Technology Services organizational chart) Tab 10 13. Modification #1 to contract number 6490 – A between RPS and Robert Half Technology 8-6-2014 (Tab 5) contract with list of contractor's staff 14. Technology State Approval Letter 15. RPS Budget Summary (option 3 revised) – (Tab 7) 16. Lil Laptop Initiative 9/30/2016 student count (Tab 7) 				

Technology Infrastructure & Systems Components Evaluation Tool

17. Software License/Installation Approval Form (Tab 13)
18. Software Review Form
19. Software Testing (Tab 13)
20. Number of Students/Number of Student Computers (1-2017)
21. RPS Penetration Test Report- (Tab 14) 9-22-2016- Details (Security) a. IEP online b. budget
22. Policies/Cisco Cloud Document
23. Email 2-25-2017 (Cloud lock)- Violation message 9:52 a.m.
24. Email message 3-7-2017 from Hewlett Packard to RPS (self-maintainer certified)
25. Email 2-20-2017 Communication from Sycom about 2nd phase of Security Project
26. Screen Shot – Google Apps message encryption manager
27. Email 3-17-2017 Document sharing rubric for Google I-Drive (released 6-2016)
28. Letter to request 2017-2018 Request for new initiative (Budget request – Initiative Description) – October 2016
29. Enterprise Revenue Planning (ERP) System- 2.5 million

Student Safety & Security Components Evaluation Tool

Evidence for: Operations & Support Services

Artifacts could include, but are not limited to: Support services departmental focus/priorities/goals

No Implementation (0 points)	Limited Implementation (1 point)	Functional Implementation (2 points) <i>All criteria must be met in order to achieve a score of Functional Implementation</i>	Full Implementation (3 points) <i>Meets ALL criteria for Functional Implementation and at least one of the following...</i>	Our Score
Basic Component: School Support and Safety				
0-2 elements for Functional Implementation are present	3-4 elements for Functional Implementation are present	<input type="checkbox"/> Implements evidence-based prevention and intervention strategies, such as tiered supports, with all stakeholders (e.g., teachers, administrators, parents, students, and the community) in accordance with state and federal requirements <input type="checkbox"/> Analyzes discipline data for any disproportionality and provides appropriate training and implementation of research-based interventions (e.g., restorative practices, cultural responsiveness, etc.) <input type="checkbox"/> Ensures training and consistency in the application of the student code of conduct <input checked="" type="checkbox"/> Utilizes a plan for safety and security that includes goals and next steps <input type="checkbox"/> Uses climate surveys and other appropriate instruments to determine program effectiveness for action planning and decision-making	<input type="checkbox"/> Works with stakeholders from the community to develop and implement plans for the safety and security of students and staff	0
Evidence: School Support and Safety 1. Family and Community Engagement (FACE) violence prevention presentation (11/17/05) – used with multiple stakeholder				

Student Safety & Security Components Evaluation Tool

- groups
2. Gang Prevention Best Practices (Office of School Improvement and Prevention Services) no date given
 3. Gang violence and prevention awareness flyer – 2/9/15
 4. Flyer: PBIS “Warrior Bucks” Henderson
 5. MLK – PBIS meeting minutes 1/19/17
 6. MLK – PBIS meeting minutes 2/9/17
 7. Oak Grove PBIS - “The BEAR Necessities” 2016-17
 8. A Vision for Oak Grove 8/3/16
 9. Images (Ginter Park) – 16-17 school year (pictures of PBIS implementation)
 10. Henderson Warrior Bucks Store Rewards
 11. Boushall Expectations flyer (Eagle Excellence)
 12. RAS “Connect with Students” (presentation)
 13. Meeting agenda Spartan Academy Leadership Team 3/7/17
 14. Office of Student and Family Services letters – 2/7/17 (multiple schools Franklin Military, Miles, etc.)
 15. RPS incident “Threat Assessment form (student threat assessment)
 16. Attendance Intervention Plan (2/7/17) – Oak Grove
 17. Attendance Intervention Plan (2/7/17) – Elkhardt/Thompson
 18. Office of School Engagement and Prevention form (violence prevention and intervention documentation) 9/26/16 – Boushall
 19. Student behavior contract – Boushall
 20. Conduct Totals Report 8/1/16-3/7/17 – George Wythe, Boushall
 21. Student Code of Responsible Ethics (SCORE 2016-17)
 22. Attendance Reference Guide (August 2016)
 23. K-12 Threat Assessment: one day course (registration form and attendance sheet 8/27/15 and 8/28/05), and presentation (Department of Safety and Security)
 24. Email (First Semester Disciplinary Review 3/3/16) to Elkhardt/Thompson principal
 25. Memo: First Semester Disciplinary Data Review 3/2/2016
 26. Albert Hill Middle School Data Review 7/1-2/19/16 and Data Review Analysis 2/23/2016
 27. First Semester Disciplinary Report –Albert Hill 3/3/2016
 28. First Semester Disciplinary Report – Melville 3/6/16
 29. Data collection (Office of Exceptional Education) for assistant principals presentation 11/17/2016
 30. Presentation: Trauma and Resilience 12/14-15/2016 for principals and assistant principals
 31. Cultural Sensitivity in Schools 11/17/2016
 32. E-mail: Implementation of IEP reminders 10/2/2014

Student Safety & Security Components Evaluation Tool

33. Memo: Strict Implementation of the Laws and Regulations Regarding Educating Students with Disabilities 12/18/15
34. Memo: RPS IEP Case Management Responsibility 2016-2017 (revised) 9-20-2016
35. E-mail Contractor Duties 11-14-2016
36. E-mail Leadership Resources 2016-2017 (zip list file)
37. Standard Diploma: Credit Accommodations October 2013
38. Guidelines for Standard Diploma Credit Accommodations for Students with Disabilities 3/28/2013
39. Division-Wide Academic Review EESS- Hearing Office 2/28/2017
40. Discipline Referral Training 8-20-2016- principals and assistant principals
41. Sign-in Sheets for Leadership Institute August 8-11, 2016
42. Case Reports Packet
43. School Crisis and Emergency Response Plan 8/20/2016
44. Safety Grant Proposal Template
45. Emergency Preparedness site specific information (packet) template
46. Americans with Disabilities Act: Evacuation Safety Plan form
47. Southampton ES 2016-2017 Crisis Plan updates
48. Richmond City Public School Section II template (digital platform presented by VCU)
49. Emergency Preparedness 2017-2018 site specific information template
50. Safe Havens International “Strategic Report” school safety, security and emergency management assessment
51. Calendar-meetings, professional development, etc.
52. Visitor Management Procedures (RPS)
53. Department of Safety and Security Training Report 2016-17; 2015-16
54. Department of Safety and Security Training Report-2016-2017 Annual Training (8/22-24, 2016 and 8/25-26, 2016)
55. Student Engagement Survey- Grades 6-12- Results and Analysis February 5- March 16, 2016
56. Student and Teacher/Staff Perceptions of School Climate – Huguenot High School Grades 9-12, Spring 2016
57. RPS on-line school safety audit survey 2016
58. Response Details to on-line safety survey (Binford Middle School and Richmond Community High School)
59. Survey Manager-view schools’ survey responses 10/5/2016
60. E-mail: 8/27/2015-YRBS Data
61. 2013 Richmond City VYBS Data High Schools and Middle Schools

Transportation Components Evaluation Tool

Evidence for: Operations & Support Services

Artifacts could include, but are not limited to: Transportation department handbook/website, cross department communications, bus video or purchase orders, bus incident reports, driver training certificate, bus inspections, bus maintenance jacket/file

No Implementation (0 points)	Limited Implementation (1 point)	Functional Implementation (2 points) <i>All criteria must be met in order to achieve a score of Functional Implementation</i>	Full Implementation (3 points) <i>Meets ALL criteria for Functional Implementation and at least one of the following...</i>	Our Score
Basic Component: Transportation				
0-3 elements for Functional Implementation are present	4-6 elements for Functional Implementation are present	<input type="checkbox"/> Utilizes automated route system software to increase the efficiency of school bus routes <input type="checkbox"/> Makes the bus routes, rules, and code of conduct readily available to all stakeholders <input type="checkbox"/> Communicates division, state, and national transportation and safety policies to all relevant stakeholders <input type="checkbox"/> Addresses safety issues through policies <input type="checkbox"/> Employs bus drivers who are fully qualified and trained in safe pupil transportation in accordance with the state code <input type="checkbox"/> Maintains buses adequately for safety per federal and state guidelines <input type="checkbox"/> Utilizes on-board cameras for safety and behavioral concerns	<input type="checkbox"/> Further improves bus route efficiency through review of data and input from administrators <input type="checkbox"/> Implements environmental quality programs and/or measures <input type="checkbox"/> Implements programs for improving bus ridership	0
Evidence: <ol style="list-style-type: none"> 1. Notebook with routes/bus stops for Elementary, Middle and High and Specialty Schools- automated system for division 2. Notebook with 2017 additional routes by private carrier 3. American Logistics Company, LLC-School Board of the City of Richmond professional/nonprofessional contract 4. Van Go transportation services- same as above 5. Professional Development 2016 Department of Pupil Transportation Agenda August 25-26, 2016 				

Transportation Components Evaluation Tool

6. Professional Development 2017 Department of Transportation Agenda February 6, 2017
7. New Bus Stop/Address Change Request Form (2-28-17)
8. Department of Pupil Transportation Employee Handbook- effective 9/2016
9. 4-certificates of completion for Instruction Workshop for School Bus Driver Trainers
10. Human Resources consent and acknowledgment forms
11. School Bus Driver's Weekly Inspection Form (Blank)
12. Bus Damage Report Template
13. School Bus Incident Report to Parents template
14. Department of Transportation Safety Evaluation Template
15. Principal Memo – January 26, 2017- School Bus Evacuation Drills
16. Memo- Accident Review Committee April 20, 2016
17. Memo- Accident Review Committee Findings November 21, 2016
18. Operator/Monitor Interview Questions and Forms
19. RPS Video System Inventory
20. RPS Vehicle Inventory-Buses
21. City of Richmond-Intra City Correspondence Re: Ordinance to support video monitoring system on Richmond City Public School Buses for enforcement of violations for vehicles illegally passing school buses while the stop arm is extended.
22. Email-Transportation staff meeting 2016-17
23. Copy of Website frequently asked questions related to school buses
24. Force Multiplier Solution Contract (bus cameras) signed by company
25. Bus Evacuation Drill for Miles Jones Elementary
26. Student Code of Responsible Ethics (booklet)
27. Fwd: School Bus Emergency Exit Drills 2016 – School without documentation April 8, 2016
28. ABC's of School Bus Safety booklet
29. Sample personnel jacket for a bus driver

School Nutrition Program Components Evaluation Tool

Evidence for: Operations & Support Services

Artifacts could include, but are not limited to: Division organizational chart, federal program administrative review, notes or records of nutrition advisory committees, school division webpages dedicated to nutrition, apps, evidence of updated local wellness policy, records of training centered on school nutrition

No Implementation (0 points)	Limited Implementation (1 point)	Functional Implementation (2 points) <i>All criteria must be met in order to achieve a score of Functional Implementation</i>	Full Implementation (3 points) <i>Meets ALL criteria for Functional Implementation and at least one of the following...</i>	Our Score
Basic Component: School Nutrition Programs and Education				
0-2 elements for Functional Implementation are present	3-4 elements for Functional Implementation are present	<input checked="" type="checkbox"/> Follows school nutrition program guidelines <input checked="" type="checkbox"/> Makes available USDA lunch and breakfast programs to all students and provides adequate time to eat <input checked="" type="checkbox"/> Implements school nutrition programs with the involvement of the cafeteria staff <input checked="" type="checkbox"/> Meets requirements of federal professional standards <input checked="" type="checkbox"/> Provides families with access to school nutrition documents (school menus, nutrition information, cost, payments, free-reduced applications, division contacts, and special diet information) by internet, phone and/or paper	<input type="checkbox"/> Involves appropriate stakeholders with local wellness policy development and implementation <input type="checkbox"/> Encourages parental involvement with nutrition education and physical activity <input type="checkbox"/> Updates menus based on student preference data and federal nutrition guidelines <input type="checkbox"/> Routinely examines the effectiveness of the school nutrition program and nutrition education program to include parent, student, and administrative input	2
Evidence: All parts of federal review and follow-up corrective action <ol style="list-style-type: none"> 1. VDOE Federal Program Administrative Review Office of School Nutrition Programs February 2016 2. Letter – Re: Child and Adult Care Food Program – At Risk Sponsor – Notification of Administrative Review Closure 3. November 2016 – Training Confirmation document for Supervisory Staff 4. Query Report Request e-mail 5. Electronic Attendance Reconciliation Report 				

School Nutrition Program Components Evaluation Tool

6. End of Month Claim Standard Operating Procedure
7. Employee POS/Cashier Training Confirmation
8. Menus
9. Food Production Records (Elementary, Middle, High School)
10. After School Snack Menu
11. Product Item List

Evidence:

1. 2016-2017 RPS Breakfast and Lunch menu Week Legend (Cycle Menu)
2. Approved Purchase Product Order Guide
3. USDA Commodity Order Guide
4. Produce Order Guide
5. Flowers Bakery Approved Product Order Guide
6. RPS Freemand Order Form (Supplies)
7. Pictorial Guide for Freemand Order Form
8. Milk/Dairy Order form – Pet Order Guide/Info.
9. US Food Order/Delivery Schedules
10. Richmond/US Foods Order Delivery Guide (school specific)
11. Elementary School March 6-10 Breakfast Menu and accompanying Production Records
12. Middle School March 6-10 Breakfast Menu and accompanying Production Records
13. High School March 6-10 Breakfast Menu and accompanying Production Records
14. Elementary Lunch March 6-10 Menu and accompanying Production Records
15. Middle School Lunch March 6-10 Menu and accompanying Production Records
16. High School Lunch March 6-10 Menu and accompanying Production Records
17. Non-Production School Menu
18. Pre-School Breakfast and Lunch Menus
19. After School Snack Menu
20. After School Super Snack Menu
21. Saturday Academy Menu
22. USDA Meal Pattern document

School Nutrition Program Components Evaluation Tool

23. USDA Certification Workbook – Elementary breakfast, middle breakfast, high school breakfast
24. USDA Certification Workbook – Elementary Lunch, Middle lunch, high school lunch
25. Nutrition Specifications for K-12 menu items
26. School Nutrition Services Inspection Reports SY2016-17 notebook
27. School Safety/Food Safety Information
28. Food Service Operation, Sanitation, Safety and Accountability Review
 - a. Checklist for NSLP
 - b. On-Site Review documents (Samples) from ES, MS, HS, Specialty schools
29. RPS Site Claiming Information December forms for all schools in the School Nutrition Program (Reviewed ES, MS, HS sample)
 - a. Forms: Point of Sale (POS) Claim
 - b. Average Daily Attendance Report
 - c. Cash Reconciliation Report
 - d. Federal Edit Check Report
30. Fresh Fruit and Vegetable program Monthly Expense Reports – including individual invoices to support claims
31. Dodson Pest Control Invoices for January and February 2017
32. Meals Schedules SY2016-17
33. RPS School Nutrition Services Program 2016-17
34. School Nutrition Services (SNS), Menu and Production Sheet committee meeting agendas, manager menu suggestions, menu revisions based on suggestions, and special event menus for October 11, 2016; December 6, 2016; April 6, 2016
35. Student Suggestion Box Results from Menu Committee and revised menu
36. November 15, 2016 Manager Meeting Agenda, sign-in sheet, new recipe review document, SNS Vendor Ordering and Approval Deadlines, Standard Operating Procedure Document for Transferring of Food and Supplies and for Vendor/Product Companies, Food Allergy and Special Diet Accommodation, Instructive Case #1
37. Manager is Back to School Agenda August 29, 2016
38. August 29th PreService Managers Training Breakfast and Lunch Pre-Test and Post Test
39. 2016 Summer Managers' Workshop – August 18, 2016 sign-in sheet
40. November 7, 2016 Train with a Chef – materials
41. Smarter Lunchroom Year 2 Staff Training Report

School Nutrition Program Components Evaluation Tool

a. 1/20/16 J. L. Francis ES and George Mason ES 1/29/16

42. Sign in sheets for VDOE Manager Training on 8/18/16 and for Food Ordering Training on 8/24/16
43. Sign in sheet for Cashier Training on 8/15/16, 8/16/16, 8/17/16, 8/31/16
44. RPS SNS Supervisor Meeting Plus Agenda and Materials 8/9/16
45. Sign in sheets for March 1, 2016 Division wide Training
46. Request for Permission to Attend Meeting 2/3/16 for 67th Annual State Conference (School Nutrition)
47. Web site screen shots for School Nutrition Services web page menus, Nutrition Information, cost and payments, food allergy medical statement, Physician Statement to Request Special Meals or Accommodations Wellness Policy, staff directory, school form
48. Simply Thick Nectar e-mail, student IEP supporting documents
49. Request for Permission to Attend Team Up for School Nutrition Success 10/18/16
50. Departmental Invoice for SNIC Conference 2017
51. Request for Permission to Attend School Nutrition Industry Conference 9/16/16 Meeting 1/21/17+1/24/17
52. Request for Permission to Attend 2017 coo and Good Services Conference 2/24/17 for 4/4/17-4/7/17
53. Request for Permission to Attend 68th Annual State Conference (School Nutrition) 1/12/17 for 3/17/17-3/19/17
54. RPS Health and Wellness Policy Presentation (PPT) to the schools
55. RPS Health and Wellness Policy
56. RPS Assistant Superintendent for Support Services Leadership Team Meeting Agenda April 19, 2016 (Move this to Federal Review Documentation)
57. Student Handbook – Food Allergy Medical Statement
58. Mary Munford ES Student Handbook excerpts

Recommendations:

- Incorporate the updated USDA Local Accountability Review elements from 2016-2017 into the Richmond SNS On-site Review form.
- Develop a spreadsheet or tracking tool for training hours for all staff including part time, full time, and supervisory.
- Incorporate standard information on the school nutrition programs in all Student Handbooks. Information should include, at a minimum:
 - How to contact the central school nutrition office
 - Information on how to request accommodations for special dietary needs and/or disabilities

Human Resource Leadership Tools

NOTE: At the time of the review, the current Executive Director of Human Resources had been employed for six months, and the Manager of Health and Welfare had been employed for four months.

NOTE: Limited evidence for non-instructional staff was provided.

Employee Job Definition Components Evaluation Tool

Evidence for: Human Resource Leadership

Artifacts could include, but are not limited to: Employee handbooks, job descriptions, Strategic Plan, employee communications, employee surveys, division website

No Implementation (0 points)	Limited Implementation (1 point)	Functional Implementation (2 points) <i>All criteria must be met in order to achieve a score of Functional Implementation</i>	Full Implementation (3 points) <i>Meets ALL criteria for Functional Implementation and at least one of the following...</i>	Our Score
Basic Component: Job Descriptions				
0-1 elements for Functional Implementation are present	2 elements for Functional Implementation are present	<input checked="" type="checkbox"/> Provides job descriptions, to include major duties and responsibilities, for all employee positions <input type="checkbox"/> Maintains and communicates a process for employees to easily access all job descriptions <input type="checkbox"/> Implements a process to review employee job descriptions, update as necessary, and communicate changes to employees routinely	<input type="checkbox"/> Surveys employees on whether they understand the goals and objectives of their jobs and provides support to employees who need it	0
Evidence: <ol style="list-style-type: none"> 1. Website Human Resources Home Page, Guidelines for writing a competency based Job Description; Compensation Study Report Instructional Staff November 16, 2015 2. Job Descriptions (Administrative Office Associate, Nurse Practitioner, Elementary Teacher, Administrative Dean, Coordinator of Operations, Math Science Innovation Coordinator, Substitute Teacher 3. New HR IS System Talent Ed 4. Salary Schedules July 1, 2016 5. Policy Manual 7-4.11 pg.58 6. Administrative Practices Manual 2.02.2 Classification: Position Evaluation-Classification and Reclassification 				

Compensation & Benefits Components Evaluation Tool

Evidence for: Human Resource Leadership

Artifacts could include, but are not limited to: Neighboring division employee salary scale, neighboring division employee benefits packages, analyses of comparable salaries and benefits, board agenda items, budget communications with local government

No Implementation (0 points)	Limited Implementation (1 point)	Functional Implementation (2 points) <i>All criteria must be met in order to achieve a score of Functional Implementation</i>	Full Implementation (3 points) <i>Meets ALL criteria for Functional Implementation and at least one of the following...</i>	Our Score
Basic Component: Benefits & Compensation				
0-1 elements for Functional Implementation are present	2 elements for Functional Implementation are present	<input checked="" type="checkbox"/> Provides salary levels for employees that are comparable for the field and geographic area <input checked="" type="checkbox"/> Provides benefits packages for employees that are comparable for the field and geographic area <input type="checkbox"/> Implements compensation and benefits programs aimed at recruiting, retaining, and developing more effective employees	<input type="checkbox"/> Collects data on employee satisfaction regarding salaries and benefits which indicate overall satisfaction in these areas <input type="checkbox"/> Exceeds the average salaries for comparable jobs of those in the surrounding geographic area	1
Evidence: 1. Teacher Bachelor Salary Compensation 2016-2017 2. RPS Position /Titles/Grades (exempt) Effective July 2016 3. RPS Position/Titles/Grades (non-exempt) Effective July 1, 2016 4. RPS Teacher Salary Schedule Decompression Phase 1 of 2 Effective July 1, 2016 5. Support scale information, non-contracted salary schedule, RPS Supplemental Compensation Schedule Effective July 1, 2016 6. Pay Scales for all types of employees 7. Henrico County Public Schools Compensation Data- salaries, VRS information, pay scales 8. Hanover County pay scale data 9. School Brand of the City of Richmond Professional/Non-Professional Services Contract with Wells Fargo Insurance Services, USA, Inc. 10. Comparison of 2016-2017 Central Virginia localities- Employee only Rate 11. 2016-2017 Comparison of Medical Benefits and costs for Central Virginia Municipalities 12. Delta Dental application form for group dental insurance				

Compensation & Benefits Components Evaluation Tool

13. Delta Dental Group Care Contract, Delta Dental of Virginia
14. Book of Business normative data for 1000+ Central Region Employees
15. Hybrid Disability
16. RPS School Board Contract with The Standard Insurance Company
17. Montgomery County Public Schools RFP Employee benefits to include Section 125, Flexible Spending account, Voluntary Supplemental Insurance and COBRA
18. Contract between RPS and Mark III Brokerage, Inc.
19. Richmond Public Schools 403B Plan PPT
20. E-mail- November 16, 2015- Salary Study Part I- Teacher/Instructional Scale Employees
21. Compensation Study Report Instructional Staff- November 16, 2015
22. E-mail May 26, 2016 Budget Adoption and Teacher Salary Structure (decompression)
23. School Board approved FY 2016-2017 Budget update May 23, 2016
24. E-mail with attachment June 9, 2016 FY17 Teacher scale explanation
25. E-mail with attachments: December 7, 2016 FY18 Superintendent's Proposed Budget
26. RPS December 5, 2016 School Board Work Session Agenda
27. RPS January 12, 23, 31 and February 13, 2017 School Board Work Session Agenda
28. Superintendent's Estimate of Needs PPT December 5, 2016
29. What is Richmond Teacher Residency information
30. Richmond Teacher Residency 2015-2016 Program Data
31. Employee Incentive Flyer
32. Memo: June 10, 2016- 5% pay increase for National Board Certified Teacher
33. 2016-2017- National Board Certification Incentive Award Verification Report
34. Teacher of the Year information
35. Salary Study 2016-2017
36. Yale Fellows in RPS
37. RPS New Hire Orientation
38. Authorization to Pay Advance for Expenses
39. Letter Re: Advance for Expenses
40. Authorization and Consent for Advance Pay
41. New Hire Benefits Session
42. CIGNA information
43. Benefits website materials
44. Employee Health Fair Flyer

Compensation & Benefits Components Evaluation Tool

45. Employee Health Fair Sign-in Sheets
46. Mark III Employee Benefits Handbook
47. RPS Health Fair Survey sample
48. 2017 Wellness Calendar RPS
49. RPS Success form (wellness)
50. Motivate Me Wellness Program Flyer
51. RPS 2016 Performance Guarantees by Quarter
52. Investment Policy Statement RPS 403(b) and 457(b) Plans
53. Meeting Minutes RPS 403(b) and 457(b)
54. RPS Employee Engagement Survey April 25-May 13, 2016
55. Employee Engagement Survey Results and Analysis
56. Salary Study 2016-2017

Employee Acquisition & Retention Components Evaluation Tool

Evidence for: Human Resource Leadership

Artifacts could include, but are not limited to: Standards of Quality reports, human resource policies and procedures, exit interview results, federal grant applications, new employee induction materials, employee evaluations, employee communications, self-evaluation forms and materials

No Implementation (0 points)	Limited Implementation (1 point)	Functional Implementation (2 points) <i>All criteria must be met in order to achieve a score of Functional Implementation</i>	Full Implementation (3 points) <i>Meets ALL criteria for Functional Implementation and at least one of the following...</i>	Our Score
Basic Component: Employee Acquisition				
0-2 elements for Functional Implementation are present	3 elements for Functional Implementation are present	<input type="checkbox"/> Uses data to assess the skills that are needed in various departments and to inform the hiring process <input type="checkbox"/> Aligns recruitment efforts with the goals of the division and the Standards of Quality set by the VDOE <input checked="" type="checkbox"/> Leverages additional resources to acquire and retain employees in difficult-to-staff positions, including, but not limited to, signing bonuses, compensation packages, coaching and mentorship programs, etc. <input type="checkbox"/> Measures efficiency and effectiveness of employee onboarding practices and makes efforts to improve performance	<input type="checkbox"/> Regularly goes beyond an interview-only system to find the best job candidates to ensure a close fit between candidates' skills, interests, expertise, and the positions they seek to obtain (e.g., use of performance tasks, etc.)	0
Evidence: <ol style="list-style-type: none"> 1. Superintendent's Estimate of Needs PPT December 5, 2016 2. RPS Budget Requests 3. RPS New Requests Justification e-mail December 7, 2015 4. System Operator Conversation SYSOP 5. E-mail with attachments 12/7/15 SYSOP 6. Superintendent's Memo Subject: July 15, 2016 General Assembly revisions to the Standards of Quality 7. The Standards of Quality sampling of school staffing reports- see items on Compensation & Benefits with an asterisk 				

Employee Acquisition & Retention Components Evaluation Tool

8. VDOE meeting with VRS and School Division HR on critical shortage guidance for retirees agenda
9. January 10, 2017 Commonwealth of Virginia Critical Shortage Teaching Endorsement areas for 2016-2017-Prescribed Methodology for Determining Critical Shortage Teaching Endorsement Areas in Virginia
10. Talent Acquisition Recruitment and Retention Strategy, March 6, 2017 PPT
11. New Hire Survey(not available at beginning of year 2-21/2 months)
12. Employee Handbook
13. E-mail Copper Data Export, October 19, 2016
14. Impact Statement: Critical Importance of Accurate Student Data at the Building Level
15. Franklin Military Incoming SWD-LRE by content area
16. Franklin Military Incoming Students/Disabilities data
17. E-mail scheduling/Service Delivery SWD
18. 2016-2017 Instructional Personnel (IPAL) 2016-2017 Verification of Licensure Endorsement Report
19. E-mail and attachment November 7, 2016 Exceptional Education leveling
20. E-mail November 3, 2016: Final Elementary Leveling
21. Rationales for Position Change
22. E-mail and attachment Rationale for Position Change-Revised 9/28/2011
23. E-mail with PCG Education new candidates for RPS 2/27/17
24. Staff Exit Survey Template
25. 2015-2016 Exit Survey Response Spreadsheet
26. 2016-2017 Exit Survey Responses to Date
27. 2014-2015 Act Point KPI
28. 2013-2014 Act Point KPI
29. Professional Development Report February 28, 2017 (Educators Professional Inventory EPI)
30. HR Metrics
31. Gallop Statement of Work
32. E-mail-April 15, 2015 Updated Principal Roster Gallup Talents Specialists and Strengths Finder Coaching Call

Employee Acquisition & Retention Components Evaluation Tool

Basic Component: Employee Retention				
0-1 elements for Functional Implementation are present	2 elements for Functional Implementation are present	<input type="checkbox"/> Meets all requirements for personnel outlined in the VDOE Standards of Quality <input type="checkbox"/> Collects and analyzes data on why employees leave the division and uses that to improve the effectiveness of division practices and policies <input type="checkbox"/> Verifies that fewer than 30% of new-to-profession teachers leave the education profession within five years of employment within the division	<input type="checkbox"/> Retains at least 85% of new-to-profession teachers after five years of employment	0
Evidence:				

Employee Evaluations Components Evaluation Tool

Evidence for: Human Resource Leadership

Artifacts could include, but are not limited to: For all employees—Employee Evaluation handbooks, evaluation templates, observation forms, self-reflection forms

No Implementation (0 points)	Limited Implementation (1 point)	Functional Implementation (2 points) <i>All criteria must be met in order to achieve a score of Functional Implementation</i>	Full Implementation (3 points) <i>Meets ALL criteria for Functional Implementation and at least one of the following...</i>	Our Score
Basic Component: Evaluation Process				
0-2 elements for Functional Implementation are present	3-4 elements for Functional Implementation are present	<input type="checkbox"/> Implements a systematic evaluation process for all employees <input checked="" type="checkbox"/> Complies with the VDOE Standards for Teacher Evaluation, Principal Evaluation, and Superintendent Evaluation <input type="checkbox"/> Communicates the evaluation process clearly to all employees <input type="checkbox"/> Monitors the employee evaluation process to ensure that it is carried out in accordance with policies <input type="checkbox"/> Uses meaningful measures of student achievement, where applicable, as a part of the employee evaluation process	<input type="checkbox"/> Provides opportunities for employees to be active participants in the development, execution, and review of their own evaluation process <input type="checkbox"/> Schedules a regular review for employee evaluation processes and uses the results to make changes to meet the needs of the division, consistent with the VDOE	0
Evidence: <ol style="list-style-type: none"> 1. RPS Teacher Performance Evaluation System 2. Activity for Professional Improvement 3. Teacher Performance Evaluation System: An overview for school administrators PPT 4. Performance Improvement Plan, RPS Principal Performance Evaluation System 5. Superintendent Summative Performance Report Template, e-mail August 23, 2016 6. Reminder to Review, Revisiting the Teacher Performance Evaluation System PPT February 2017, RPS Principal 7. Principal’s Weekly Update #16 8. Principal’s Weekly Update #17 				

Employee Evaluations Components Evaluation Tool

<p>9. Instructional Technology Resource Teacher Evaluation Template, non-instructional employee evaluation, bus monitor evaluation, administrative/supervisory evaluation</p> <p>10. September 2016 RPS Principals' Meeting PPT</p> <p>11. Certified teaching personnel evaluation 2016-17</p> <p>12. Principal's Opening of School Checklist Fall 2015</p> <p>13. RPS Principals' Weekly Update September 30, October 7, 14, 19, 21 thru February 24, 2017</p> <p>14. Memo- June 1, 2016- Reminder- Annual Evaluations due in Human Resources by June 30, 2016</p> <p>15. Policy 7-5.6 Professional Staff: Evaluation</p> <p>16. Administrative Procedures Code 5- Evaluation</p>				
Basic Component: Results of Employee Evaluations				
0-2 elements for Functional Implementation are present	3 elements for Functional Implementation are present	<input type="checkbox"/> Compiles the results of the employee evaluations and shares them with the division leadership team <input type="checkbox"/> Uses the results of the employee evaluations to make decisions regarding personnel positions and retention <input type="checkbox"/> Uses the results of the employee evaluations to inform professional development decisions for the division <input type="checkbox"/> Uses the results of the employee evaluations to inform human resource decisions for the division (e.g., recruitment, selection, induction)	<input type="checkbox"/> Uses the individual results of employee evaluations to inform personal professional development plans, which are developed as a partnership between the employee and the supervisor	0
<p>Evidence:</p> <p>1. Evaluation Summary Sheet School Samples</p>				

Employee Development Components Evaluation Tool

Evidence for: Human Resource Leadership

Artifacts could include, but are not limited to: Professional Development Plan, federal grant applications, training agendas and sign-in sheets, written feedback to employees

No Implementation (0 points)	Limited Implementation (1 point)	Functional Implementation (2 points) <i>All criteria must be met in order to achieve a score of Functional Implementation</i>	Full Implementation (3 points) <i>Meets ALL criteria for Functional Implementation and at least one of the following...</i>	Our Score
Basic Component: Employee Development				
0-1 elements for Functional Implementation are present	2-3 elements for Functional Implementation are present	<input type="checkbox"/> Creates a plan for appropriate employee development that connects employee learning to division goals <input type="checkbox"/> Provides support and opportunities for employees to effectively implement learning from professional development <input type="checkbox"/> Monitors whether and how employee professional development learning is used by employees to carry out their duties and responsibilities <input type="checkbox"/> Provides feedback to employees on their use of professional development learning through an explicit focus on division goals	<input type="checkbox"/> Uses data to determine needed and appropriate professional development, monitor its effectiveness, and determine next steps <input type="checkbox"/> Differentiates employee professional development based on employees' professional needs <input type="checkbox"/> Uses adult learning theory and practices to provide professional development that is meaningful, problem-based, and respectful of participants' experiences	0
Evidence: <ol style="list-style-type: none"> 1. RPS Screen Shot-Department Overview for Office of Staff Professional Development, Programs & Services- Leadership Institute 2. iLead RPS website 3. E-mail February 2, 2017 iLead #RCI PHR/SPHR Study Guide 4. Sample Development Plan 5. E-mail February 23, 2017 6. New calendar from RPS and iLead 7. PDCC Meeting Notes November 2, 2016 				

Employee Development Components Evaluation Tool

8. E-mail Sexual Harassment Training , Active Shooter, Food handler and Other Compliance Training
9. RPS The Blueprint- Creating a Vision for Change
10. Teacher Empowerment Newsletter Vol.1 January 2017
11. Revisiting the Teacher Performance Evaluation System PPT February 15, 2017
12. The new year rings in a new I-9 new higher penalties for employer- non compliance
13. FMLA Compliance: Special Rules for Schools
14. RPS iLead Report Training Plan
15. RPS Weekly Report
16. Copy of iLeader User Status
17. Performance Plan
18. E-mail iLead Employee Testing March 1, 2017
19. Professional Development Coordination Council Agendas
20. E-mail iLead RPS Staff and Managers Weekly Communication
21. Building a Better District Table of Contents

Employee Relations Components Evaluation Tool

Evidence for: Human Resource Leadership

Artifacts could include, but are not limited to: Human resources policies and procedures, employee communications, records of employee recognition, employee surveys

No Implementation (0 points)	Limited Implementation (1 point)	Functional Implementation (2 points) <i>All criteria must be met in order to achieve a score of Functional Implementation</i>	Full Implementation (3 points) <i>Meets ALL criteria for Functional Implementation and at least one of the following...</i>	Our Score
Basic Component: Employee Relations				
0-2 elements for Functional Implementation are present	3 elements for Functional Implementation are present	<input checked="" type="checkbox"/> Creates, implements, and communicates policies and practices that ensure employees are treated fairly and consistently <input checked="" type="checkbox"/> Creates and implements policies and practices aimed at preventing and resolving problems that might arise between employees or employees and the division (such as, employee grievances) <input checked="" type="checkbox"/> Creates and implements policies and practices that ensure emotionally and physically safe working conditions <input type="checkbox"/> Recognizes employees regularly and formally for exceptional efforts, accomplishments, and ideas	<input type="checkbox"/> Collects employee survey data and results indicate that employees feel treated fairly and consistently by the organization <input type="checkbox"/> Collects employee survey data and results indicate that employees feel that the division supports a work-life balance	1
Evidence: <ol style="list-style-type: none"> 1. Employee Handbook 2. Samples employee signature pages 3. Tuition Reimbursement application process & form 2016-2017 4. Policy 7-1.1 and 7-1.2 Harassment – School Personnel 5. iLead Sexual Harassment module 6. Code 13- Grievance Policy and Procedures 7. E-mail Division Principals’ Meeting 2/15/17 				

Employee Relations Components Evaluation Tool

8. February 15, 2017 Leadership Team Meeting Agenda
9. A Manager's Guide to EAP, We Can Help you with that Cigna Brochure
10. Policy 7-3.2 Weapons in Schools
11. Policy 7-3.15 Employee Accidents
12. Policy 7-3.20 Workplace Bullying
13. Policy 7-3.16 Reports of Certain Acts and other Conduct
14. Policy 7-3.1 Drug Free Workplace
15. Code of Virginia notice of duty to report child abuse or neglect
16. November 21, 2016 e-mail with attachment RPS Booklet Memo 2017
17. Teacher of the Year packet
18. RPS Teacher of the Year 2017 Crowne Plaza November 10, 2016 Program Teacher of the Year
19. Press Release November 11, 2016 Open High School teacher is named 2017 Teacher of the Year
20. R.E.B. Excellence in Teaching Award web page
21. Thank a Principal R.E.B. Award flyer
22. E-mail January 16, 2017 Time off for R.E.B. Award Travel
23. Memo June 10, 2016 5% pay increase for National Board Certified Teacher(NBCT)
24. Application Agreement Form for NBCT applicants 2016-2017
25. Link to RPS Employee Recognition Tab on website
26. Climate Survey-school-based instructional staff and instructional/support staff results analysis
27. RPS Employee Engagement Survey Results
28. End of Year Report SY2015-2016
29. New Hire Survey
30. Understanding Teacher Morale Study Results December 2016
31. E-mail: Concerns of Reprimand February 16, 2017
32. Letter: Response to 161702
33. Thank You Card and Birthday Card Program

Community Relations & Communication Tool

Media & Marketing Components Evaluation Tool

Evidence for: Community Relations & Communications

Artifacts could include, but are not limited to: Communication plan, Samples of communication, web page, tweets, division Facebook page, Instagram account

No Implementation (0 points)	Limited Implementation (1 point)	Functional Implementation (2 points) <i>All criteria must be met in order to achieve a score of Functional Implementation</i>	Full Implementation (3 points) <i>Meets ALL criteria for Functional Implementation and at least one of the following...</i>	Our Score
Basic Component: Communicates Timely and Relevant Information				
0-3 elements for Functional Implementation are present	4-5 elements for Functional Implementation are present	<input type="checkbox"/> Aligns the division communication plan with the division's mission, vision, and goals <input type="checkbox"/> Updates the division communication plan regularly <input checked="" type="checkbox"/> Engages in communication with the public that is easily understood and free of educational jargon <input checked="" type="checkbox"/> Creates a communication plan that outlines the use and monitoring of a variety of communication modes <input checked="" type="checkbox"/> Establishes formal, two-way communication structures through the communication plan <input checked="" type="checkbox"/> Provides community relations training for division staff	<input type="checkbox"/> Assesses the effectiveness of communication modes <input type="checkbox"/> Builds community support for schools and the division through communication	1

Media & Marketing Components Evaluation Tool

Evidence:

1. Strategic Communications Plan Audit PPT January 21, 2015
2. Office of Communications & Media Relations Standard Operation Procedures (July 1, 2016) posted on website
3. Email “Internal Communication Follow-up” Oct. 3, 2016
4. Email “Key Communicator Tips” Feb. 2017
5. PPT: Key Communicators Flyer Requests- October, 2016
6. Email: Reminder –Key Communicator info request –Oct. 18, 2016
7. PPT: Rebranding RPS –December, 2016
8. 2016 Leadership Institute Agenda August 8-11, 2016 (We are RPS Branding & Communications- Aug. 8), (Media Relations 101 –Aug. 11)
9. Building and Telling our RPS story before someone else does PPT- August 23 (has next steps slide without due dates)
10. Office relocation announcement flyer
11. Flyer-Ribbon cutting ceremony
12. Superintendent and Sandwich (2-2-16)
13. “New RPS New You” Health Fair
14. Audio File- Nov. Parent Engagement month- English/Spanish
15. Audio File –Feb. Preschool registration -English/Spanish
16. Email: RNews: Resilience.Pride.Success (9-14-16)- Digital Newsletter
17. Consent Contact Analysis Report (platform to push out digital newsletter)- use data to clean up email list and improve click through rate
18. Media Analysis Report (output) January 1 – December 31, 2016
19. iHeart Radio invoice
20. Agenda -December - Superintendent/Parent Advisory Council and Sign-in Sheet
21. Let’s Talk Platform
22. Let’s Talk Report Overview
23. 2016-2017 Community Perspective Survey
24. Your Voice link on website

Media & Marketing Components Evaluation Tool

Basic Component: Promotes the Division's Achievements				
0-1 elements for Functional Implementation are present	2 elements for Functional Implementation are present	<input checked="" type="checkbox"/> Designates an administrator to serve as the division's media liaison <input checked="" type="checkbox"/> Writes news releases for local newspapers, TV, social media, and other applicable media outlets <input checked="" type="checkbox"/> Routinely publishes student and staff achievements in applicable media outlets	<input checked="" type="checkbox"/> Acknowledges division achievements at the state or national level	3
Evidence: <ol style="list-style-type: none"> 1. Office of Communities and Media Relations Standard Operating Procedure (SOP) 2. Email inquiry – “Re: Fwd: Twitter; Kerri O’Brien” 2/10/17; “Re: Teach Contract inquiry” 8/16 3. Potential Media Incident Alert (goes to Board) 4. News Release: RPS Semi-Finalist for XQ 5. Media Alert: Annual Teacher of the Year 6. News Release: Carver ES named National Blue Ribbon School 7. News Release: Lucille Brown running to receive \$100M grant for STEM Lab (11/19/16) 8. RPS Facebook page 9. Communication Methods Analysis (Word doc) 10. Published Achievements (Word doc with URL's) 11. Meltwater Daily Media Report (Social Media Monitoring Report) 				

Public Engagement Components Evaluation Tool

Evidence for: Community Relations & Communications

Artifacts could include, but are not limited to: Training agendas, communication plans, interviews, calendar of events, meeting minutes with community members, presentations to community, surveys

No Implementation (0 points)	Limited Implementation (1 point)	Functional Implementation (2 points) <i>All criteria must be met in order to achieve a score of Functional Implementation</i>	Full Implementation (3 points) <i>Meets ALL criteria for Functional Implementation and at least one of the following...</i>	Our Score
Basic Component: Communicates Effectively to Inform and Build Community Support				
0-1 elements for Functional Implementation are present	2 elements for Functional Implementation are present	<input checked="" type="checkbox"/> Establishes formal structures for communication with the community <input checked="" type="checkbox"/> Develops communication plans to ensure quality communication with the community <input checked="" type="checkbox"/> Provides training for leadership teams to build and promote strong school-community ties	<input checked="" type="checkbox"/> Actively involves the community in advancing the effectiveness of the division through partnerships with civic and business organizations	3
Evidence: <ol style="list-style-type: none"> 1. PAC 2/23 Parent Comment Cards 2. PAC 12/16 Meeting minutes reflecting parent questions and comments 3. SCORE comments from parents taken to 3/6 Board meeting agenda 4. Supt. and Sandwich 2/2/16 Public Housing-Hillside Court sign-in sheet-document of participants questions/concerns and RPS responses that are given to Public Housing Resident Manager; 4 Supt. And Sandwich events a year 5. Superintendent’s Business Advisory Council- Roster 23 members (by invitation), major CEO’s, Universities 6. BAC meeting notes 7. BAC Presentation re: The Career Academy 8. BAC 12/7/16 Agenda 9. Rebranding Communication Plan – Goal/Opportunities/Challenges/Target Audiences/Objections/Strategies & Tactics/Key Message/Timeline/Communication Methods monitored through Media Analytics and Rebranding Project Plan- Task/Description Timeframe-Responsible Person-Status 10. Rebranding Project Plan –Campaign Launch Plan 				

Public Engagement Components Evaluation Tool

11. I-Heart Radio- Be There

Basic Component: Partners with Division and Community Stakeholders				
0-1 elements for Functional Implementation are present	2 elements for Functional Implementation are present	<input checked="" type="checkbox"/> Identifies and engages key stakeholders, including parents, students, and civic and business leaders <input checked="" type="checkbox"/> Identifies and utilizes community resources for division goals NA Shares common understanding of the division’s mission, vision, and goals with community stakeholders to build capacity and support for the division	<input type="checkbox"/> Proactively identifies and minimizes barriers to communication and community support <input type="checkbox"/> Motivates external stakeholders to contribute to the division’s vision, mission, and goals	2
Evidence: <ol style="list-style-type: none"> 1. Volunteer Coordinator works with Kiwanis and Jr. League 2. Partner Spreadsheet – shows 60 partners and Memorandum of Understanding (MOU) 3. Higher Achievement/RPS MOU- extended learning- Background/Purpose/Mutual Understanding/Value Statement/Results – Measurable Targets 4. QUILL/RPS Memorandum of Understanding 5. Partners End-of-Year Report – Greater Richmond Fit for Kids – Outcomes 6. Alliance for Chesapeake Bay MOU- Riverwise 7. Annual Partnership Application for Alliance for Chesapeake Bay- shows how proposed partnership aligns with Academic Improvement Plan 				

Family & Community Support Components Evaluation Tool

Evidence for: Community Relations & Communications

Artifacts could include, but are not limited to: Parent/family engagement programs, service project programs, family surveys, federal grant applications, needs assessments, program evaluations, family support personnel job description

No Implementation (0 points)	Limited Implementation (1 point)	Functional Implementation (2 points) <i>All criteria must be met in order to achieve a score of Functional Implementation</i>	Full Implementation (3 points) <i>Meets ALL criteria for Functional Implementation and at least one of the following...</i>	Our Score
Basic Component: Builds the Capacity of Parents/Families to Serve as Full Partners				
0-1 elements for Functional Implementation are present	2 elements for Functional Implementation are present	<input type="checkbox"/> Regularly assesses and identifies community and family needs <input checked="" type="checkbox"/> Provides programs to meet those needs <input checked="" type="checkbox"/> Ensures parents/families and community members are represented on decision-making advisory committees	<input type="checkbox"/> Increases the number of parents/families participating in school activities	1
Evidence: <ol style="list-style-type: none"> 1. Survey-district-wide – “Annual Community Perspectives Survey” only means identified to assess and identify needs 2. FACE office established 2014-Budget codes created for office-account code sheets “Budget vs Obligation” 2/27/17 3. Parent Community Liaison (Title I) Posting 4. Cupcakes and conversations October 13, 2016 5. PAC (Parent Advisory Council) agenda and sign-in sheets 6. Reading is Spooktacular flyer October 27, 2016 (1 school) and sign-in sheet (100 parents) 7. Students, Parents and Staff Volleyball Match flyer and sign-in sheet 8. February 27, 2016 Gifted workshop empower parents to embrace the gift, December 7, 2015 – ESL workshops; VPI parent forum 9. Binder-VPI and Headstart 10. “Parent Forums” purpose, objective, process 11. “Title I Parent Connection” 12. February 2017 Title I Parent Forum #2 report to cabinet 13. Parent Forum Series Data 14. Website “Parent Engagement” link Parent Involvement Activity Calendar 2016-2017 				

Attachment A

City of Richmond Public Schools (RPS)

Finance and Grant Management Component Evaluation Tool Functional Implementation Criteria:

Implements accounting procedures for the purpose of maintaining accurate records and internal control

VDOE is required under 2 CFR 200 (Uniform Guidance) to review the single audit reports of local education agencies (LEAs) such as RPS, when they receive \$750,000 or more in federal funds. Schools who receive this amount or more in federal funding must undergo a single audit. For the fiscal years 2014-2016, RPS has not met the timely audit requirement to complete and file their audited financial report by November 30 annually with the Auditor of Public Accounts (APA), including a single audit section, under the *Code of Virginia § 15.2-2510*.

The City of Richmond Public Schools (RPS), like all other schools in the Commonwealth, is materially dependent on the financial support from their governing/appropriating body, the City of Richmond (RVA). The school division is audited by a different accounting firm than the city. As a result, the school's auditor will not release their audited financial report until the city's audit is completed, including cash disbursements and balances upon which the schools depend are confirmed with the municipal treasurer. This statement was confirmed with an email dated March 7, 2017, between RPS' chief financial officer and Rob Churchman, their audit partner with Cherry, Bekaert CPAs and Advisors. RPS' treasurer is, by Virginia statutory law, responsible for the "receipt, custody and disbursement of the funds of the school board" (*Code of Virginia § 22.1-116*).

Consequently, VDOE recognizes the interdependency with RPS and RVA under the current circumstances. However, it is in the best interest of both the city and schools to be able to comply with this requirement. Nonetheless, the following recommendation is made regarding the late audits.

Recommendation:

Notify the Auditor of Public Accounts when the release of the audited financial statements is expected after the November 30 filing date with the APA.

According to the APA's *Local Government Annual Financial Reporting Requirements and Distribution*, The Auditor of Public Accounts requires a written statement from the local government officials stating the reason(s) for submitting any financial reports and transmittals after the November 30 deadline. Local government officials should send this written statement by November 30 to Martha S. Mavredes by email at martha.mavredes@apa.virginia.gov or postal mail to:

Attachment A

Martha S. Mavredes
Auditor of Public Accounts
101 North 14th Street, 8th Floor
P.O. Box 1295
Richmond, VA 23218

At this time, there is no standard form or format in which to notify the APA that the audit will be completed after the November 30 deadline. However, a few examples of this APA notification by localities are provided below:

[Orange County, Virginia](#)

[Amherst County, Virginia](#)

The Auditor of Public Accounts discloses this information in their Comparative Report, so that it is included with the transmittal to the General Assembly. Accordingly, the Auditor of Public Accounts will list localities submitting financial reports and transmittals after this date as delinquent in the Auditor of Public Accounts' Comparative Report footnotes.

Additionally, the Auditor of Public Accounts has the authority to employ a certified public accounting firm to conduct the audit if the locality's financial statement and transmittal forms are not received in a timely manner. The locality must pay all costs associated with the conduct of the audit, regardless of whether the locality hired a firm, but failed to have the audit completed.

Screen shot of the RVA and RPS audit reports available as of March 15, 2017. Note that a single audit report is not listed for FY 2015 and FY 2016. RPS confirmed that these reports are not yet available.

Attachment A

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MARTHA S. MAVREDES, CPA
AUDITOR OF PUBLIC ACCOUNTS
COMMONWEALTH OF VIRGINIA

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The following link provides information regarding the yearly reporting requirements for localities, and details in writing the Auditor of Public Accounts' request for notification if a locality is not going to meet the Nov 30 deadline. This will be updated for the FY2017 later this year.

http://www.apa.virginia.gov/data/download/local_government/guidelines/Reporting%20Requirements%20and%20Distribution.docx