
SECTION A: Foundations and Basic Commitments

AA	School Division Legal Status
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*ABB	Staff Involvement in Decision Making (Also GBB)
*ABC	Student Involvement in Decision Making (Also JFB)
AC	Nondiscrimination
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AD	Educational Philosophy
AE	School Division Goals and Objectives
*AE-E	
AF	Comprehensive Plan
AFA	Evaluation of School Board Operational Procedures
*AFA-E	
*AFB	Evaluation of the Superintendent (Also CBG)
*AFC	Evaluation of Professional Staff (Also GCN)
*AFD	Evaluation of Support Staff (Also GDN)
*AFE	Evaluation of Instructional Programs (Also IM)

** Policy adopted by Radford City Schools*

SCHOOL DIVISION LEGAL STATUS

The Constitution of the Commonwealth provides that the General Assembly establish a system of free public elementary and secondary schools for all children of school age throughout the state, and seek to ensure that an educational program of high quality is established and continually maintained. The General Assembly has required that such an educational system be maintained and administered by the State Board of Education, the Superintendent of Public Instruction, division Superintendents and School Boards. The supervision of schools in each school division shall be vested in a School Board selected in accordance with the applicable provisions of the Code of Virginia.

The School Board is a corporate body whose official title shall be "The Radford City School Board".

Adopted: November 7, 1991.

Revisions Approved: September 5, 1996.

July 12, 2001.

May 27, 2004.

Legal Refs.: Constitution of Virginia, article VIII, § 1, 7

Code of Virginia, 1950, as amended, §§15.2-410, 22.1-1, 22.1-2, 22.1-28, 22.1-71

Cross Ref.: BB - School Board Legal Status

COMMUNITY INVOLVEMENT IN DECISION MAKING

The School Board endorses the concept that community participation in the affairs of the schools is essential if the school division and the community are to maintain mutual confidence and respect and work together to improve the quality of education for students.

All citizens of the school division community are encouraged to express ideas, concerns, and judgments about the schools to the school administration and to the School Board. Residents who are particularly qualified because of interest, training, or experience will be encouraged to assume an active role in school affairs. From time to time such persons may be invited by the school board to serve on advisory committees or to assume some other position of service to assist the Board in maintaining a high quality of education for its students.

The School Board and the administration will give due consideration to the advice they receive from individuals and community groups interested in the schools, especially those individuals and groups they have invited to advise them regarding specific concerns, but will use their best judgment in arriving at decisions.

Adopted: November 7, 1991.

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-253.13:7

STAFF INVOLVEMENT IN DECISION MAKING

In compliance with the Standards of Quality for Public Schools in Virginia, which mandate a system of a two-way communication between employees and the Board, the Board encourages employees to contribute their ideas for the betterment of the school division and to participate in the decision-making process of the Radford City Public Schools. Nothing in this policy or regulations promulgated pursuant to this policy shall be construed to limit the authority of the Board to make final decisions on all matters of school policy, nor shall they restrict communication between the administration and other employees in administrative and supervisory matters delegated by the Board to the Superintendent and staff. This policy and regulations shall not limit opportunities for informal communication nor shall they affect the integrity of the grievance procedure in those incidents to which the formal grievance procedure is applicable.

Adopted: November 7, 1991.

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-253.13:7(D)(1)

STUDENT INVOLVEMENT IN DECISION MAKING

The School Board recognizes the student body as a significant part of the community and in the decision making process.

Student input is important in the data collection process, and on relevant issues students' views will be sought and considered by the administration and the School Board.

Students are encouraged to attend School Board meetings.

Adopted: November 7, 1991.

Revisions Approved: February 3, 1994.

April 9, 2002.

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-79(2), 22.1-253.13:6(c),
22.1-253.13:7(4)

Regulations of the Virginia Board of Education, Revised 1993, VR-270-01-0012, Part III
(3.1-1)

NONDISCRIMINATION

The Radford City School Board is committed to a policy of nondiscrimination with regard to race, color, sex, age, religion, disability, national origin, or status as a parent. This attitude will prevail in all of its policies concerning staff, students, educational programs and services, and individuals and entities with whom the Board does business.

Adopted: November 7, 1991.

Revisions Approved: January 6, 1994.

September 5, 1996.

April 27, 2000.

May 27, 2004.

August 9, 2011. RCPS

Legal Refs.: 20 U.S.C. §§ 1400 et seq., 1681 et seq

29 U.S.C §§ 621 et seq., 794

42 U.S.C. §§ 2000 et seq., 12101 et seq

45 CFR Parts 81, 86

Executive Order 11246, as amended by Executive Orders 11375, 11478, and 12086

Constitution of Virginia, article I, section 11

Cross Refs.: GB/JB Equal Employment Opportunity/Non-Discrimination

GBA/JFHA Sexual Harassment/Harassment Based on Race, National Origin, Disability and Religion

NONDISCRIMINATION

The Radford City Public Schools is committed to maintaining a learning/working environment free from harassment, sexual harassment, or discrimination based on race, national origin, disability, religion, or *sexual orientation*. Any Policies or Regulations that pertain to race, national origin, disability, or religion *also include sexual orientation*.

Adopted: August 9, 2011 RCPS

Cross Refs: GBA/JFHA
JFHA/GBA

SEXUAL HARASSMENT

It is the policy of the Radford City School Board to maintain a working and learning environment for all its employees and students which provides for fair and equitable treatment, including freedom from sexual harassment. It is prohibited for any employee, or student, male or female, to harass another employee or student by making unwelcome sexual advances or requests for sexual favors, or engaging in other verbal or physical conduct of a sexual nature when (1) submission to or rejection of such conduct is used as a basis for employment or academic decisions affecting the employee or student; (2) such conduct creates an intimidating, hostile or offensive working or learning environment; or (3) submission to such conduct is made either explicitly or implicitly a term or condition of the individual's employment or participation in school programs.

Any employee or student who believes that he or she has been subjected to sexual harassment should file a written complaint of the alleged act immediately to the Title IX compliance officer. The written complaint should state in detail the basis for the complaint, the names of the persons involved, and the dates of any specific incidents. A thorough confidential investigation of all reported incidents to determine the nature and extent of any alleged sexual harassment will be undertaken immediately. If the complaint is against the Title IX compliance officer, the complaint shall be filed with the superintendent. If the complaint is against the superintendent, the complaint shall be filed with the chairman of the school board. The question of whether a particular action or incident is prohibited behavior requires a determination by the building principal or superintendent based on all the available facts in the matter. A written report shall be filed at the conclusion of any investigation of sexual harassment regardless of the outcome of that investigation.

Any administrator, teacher or other employee or student who is found after appropriate investigation to have engaged in sexual harassment of another employee or student will be subject to disciplinary action appropriate to the offense from a warning up to expulsion or discharge.

Any individual filing a sexual harassment complaint is assured that he/she will be free from any retaliation from filing such a complaint. Retaliators will be subject to discipline up to and including expulsion or discharge.

Adopted: November 7, 1991.

Revisions Approved: January 6, 1994.

June 23, 1994.

September 1, 1994.

Legal Refs.: Civil Rights Act of 1964, as amended
42 U.S.C. Secs. 2000e-z, 29 C.F.R. 1604.11 (1987)
Executive Order 11246, 1965, as amended by Executive Orders 11375 and 12086
Equal Employment Opportunity Act of 1972
Education Amendments of 1972, Title IX
45 CFR, Parts 81, 86

Regulations of the Virginia Board of Education, Revised 1993, VR-270-01-0054.

EDUCATIONAL PHILOSOPHY

It shall be the philosophy of the Radford City School Board to provide equal opportunity for every student to achieve maximum intellectual, social, emotional and physical growth, to ensure that each individual be equipped to communicate effectively with other people, to be competent both in the work place and in higher education, and to feel confident of the ability to make creative and constructive decisions in his/her life.

It shall be the policy of the School Board to:

Provide the necessary trained and dedicated leadership, qualified personnel, equipment and materials to assure an appropriate education for every student.

Treat all personnel equitably with the highest degree of respect;

Appropriate funds fairly and efficiently; and

Attend to the property and equipment of all schools to work toward achieving parity among schools in the division.

Adopted: November 7, 1991.

Revisions Approved: February 3, 1994.

June 23, 1994.

September 5, 1996.

April 27, 2000.

June 28, 2002.

April 25, 2003.

May 27, 2004.

Legal Refs.: Constitution of Virginia, Article VIII, § 7

Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-79, 22.1-293, 22.1-295

8 VAC 20-131-20

Cross Refs.: AC Nondiscrimination
GB/JB Equal Employment Opportunity/Nondiscrimination
GBA/JFHA Sexual Harassment/Harassment Based on Race, National Origin,
Disability and Religion
IGBC Parental Involvement

SCHOOL DIVISION GOALS AND OBJECTIVES

A. Generally

The school division is committed to excellence in education, equality of educational opportunity, and the recognition of each student's individuality. Inasmuch as students differ in their rate of physical, mental, emotional and social growth and vary in their needs and abilities, learning opportunities shall be provided that are consistent with personal development and potential. Programs shall emphasize diagnostic and prescriptive instruction, allowing an individual approach to each student's learning style and educational needs.

The educational program shall introduce each student to a variety of interest and subject areas that offer exposure to the range of opportunities available in later years. These experiences produce the basis for further education and future employment. As students demonstrate increased maturity, they may assume more responsibility for the decisions regarding their education.

The school environment should be responsive and conducive to learning. The physical environment facilitates and enhances the learning experiences available to each student. A responsive environment includes competent, dedicated teachers using a variety of techniques and a classroom atmosphere where students can function and develop according to their abilities. Safety, physical comfort, and appearance also are vital environmental components.

B. Standards of Quality and Objectives

The School Board accepts the overall goals of public education as expressed by the Standards of Quality legislated by the Virginia General Assembly and implemented by State Board of Education regulations.

The school board will report its compliance with the Standards of Quality to the Board of Education annually. The report of compliance will be submitted to the Board of Education by the chairman of the board and the division superintendent.

C. Standards of Quality--Programs and Services

The School Board commits itself to providing programs and services as stated in the Standards of Quality only to an extent proportionate to funding thereof provided by the General Assembly.

Adopted: November 7, 1991.

Revisions Approved: August 5, 1993.
September 5, 1996.
May 27, 2004.
July 11, 2005.

Legal Refs.: Code of Virginia, 1950, as amended, § 22.1-253.13:1 et seq.

8 VAC 20-131-20

SCHOOL DIVISION GOALS AND OBJECTIVES

Section 22.1-253.13:1. Standard 1, Paragraphs C and D

Paragraph C. Local School Boards shall develop and implement a program of instruction for grades K through 12 which emphasizes reading, writing, speaking, mathematical concepts and computations, and scientific concepts and processes; essential skills and concepts of citizenship, including knowledge of history, economics, government, foreign languages, international cultures, health, and geography necessary for responsible participation in American society and in the international community; fine arts and practical arts; knowledge and skills needed to qualify for further education and employment or, in the case of some handicapped children, to qualify for appropriate training; and development of the ability to apply such skills and knowledge in preparation for eventual employment and lifelong learning.

Local School Boards shall also develop and implement programs of prevention, intervention, or remediation for students who are educationally at risk including, but not limited to, those whose scores are in the bottom national quartile on Virginia State Assessment Program Tests, or who do not pass the literacy test prescribed by the Board of Education. Division superintendents may require such students to take special programs of prevention, intervention, or remediation which may include attendance in public summer school sessions. Based on the number of students attending and the Commonwealth's share of the per pupil costs, additional state funds shall be provided for summer remediation programs as set forth in the appropriation act.

Paragraph D. Local School Boards shall also implement the following:

1. Programs in grades K through 3 which emphasize developmentally appropriate learning to enhance success.
2. Programs designed to reduce the number of students who drop out of school. As provided in the appropriation act, state funding, in addition to basic aid, shall be allocated to support programs grounded in sound educational policy to reduce the number of students who drop out of school.
3. Career education programs for all students that promote student awareness and knowledge of careers, and emphasize the consequences of leaving school without marketable skills. School boards may include career exploration opportunities in the middle school grades.
4. Competency-based vocational education programs, which integrate academic outcomes, career guidance and job-seeking skills for all secondary students including those identified as handicapped that reflect employment opportunities, labor market needs, applied basic skills, job-seeking skills, and career guidance. Career guidance shall include employment counseling designed to furnish information on available employment opportunities to all students, including those identified as handicapped,

and placement services for students exiting school. Each school board shall develop and implement a plan to ensure compliance with the provisions of this subsection.

5. Academic and vocational preparation for students who plan to continue their education beyond secondary school or who plan to enter employment.
 6. Early identification of handicapped students and enrollment of such students in appropriate instructional programs consistent with state and federal law.
 7. Early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs.
 8. Educational alternatives for students whose needs are not met in programs prescribed elsewhere in these standards. Such students shall be counted in average daily membership (ADM) in accordance with the regulations of the Board of Education.
9. Adult education programs for individuals functioning below the high school completion level. Such programs may be conducted by the school board as the primary agency or through a collaborative arrangement between the school board and other agencies.
10. A plan to make achievements for students who are educationally at risk a divisionwide priority which shall include procedures for measuring the progress of such students.

COMPREHENSIVE PLAN

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

The divisionwide comprehensive plan will include

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

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

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

Adopted: July 11, 2005

Revisions Approved: July 26, 2007.

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-253.13:6

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

The School Board will review its performance annually to ensure its proper discharge of responsibilities to the community. Evaluation will be based on a positive approach, which will indicate the strengths of the School Board and the areas that need improvement.

To help the School Board meet this goal, the following elements will be included in the self-evaluation process:

1. School Board members will be involved in the development of an evaluation instrument and procedure.
2. The School Board evaluation instrument will be completed by individual board members on a confidential basis, and submitted to the School Board Chairman, or his or her designee, for compilation.
3. The School Board will meet, with all members present, to review and discuss the composite results.
4. Each conclusion will be supported by objective evidence.

Upon final discussion of the results, the School Board will develop both short- and long-range goals and objectives to ensure continued proficiency in its areas of excellence, to strengthen weak areas, and to improve the efficiency of the Board.

Adopted: November 7, 1991.

Revisions Approved: February 3, 1994.

June 23, 1994.

September 5, 1996.

May 27, 2004.

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

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

Please assign a value from 1 (do not agree) to 10 (fully agree) after each of the following statements.

PART I. PERSONAL VARIABLES

Personal written mission/goal statements
of Board members harmonize with those of
the school board. _____

Board members give evidence of physical,
mental, and emotional capacity for their
jobs by attending meetings regularly. _____

Board members demonstrate by their voting
records and discussions a good concept
of their jobs, including long-range vision. _____

In meetings, Board members demonstrate the
freedom and willingness to discuss difficult
and controversial issues. _____

Board members will abandon strongly held
positions when presented with reasoned
arguments that establish the contrary. _____

Individual Board members refrain from
violating confidences of executive
sessions to employees, friends, or others. _____

Individual Board members who find them
selves in a conflict of interest position
promptly present the matter to the entire
board for its advice. _____

Individual members take advantage of Board
in-service activities and then pass on ideas
from the sessions to fellow board members. _____

Individual Board members attend social
and ceremonial staff events. _____

(continued)

PART II. ORGANIZATIONAL VARIABLES

Comprehensive mission and current goals statements for the Board are in place. _____

Comprehensive mission and current goals statements for the school division are in place. _____

Board meetings are conducted with dignity and with reasonable dispatch. _____

Board meetings follow a carefully prepared written agenda. _____

The Board refrains from interfering in administrative matters assigned to the Superintendent or the day-to-day operations of the schools. _____

The Board and the Superintendent maintain a working atmosphere of mutual respect. _____

The Board creates and maintains a working set of policies and regulations. _____

The Board insists on a financial recording and reporting system that indicates clearly the financial status of the school system. _____

The Board works with the Superintendent to to build and keep a quality staff. _____

The Board regularly invites outstanding staff members to be officially recognized and honored. _____

The Board maintains and uses regular channels of communication directly with staff members and associates. _____

The Board, in collaboration with the community, develops a long-range plan for construction/renovation, curriculum, services, and revenue. _____

(continued)

The Board implements portions of the long range plan as expeditiously as possible. _____

The Board annually provides for specific in-service growth -- including budgetary provisions -- for the board. _____

The Board provides courteous support and comfortable facilities for the press at Board meetings and at other important events. _____

The Board appoints a sufficient number of standing and ad hoc committees to serve as a policy development resource. _____

PART III. OUTSIDE VARIABLES

The Board solicits information about and then discusses school division missions, goals, and results achieved in relation to community needs and preferences. _____

The Board stays informed on recent laws, court decisions, and administrative regulations affecting the school system. _____

The Board welcomes the consideration of and takes action on offers of affiliations with other groups as they might affect the welfare of the schools and community. _____

The Board actively tries to influence legislation and legislators for the benefit of local students and citizens. _____

The Board works to exemplify the highest standard of conduct in its relations with various religious, ethnic, and racial groups. _____

The Board studies local social, economic, and demographic changes for clues on how to best serve the community. _____

(continued)

PART IV. OTHER PERSONAL EVALUATION BASED ON OVERALL RESPONSE TO QUESTIONS.
(First provide a written statement. Then discuss comments with the evaluator)

The evaluator's overall rating of this response. (Total possible points = 10) _____

SUMMARY AND FINAL REPORT

Ratings on PART I, PERSONAL VARIABLES

10 statements, each with 10 possible points (total=100)

Total points awarded: _____

Ratings on PART II, ORGANIZATIONAL VARIABLES

16 statements, each with 10 possible points (total=160)

Total points awarded: _____

Ratings on PART III, OUTSIDE VARIABLES

6 statements, each with 10 possible points (total=60)

Total points awarded: _____

Total points received on Parts I, II, and III _____=(_____)

Total possible points _____=320

Points received on PART IV, SUBJECTIVE EVALUATION ____=(____)

Evaluator's Recommendations for Improvement:

EVALUATION OF THE SUPERINTENDENT

It is the responsibility of the Board to maintain and improve the quality of administration and instruction. One of the primary methods used in carrying out this responsibility is to work with the superintendent in improving his or her effectiveness.

Annually, the Division Superintendent will provide to the Board a work plan designed to implement the goals set for the division by the School Board. The Board will formally evaluate the superintendent each year through the use of a jointly agreeable instrument which adequately measures his or her accomplishments under the work plan. Informal evaluations may also take place as the Board deems appropriate, provided that specific criteria for such appraisals be communicated to the superintendent.

Each Board member will be involved in assessing the superintendent's job performance on a continuing basis and by completing the formal evaluation instrument. Upon conclusion of the annual performance appraisal, the evaluation will be reviewed with the superintendent by the Board or its designees.

Adopted: November 7, 1991.

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-253.13:7.C.2

EVALUATION OF PROFESSIONAL STAFF

Evaluation shall be a requirement for all personnel in the Radford City School Division.

The evaluation of professional employees shall be a cooperative and continuing process with formal appraisal periodically. Evaluation shall be at least in duplicate, in writing, dated and signed by the employee and the assessor, with one copy going to the central office personnel file and one copy to the assessee.

The purpose of evaluation and assistance is:

1. To raise the quality of instruction and educational service to the children of the community.
2. To raise the standards of the Division as a whole.
3. To aid the individual to grow and improve.

The superintendent shall assure that cooperatively developed procedures for professional staff evaluations are implemented within the division.

Adopted: November 7, 1991.

Revisions Approved: February 3, 1994.

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78, 22.1-253.13:7 (C-2)

EVALUATION OF SUPPORT STAFF

Evaluation shall be a requirement for all personnel in the Radford City School Division.

Evaluation of support staff employees shall be a cooperative and continuing process with formal appraisal periodically. Evaluation shall be at least in duplicate, in writing, dated and signed by the employee and the evaluator, with one copy going to the central office personnel file and one copy to the employee.

The purpose of evaluation and assistance is:

1. To raise the quality of instruction and educational service to the children of the community.
2. To raise the standards of the Division as a whole.
3. To aid the individual to grow and improve.

The superintendent shall assure that cooperatively developed procedures for support staff evaluations are implemented within the division.

Adopted: November 7, 1991.

Revisions Approved: February 3, 1994.

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78, 22.1-253.13:7 (C.2)

EVALUATION OF INSTRUCTIONAL PROGRAMS

The School Board is committed to the ongoing evaluation of the instructional program within the Division. This evaluation is essential to the continuing provision of high-quality educational services, and the board shall be regularly informed of such assessment results. The administration is charged with involving the entire school staff in a continuous program of curriculum study encompassing all aspects of instructional activity within the Division. The administration will report to the board the identified needs and progress in the provision of educational opportunities designed to meet the needs, interests and expectations of all students.

Adopted: November 7, 1991.

Legal Ref.: Constitution of Virginia, Art. VIII, § 1