

INSTRUCTION

New Program Proposal Development and Approval Process

Any new program or project which is not part of the standard approved program or which deviates from School Board policy or regulation, will follow a specific process before being approved or implemented and must be approved by the School Board before implementation. The exception is a school-sponsored program funded with money raised at the school or provided by benefactor programs and not considered of experimental nature. Further, if a program does not meet the requirements set forth in the Regulations Establishing Standards for Accrediting Public Schools in Virginia and is an experimental or innovative program as that term has been defined by the Virginia Board of Education, the School Board may request a waiver to Accreditation Standards for the program. If the proposed program is not "experimental" or "innovative," the program must meet all Accreditation Standards and follow the process outlined in this Regulation.

The program proposal is an agreement between the School Board and the authors of the proposal. The proposal sets forth certain objectives to be achieved under specified circumstances for specified costs; the School Division gives the authors of the proposal the opportunity to achieve the specific objectives under the described circumstances; the authors must include an evaluation design, approved by the Department of Planning, Innovation, and Accountability to determine if objectives have been achieved.

~~1.~~ **A. Program Proposal Development**

The program development process should include review and/or representation from targeted groups, teachers, parents, Department of Teaching and Learning, Department of Budget and Finance, Department of Planning, Innovation, and Accountability, etc.

1. A formal proposal should include the following components designed to address specific issues:

~~1.~~ **a. Description** - this section of the proposal is an overview that should include a narrative that succinctly answers the following questions:

- ~~1.~~ 1) What is the program designed to accomplish?
- ~~2.~~ 2) Who will receive the services of the program?
- ~~3.~~ 3) How will those receiving the services be identified?

- ~~4.~~ 4) Who will deliver the services?
- ~~5.~~ 5) How will the services be delivered?
- ~~6.~~ 6) Where will the program be housed?

~~2.~~ b. Rationale - this section of the proposal should include a narrative justification for the program to address the following questions:

- ~~1.~~ 1) Why is the program needed?
- ~~2.~~ 2) What data supports the need for the program?
- ~~3.~~ 3) Has the program been tried elsewhere? If so, what were the results?
- ~~4.~~ 4) Is the proposed program identified in professional literature as a best practice or promising trend?
- ~~5.~~ 5) How does the program relate to the School Division priorities and strategic plan?
- ~~6.~~ 6) Does the program require a waiver of any of the Standards of Accreditation or Virginia Standards of Learning?
- ~~7.~~ 7) Does the program require a waiver of any School Board policy and regulation(s)?
- ~~8.~~ 8) What program, if any, will this new program replace?

~~3.~~ c. Goals and objectives - this section of the proposal should provide a general statement of the goals of the program followed by a list of specific objectives. Objectives should be:

- ~~1.~~ 1) Clearly stated;
- ~~2.~~ 2) Observable;
- ~~3.~~ 3) Measurable;
- ~~4.~~ 4) Backed by research or demonstrated need; and
- ~~5.~~ 5) Related to the program goals.

4. d. Operation and calendar - this section of the proposal describes how the program will be operated within the School Division and a calendar for the implementation process. The section should answer the following questions:

1. 1) What is the timeline for implementation?
2. 2) Where will the program be implemented?
3. 3) How will the program be implemented?
4. 4) Who will implement and monitor the program?
5. 5) What special accommodations are needed (i.e., transportation, facilities, resources, etc.)?
6. 6) What other options might be available to deliver the same services?
7. 7) At what point in time will the program be considered fully implemented?

5. e. Staffing - this section should contain the following information:

1. 1) What staff will be required to offer the program?
2. 2) What qualifications will the staff possess?
3. 3) How will the staff be selected?
4. 4) How will the staff be trained?
5. 5) Who will evaluate and supervise the staff?
6. 6) How will training be evaluated?

6. f. Budget - this section of the proposal describes the costs of the program. All projected costs, including salaries and fringe benefits, training, supplies, materials, equipment, space renovations, communications, evaluation processes, and transportation should be included. The budget should identify first-year or start-up costs as well as costs for subsequent years.

7. g. Evaluation - this section of the plan is the evaluation design and should be collaboratively planned by the program originators and a representative from the Department of Planning, Innovation, and Accountability. The evaluation design should answer these questions:

- ~~1.~~ 1) What research questions will be used to evaluate the effectiveness of the program?
 - ~~2.~~ 2) What data will be collected for each research question?
 - ~~3.~~ 3) When will the data be collected?
 - ~~4.~~ 4) How will the data be collected?
 - ~~5.~~ 5) How will the data be analyzed?
 - ~~6.~~ 6) What indicators will be used to determine program effectiveness?
- ~~8.~~ h. Sunset provision - this section of the plan will include a date by which the program will sunset unless reauthorized by the School Board. This date will be subject to School Board approval and shall be no more than 5 years after the program's implementation date.
2. Program proposals will be submitted for review to the Executive Director of Office of Planning, Innovation and Accountability. The review will occur prior to the proposal being forwarded to the Superintendent for School Board approval.
- ~~1.~~ a. Review of the proposal by the Department of Planning, Innovation, and Accountability in cooperation with the Department of Teaching and Learning will focus on the following questions:
- ~~1.~~ 1) Is the program operation clearly described?
 - ~~2.~~ 2) Are the program objectives clearly defined?
 - ~~3.~~ 3) Do the objectives lend themselves to the collection of data?
 - ~~4.~~ 4) Does the proposal advance School Board priorities and the School Division's strategic plan?
 - ~~5.~~ 5) Does the rationale describe a compelling need for the program?
 - ~~6.~~ 6) Are the major tasks established in the time line attainable?
 - ~~7.~~ 7) Has the budget impact been described?
 - ~~8.~~ 8) Is there a sunset clause to determine the program's ending date?
- ~~2.~~ b. If all review questions are not satisfactorily answered, the reviewers will send the proposal to the program originators for revisions. Unless the revisions are made to the satisfaction of the reviewers, the proposal will be

2. In accordance with Policy 6-26, all new programs will be evaluated for a minimum of two years. The schedule and focus of the evaluations are as follows:

1. a. Year-One Evaluation

During the first year of the program, the focus of the evaluation will be on the implementation of the program. At regularly scheduled intervals, the program evaluator from the Department of Planning, Innovation, and Accountability will meet with the program staff to determine if the program is being implemented as designed. Program staff will be responsible for developing a written justification for any modifications to the program that have occurred. As needed, the evaluator will assist with the collection and maintenance of data. A formal evaluation report will be written and presented to the School Board.

2. b. Year-Two Evaluation

During the second year of the program operation, the focus of the evaluation of the program will be on the program outcomes, progress made toward meeting the program's goals and objectives, and program effectiveness. A formal written evaluation report will be presented to the School Board.

3. c. Full-Implementation Evaluation

Programs that have been designed to take more than two years to fully implement will also be evaluated during the year in which the program reaches full implementation. The full-implementation evaluation will focus on the accomplishment of the program's goals and objectives and program effectiveness. A formal evaluation report will be written and presented to the School Board.

3. Each formal written evaluation report to the School Board will conclude with one of the following recommendations:

1. a. Continue the program without modifications;

2. b. Continue the program with modifications;

3. c. Expand the program; or

4. d. Discontinue/phase out the program.

Related Links

School Board [**Policy 6-26**](#)

Approved by Superintendent: July 16, 1991
Revised by Superintendent: July 2, 1997
Revised by Superintendent: August 12, 1998
Revised by Superintendent: February 15, 2000
Revised by Superintendent: May 26, 2004
Revised by Superintendent: June 22, 2009
Scrivener's Amendments: September 28, 2011
Scrivener's Amendments: January 8, 2014
Revised by Superintendent: March 20, 2024
Scrivener's Amendments: January 13, 2025