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\* *Policy adopted by Radford City Schools*

## INSTRUCTIONAL GOALS AND OBJECTIVES

### A. Generally

The Radford City 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 interests and 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. Education seeks to aid each student, consistent with his/her abilities to:

1. Develop competence in the basic learning skills;
2. Develop the intellectual skills of rational thought and creativity;
3. Acquire knowledge and process skills of science and technology;
4. Progress on the basis of achievement;
5. Qualify for further education and/or employment;

6. Develop personal standards of ethical behavior and moral choice;
7. Participate in society as a responsible family member and citizen;
8. Develop a positive and realistic concept of self and others;
9. Practice sound habits of personal health and physical fitness;
10. Enhance the quality of the environment;
11. Develop skills, knowledge and attitudes regarding the arts;
12. Acquire a basic understanding and appreciation of democracy and the free enterprise system;
13. Raise student and school achievement in the core Standards of Learning; and
14. Develop proficiency in the use of computers and related technology.

#### C. Standards of Quality-Programs and Services

The School Board commits itself to providing programs and services as stated in the Standards of Quality to an extent proportionate to the availability of state and local funding.

Adopted: January 2, 1992.

Revisions Approved: October 20, 1994.

October 2, 1996.

May 14, 1998.

July 20, 2000.

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Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-253.13:1 et seq.

Virginia Board of Education Regulations

Establishing Standards for Accrediting Public

Schools in Virginia, VAC 20-131-10 et seq.

## NOTIFICATION OF LEARNING OBJECTIVES

### I. Annual Notice

At the beginning of each school year, each school within the Radford City School Division will provide to its students' parents or guardians:

1. The learning objectives developed in accordance with the Standards of Accreditation to be achieved at their child's grade level, or, in high school, a copy of the syllabus for each of their child's courses;
2. A copy of the Standards of Learning (SOLs) applicable to the child's grade or course requirements and the approximate date and potential impact of the child's SOL testing;
3. An annual notice to students in all grade levels of all requirements for Standard, Advanced Studies, and Modified Standard Diplomas; and
4. The board's policies on promotion, retention, and remediation.

No later than the end of the first semester of each school year, the Superintendent must certify to the Department of Education that it has given the notice required by this policy.

### II. Notice of Credits Needed for Graduation and of the Right to a Free Public Education

- A. The school board will notify the parent of rising eleventh and twelfth grade students of
  - (i) the number of standard and verified units of credit required for graduation pursuant to the Standards of Accreditation and
  - (ii) the remaining number of such units of credit the individual student requires for graduation.
- B. The school board will notify the parent of students with disabilities who have an Individualized Education Program (IEP) and who fail to meet the requirements for graduation of the student's right to a free and appropriate education to age 21, inclusive, pursuant to Va. Code § 22.1-213 et seq.
- C. The school board will notify the parent of students who fail to graduate or who fail to achieve the number of verified units of credit required for graduation as provided in the standards of accreditation and who have not reached 20 years of age on or before August 1<sup>st</sup> of the school year of the right to a free public education. If the student who does not graduate or achieve such verified units of credit is a student for whom English is a second language, the school board will notify the parent of the student's opportunity for a free public education in accordance with Va. Code § 22.1-5.

Adopted: March 29, 2001.  
July 12, 2001.  
April 25, 2003.  
June 23, 2004.  
May 25, 2006.

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Legal Refs.: Code of Virginia, 1950, as amended, § 22.1-253.13:4.

8 VAC 20-131-270.

Cross Refs.: IGBC – Parental Involvement

IKF – Standards of Learning Tests and Graduation Requirements

## ACADEMIC FREEDOM

The School Board seeks to educate young people in the democratic tradition, to foster a recognition of individual freedom and social responsibility and to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights.

Freedom of individual conscience, association, and expression will be encouraged and fairness in procedures will be observed both to safeguard the legitimate interests of the schools and to exhibit by appropriate examples the basic objectives of a democratic society as set forth in the Constitutions of the United States and the Commonwealth of Virginia.

Students may express their beliefs about religion in homework, artwork, and other written and oral assignments free from discrimination based on the religious content of their submissions. Such home and classroom work shall be evaluated by ordinary academic standards of substance and relevance and against other legitimate pedagogical concerns identified by the school.

Adopted: January 2, 1992.

Revisions Approved: October 20, 1994.

July 3, 2008.

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-203.3.

Cross Ref.: IKB Homework  
INDC Religion in the Schools

## SCHOOL YEAR/SCHOOL DAY

### School Year

The length of the school year will be at least 180 teaching days or 990 teaching hours. Days on which a school or schools or all the schools in the division are closed due to severe weather or other emergencies will be made up as provided below if necessary to meet these requirements.

### Make Up Days

If severe weather conditions or other emergency situations result in the closing of a school or schools or all the schools in a school division for

- five or fewer days, all missed days will be made up by adding teaching days to the school calendar or extending the length of the school day;
- six days or more, the first five days plus one day for each two days missed in excess of the first five will be made up by adding teaching days to the school calendar or extending the length of the school day.

If severe weather conditions or other emergency situations result in the closing of any school in a school division and such school has been unable to meet the 180 teaching day requirement, the school division may make up the missed teaching days by providing its students with instructional hours equivalent to such missed teaching days to meet the minimum 990 teaching hour requirement.

The Board of Education may waive the requirement that school divisions provide additional teaching days or teaching hours to compensate for school closings resulting from a declared state of emergency under certain circumstances. If the school board desires a waiver, it will submit a request to the Board of Education. The request will include evidence of efforts that have been made by the school division to reschedule as many days as possible and certification by the division superintendent and chairman of the school board that every reasonable effort for making up lost teaching days or teaching hours was exhausted before requesting a waiver. If the waiver is denied, the school division will make up the missed instructional time.

### School Calendar

The first day of school will be after Labor Day unless the Board of Education waives this requirement based on the school board's certifying that it meets one of the good cause requirements in the Code of Virginia, § 22.1-79.1.B.

The school board will establish the division's calendar and teaching contracts in accordance with applicable regulations of the Board of Education to include contingencies for making up teaching days and teaching hours missed for emergency situations.

An advisory committee composed of teachers, parents, and school administration may be utilized to recommend a proposed calendar to the superintendent. The recommendation of this committee shall be considered advisory.

### School Day

The standard school day for students in grades 1 through 12 will average at least 5-1/2 hours, excluding breaks for meals. The standard school day for kindergarten is a minimum of three hours.

All students in grades 1 through 12 will maintain a full day schedule of classes (5-1/2 hours), unless a waiver is granted in accordance with policies defined by the school board.

Each elementary school shall provide students with a daily recess during the regular school year, as determined appropriate by the school.

The secondary school class schedule shall contain a minimum of 140 clock hours for each unit of credit. When credit is awarded in less than whole units, the increment awarded must be no greater than the fractional part of the 140 hours of instruction provided.

The time for opening and closing schools will be established by the school board upon recommendation of the division superintendent, provided that the daily program for students in grades 1 through 12 will average at least 5 ½ hours, not including meal intermissions. If the required program length is maintained, the school board may approve occasional shortened days for staff development, conferences, planning, and other activities designed to improve the instructional program, provided that no more than one day in each five-day week may be shortened to no less than four hours. The daily program for kindergarten will be at least three hours, not including meal intermissions.

When exceptions in the length of the daily program are necessary for special education, alternative education, double shifts, and scheduling or other unusual situations, the board will request approval by the Superintendent of Public Instruction of the exceptions by August 1 preceding the school year for which they are requested.

The length of the work day for employees will be determined by the school board. It will be of sufficient length to allow for the daily program for students and additional time as may be necessary for such activities as planning, preparation, meetings, workshops, conferences, meal intermissions, or other contractual obligations.

Adopted: January 2, 1992.

Revisions approved:     October 20, 1994.

                                  October 2, 1996.

                                  May 14, 1998.

                                  June 30, 1998.

                                  March 29, 2001.

                                  June 28, 2002.

                                  April 25, 2003.

                                  May 25, 2006.

                                  July 6, 2006.

                                  July 3, 2008.

                                  June 8, 2010.

Legal Refs.: Code of Virginia, 1950, as amended §§ 22.1-26, 22.1-79.1, 22.1-98.

8 VAC 20-131-150

8 VAC 20-131-200

Cross Ref.: GAA            Staff Time Schedules

## MOMENT OF SILENCE

The Radford City School Board recognizes that a moment of silence before each school day prepares students and staff for their respective work or school days. Therefore, each teacher shall observe a moment of silence at the beginning of the first class of each school day.

The teacher responsible for each class shall make sure that each student: (1) remains seated and silent and (2) does not disrupt or distract other students during the moment of silence. The moment may be used for any lawful silent activity, including personal reflection, prayer and meditation. However, the teacher responsible for each class shall not influence, in any way, students to pray or meditate or not to pray or meditate during the moment of silence. Students and employees are prohibited from praying aloud during the moment of silence.

Adopted: July 20, 2000.

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Legal Ref.: Code of Virginia § 22.1-203; Virginia State Board of Education “Guidelines Concerning Religious Activity in the Public Schools;” Wallace v. Jaffree, 472 U.S. 38 (1985)

## PLEDGE OF ALLEGIANCE

The Pledge of Allegiance, as established in 4 U.S.C. § 4, shall be recited daily in each classroom of the Radford City School Division.

During the recitation of the Pledge, students shall stand and recite the Pledge while facing the flag with their right hands over their hearts or in an appropriate salute if in uniform.

No student shall be compelled to recite the Pledge if he/she, his/her parent or legal guardian objects on religious, philosophical or other grounds to his/her participating in this exercise. Students who are exempt from reciting the Pledge shall quietly stand or sit at their desks while others recite the Pledge and shall make no display that disrupts or distracts those who are reciting the Pledge.

Appropriate accommodations shall be made for students who are unable to comply with the procedures described herein due to disability.

Adopted: September 27, 2001.

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Legal Refs.: Code of Virginia, 1950, as amended, § 22.1-202

4 U.S.C. § 4

36 U.S.C. § 175 et seq

Cross Refs.: JFC – Student Conduct

JFC-R Standards of Student Conduct

NATIONAL MOTTO

The statement “‘In God We Trust,’ the National Motto, enacted by Congress in 1956” shall be posted in a conspicuous place in each school for all students to read.

Adopted: June 28, 2002.

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Legal Ref.: Acts 2002, c. 891

BILL OF RIGHTS OF THE  
CONSTITUTION OF THE UNITED STATES

The Bill or Rights of the Constitution of the United States shall be posted in a conspicuous place in each school for all students to read.

Adopted: July 11, 2003.

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Legal Ref.: Acts 2003, c.902

## CURRICULUM DEVELOPMENT AND ADOPTION

The curriculum shall meet or exceed the requirements of the Code of Virginia and regulations of the State Board of Education and shall be aligned to the Standards of Learning. The curriculum is a means to achieve pupil learning.

Curriculum development is a goal-based process. The process encompasses, (1) identification of division goals, (2) identification of program goals and student learning results, (3) curriculum evaluation, and (4) curriculum improvement.

The purposes of the process are to:

1. Respond to the division needs assessment.
2. Define desired student learning results in each curriculum area.
3. Evaluate the curriculum and its implementation.
4. Provide for continuous curriculum improvement.
5. Provide for curriculum coordination within, between and across grade levels.
6. Determine how well individual students accomplish program goals and achieve expected learning results.
7. Provide a process for staff and community input in developing and implementing curriculum.

The School Board expects the administration and faculty to evaluate the educational program and regularly to report findings and recommendations to the board. These recommendations shall include modifications of desired learning results, division or program goals, new courses or course content, resources, materials, and learning experiences.

Proposed curriculum and program changes shall be submitted, in writing, to the assistant superintendent for review with recommendations to the superintendent.

The superintendent shall present new courses and new educational programs to the Board for action, as well as programs and courses that have extensive revisions or additions.

Adopted: January 2, 1992.

Revisions Approved: October 20, 1994.

October 2, 1996.

June 28, 2002.

July 3, 2008.

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Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-253.13:1.B.

8 VAC 20-131-10 et seq

Cross Ref.: AF Comprehensive Plan

## PILOT, RESEARCH OR EXPERIMENTAL PROJECTS

### Right to Inspect Instructional Materials

In addition to any other rights with respect to the inspection of instructional materials, the parent or guardian of a child enrolled or engaged in any research or experimentation program or project which is funded by the United States Department of Education shall be entitled to inspect all instructional materials which will be used in conjunction with such program or project.

### Research and Informed Consent

As used herein, the term "research or experimentation program or project" means any systematic investigation which departs from the application of established and accepted methods which are appropriate to meet the students' needs and may result in physical or psychological injury to the participants. The designation of any program or project as a research or experimentation program or project shall be made by the superintendent of schools.

### Informed Consent

No research shall be conducted or authorized unless the student's parents or legally authorized representative or emancipated student signs a student consent form and has it witnessed. The form shall comply with the Va. Code § 32.1-162.18.

Any research involving students shall be approved and conducted under the review of a human research committee established by the school division.

If the subjects cannot be identified and the research falls within the exemptions of the Code of Virginia, 1950, as amended, the research is exempted from these requirements.

Any complaints arising under this policy shall be submitted under Policies KL or KLB as appropriate.

Adopted: January 2, 1992.

Revisions Approved: October 20, 1994.

August 24, 1995.

October 2, 1996.

June 28, 2002.

May 25, 2006.

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Legal Refs.:       20 U.S.C. § 1232h(a)  
                      45 C.F.R. 46.101 et seq.  
                      Code of Virginia, 1950, as amended, §§ 22.1-16.1, 22.1-78, 32.1-162, 16-162.20.  
                      80 VAC 20-565-10 et seq.

Cross Ref.: JHDA     Human Research  
              KFB       Administration of Surveys and Questionnaires

## DISTANCE LEARNING

The Radford City School Division recognizes the potential educational benefits of appropriate learning opportunities available through the use of technology. The division shall seek and take advantage of such opportunities to enrich its educational offerings.

Students may enroll in and receive a standard or verified unit of credit for supervised distance learning courses in subjects not available to them at their school, with prior approval of the principal. Credit shall be awarded for the successful completion of such courses when course content equals or exceeds that offered in the regular school program and the work is done under the supervision of a licensed teacher, or person eligible to hold a Virginia license, approved by local school authorities. Verified credit may be earned when the student has passed the SOL test associated with the completed course.

Adopted: February 25, 1999.

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Legal Refs.: Code of Virginia, as amended, §§ 22.1-199.1 (B) and 22.1-212.2; 8 VAC 20-131-180(B).

Cross Refs.: IFD - Curriculum Adoption

LEB - Advances/Alternative Courses for Credit

IKF - Standards of Learning and Graduation Requirements

## CURRICULUM GUIDES AND COURSE OUTLINES

The staff, under the direction of the superintendent, shall develop curriculum guides and courses of study and shall provide for continuing review and revision of these documents. The superintendent shall annually budget funds to support these ongoing projects, and is authorized to create advisory committees composed of staff, if necessary, to carry out this policy.

Adopted: January 2, 1992.

Revisions Approved: October 20, 1994.

October 2, 1996.

July 8, 1997.

June 28, 2002.

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

## BASIC INSTRUCTIONAL PROGRAM

Because education is a lifelong process, the educational program shall provide both formal studies to meet the general academic needs of all students, and opportunities for individual students to develop specific talents and interests in career and technical and other specialized fields and grow toward independent learning.

The various instructional programs shall be developed with the view toward maintaining balanced, integrated, and sequentially articulated curricula which shall serve the educational needs of all school-aged children in the division.

The Radford City School Board subscribes to the philosophy that well-developed reading and other basic skills, including the ability to spell, speak, and write intelligently are essential in society. It shall adopt specific requirements to ensure that high school graduates are sufficiently competent in these essential skills.

At all levels, provisions shall be made for a wide range of individual differences in student abilities and learning rates through uses of a variety of materials, adjustments in programs, and courses adapted to special needs of students.

The curriculum shall meet or exceed those requirements established by the Code of Virginia, the State Department of Education, and the State Board of Education. The curriculum will be aligned to the Standards of Learning.

Adopted: January 2, 1992.

Revisions Approved: October 20, 1994.

October 2, 1996.

July 12, 2001.

July 11, 2005.

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Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-253.13:1 et seq  
8 VAC 20-131-10 et seq

## Assessment and Grading

### A. Philosophy

Assessment is the process of identifying the type and extent of learning. It determines whether the learner has reached the target objective(s). Assessment is specific. It measures the degree of mastery of the identified skill or concept and identifies specific gaps or misunderstandings in learning.

Grading is the process of assigning value to learning. This process permits the ranking and comparing of segments of learning or the ranking and comparing of learners.

Assessment and grading of student progress are based on the premise that students have diverse capabilities and individual patterns of growth and learning. Teachers and principals are responsible for developing instructional plans based on frequent and varied, formal and informal assessments of the students' needs, abilities, and progress. Assessment and grading activities should:

- Reflect individual differences and rates of learning
- Address the unique needs of special population students
- Make adjustments for transitional periods in students' lives including elementary to middle school and middle school to high school
- Reflect expectations for student learning
- Provide for student self-evaluation
- Encourage students to take an active role in setting goals and assessing progress
- Foster a positive self-image for the student
- Address academic achievement, social development, and effort
- Inform all participants about the purpose, philosophy, and procedures of the reporting system
- Be easy to understand

## Grade Reporting

Grades will be reported at six-week intervals for students in grades K-12.

The Primary Progress Report for grades kindergarten, one and two will use the S-P-N scale for evaluating growth and progress of students. Students will be evaluated in Reading, English/Writing, Spelling/Word Work, Mathematics, Social Studies, Science, and Handwriting. Performance checklists will also be provided for physical education, music, art and citizenship. The Explanation of Marks will be as follows:

- S - Successful with mastery of grade level objectives and expectations.
- P - Progressing but needs assistance.
- N - Represents student performance that is in need of improvement in order to attain grade level objectives.
- I - Incomplete.

The Upper Elementary Progress Report for grades three, four, five and six will use the A-B-C-D-F scale for evaluating growth and progress of students. Students will be evaluated in Reading, English/Writing, Spelling/Word Work, Handwriting, Mathematics, Social Studies, and Science. Performance checklists will also be provided for physical education, music, art and citizenship.

The Middle/High School Progress Report for grades 7-12 will use the A-B-C-D-F scale for evaluating growth and progress of students. Students will be evaluated English, Mathematics, Social Studies, Science, Business and Economics, Foreign Language, Physical Education, CTE coursework and other electives such as Music, Band, Art and Computers. The Explanation of Marks will be as follows:

- A - Represents superior student performance in relation to grade level objectives and expectations.
- B - Represents above average student performance in relations to grade level objectives and expectations.
- C - Represents average student performance in relation to grade level objectives and expectations.
- D - Represents minimal student performance in relation to grade level objectives and expectations.
- F - Represents performance that does not meet minimal grade level objectives or expectations.

### **GRADING SCALE FOR GRADES 3-12**

The following grading scale is adopted for grades 3-12:

94-100	A =4
87-93	B =3
79-86	C =2
70-78	D =1
0-69	F =0

### **GPA (Grade Point Average):**

All high school courses and courses taken prior to the ninth grade which are considered to be high school courses (Algebra I, Spanish I, etc.) are calculated in the GPA.

Each final letter grade is assigned a number of points A=4, B=3, C=2, D=1, F=0. The points are totaled and then divided by the number of credits taken to arrive at the cumulative GPA.

### **GRADE WEIGHTING:**

The following grading scale is used for Advanced Placement and Dual Enrollment core subject courses with the following quality points:

94-100	A=5
87-93	B=4
77-86	C=3
70-76	D=2
0-69	F=0

Adopted: July 12, 2011 RCPS

## CAREER AND TECHNICAL EDUCATION

The school division shall provide a program of career and technical programs incorporated into the kindergarten through twelfth grade curricula that include knowledge of careers and all types of employment opportunities including, but not limited to, apprenticeships, entrepreneurship and small business ownership, the military, and the teaching profession, and emphasize the advantages of completing school with marketable skills. The division shall also provide career exploration opportunities in the middle school grades. Occupational career and technical programs shall be aligned with industry and professional standard certifications, if applicable. The superintendent and staff shall plan and shall make recommendations for career and technical education in compliance with the Standards of Quality and State Board of Education Regulations.

The School Board shall develop and implement a plan to ensure that competency-based career and technical education programs are implemented. These programs shall integrate academic outcomes, career guidance and job-seeking skills for all secondary students based on labor market needs and student interest. Career guidance shall include counseling about available employment opportunities to all students and placement services for students exiting school. This plan shall be developed with the input of area business and industry representatives and local community colleges and shall be submitted to the Superintendent of Public Instruction in accordance with the timelines established by federal law.

Adopted: January 2, 1992.

Revisions Approved: October 20, 1994.

October 2, 1996.

June 30, 1998.

July 12, 2001.

June 28, 2002.

June 23, 2004.

July 26, 2007.

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

8 VAC 20-120-10 et seq



## HEALTH/PHYSICAL EDUCATION

Each school shall organize and maintain a physical and health education program in accordance with State Board of Education regulations and State Board of Health guidelines.

The Radford City school division's goal is that a program of physical fitness will be available to all students for at least 150 minutes per week on average during the regular school year. Such program may include any combination of physical education classes, extracurricular activities, and other programs and activities.

Adopted: January 2, 1992.

Revisions Approved: October 2, 1996.

June 28, 2002.

July 3, 2008.

June 8, 2010.

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-207, 22.1-212.1:1, 22.1-253.13:1.D.14.

8 VAC 20-720-90.

Cross Refs.: IGAG Teaching About Drugs, Alcohol, and Tobacco  
JHCA Physical Examinations of Students  
JHCF Student Wellness  
JO Student Records

## TEACHING ABOUT DRUGS, ALCOHOL AND TOBACCO

Each student shall receive instruction related to alcohol and drug abuse and smoking and health. The health education program will include instruction in drug and substance abuse prevention. It will encourage and support organizations and activities that will develop a positive peer influence concerning substance abuse and create a climate whereby students may seek and receive counseling about substance abuse and related problems without fear of reprisal.

Each student shall receive instruction concerning the public safety hazards and dangers of alcohol abuse, underage drinking, and drunk driving.

Adopted: January 2, 1992.

Revisions Approved: October 2, 1996.

July 12, 2001.

June 8, 2010.

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Legal Refs.: Code of Virginia, 1950, as amended, § 22.1-206.

8 VAC 20-720-90.

## FAMILY LIFE EDUCATION (FLE)

### Generally

The Radford City Public School Board approves the inclusion of family life education (FLE) in the curriculum. Instruction shall be organized and maintained under the FLE standards of learning objectives developed by the State Department of Education.

### Community Involvement Team

Under procedures approved by the School Board, a community involvement team shall be established. The team may include but not be limited to school administrators, teachers, parents, clergy, medical professionals, mental health professionals, and others in the community.

### Instructional Materials

All instructional materials used in family life education (FLE) must be approved by the superintendent or his/her designee. No materials relating to FLE may be available for circulation to students through the school libraries or resource and media centers unless the School Board has approved these materials.

### Staff Training

Teachers in the Family Life Education program will participate in the training program sponsored by the Virginia Department of Education.

### Grade Level Leaders

The superintendent, or a designee, shall appoint a FLE leader for each grade level. The FLE leader will assist in training teachers, work with the community involvement team, and assist in the implementation and evaluation of the program.

### Separate Sessions

Portions of classes in the FLE program which deal exclusively with human sexuality may be conducted in separate sessions for boys and girls.

### "Opt-out" Procedures

The superintendent shall develop "opt-out" procedures for parents or guardians who do not want their children included in all or part of the FLE program.

### Annual Review

The FLE curriculum shall be reviewed annually. Such review shall allow for community input.

### Right of Parental Review

A parent or guardian shall have the right to review the family life curricula, including all supplemental materials used in the program.

The school board shall develop and distribute to the parents or guardians of students participating in the family life education program a summary designed to assist them in understanding the program implemented in its school division and to encourage parental guidance and involvement in the instruction of the students. Such information shall reflect the curricula of the program as taught in the classroom. The following statement will be included on the summary: "Parents and guardians have the right to review the family life education program offered by their school division, including written and audio-visual educational materials used in the program. Parents and guardians also have the right to excuse their child from all or part of family life education instruction."

Adopted: January 2, 1992.

Revisions Approved: October 2, 1996.

June 28, 2002.

June 9, 2009.

August 9, 2011.

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Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-207.1, 22.1-207.2

8 VAC 20-131-170

Virginia Department of Education, Family Life Education: Board of Education Guidelines and Standards of Learning for Virginia Public Schools (revised 2009)  
([http://www.doe.virginia.gov/testing/sol/standards\\_docs/family\\_life/familylife\\_guidelines\\_standards.pdf](http://www.doe.virginia.gov/testing/sol/standards_docs/family_life/familylife_guidelines_standards.pdf))

Cross Refs.: IIA Instructional Materials  
INB Teaching About Controversial Issues  
KLB Public Complaints About Learning Resources

## CHARACTER EDUCATION

The Radford City School Board shall establish, within its existing programs, a character education program in its schools. The purpose of the program is to foster civic virtues and personal character traits so as to improve the learning environment, promote student achievement, reduce disciplinary problems, and develop civic-minded students of high character. The program shall be cooperatively developed with students, parents, and the community. Specific character traits emphasized may include trustworthiness, respect, responsibility, fairness, caring, and citizenship.

Character education shall be interwoven into the school procedures and environment so as to instruct primarily by example, illustration, and participation, in such a way as to complement the Standards of Learning. Classroom instruction may also be used to supplement the program. The program shall also address the inappropriateness of bullying, as defined in the Student Conduct Policy Guidelines adopted by the Board of Education pursuant to § 22.1-279.6.

Each local character education program shall:

- Specify those character traits to be taught, selecting from those which are common to diverse social, cultural, and religious groups.
- Be implemented at the elementary and secondary levels.
- Provide for relevant professional development and adequate resources.
- Include a method for program evaluation.

Character education is intended to educate students regarding those core civic values and virtues which are efficacious to civilized society and are common to the diverse social, cultural, and religious groups of the Commonwealth. It shall not include indoctrination in any particular religious or political belief. Consistent with this purpose, Virginia's civic values, which are the principles articulated in the Bill of Rights (Article I) of the Constitution of Virginia and the ideals reflected in the seal of the Commonwealth, as described in Va. Code § 1-500, may be taught as representative of such civic values.

Adopted: June 24, 1999.

Revisions Approved: July 20, 2000.

July 11, 2003.

July 11, 2005.

May 25, 2006.

Legal Refs.: U.S. Const. amend. I.

Code of Virginia, 1950, as amended, §22.1-208.01

Superintendent's Memorandum No. 45 (Mar. 10, 2000).

Cross Refs.: IKF Standards of Learning Tests and Graduation Requirements

INB Teaching About Controversial Issues

INDC Religion in the Schools

## DRIVER EDUCATION

A program of driver education in the safe operation of motor vehicles and knowledge of rules, regulations and laws shall be offered in the high schools. The program shall consist of classroom training and "behind-the-wheel training." The School Board shall establish fees, that do not exceed the limit established by the State Department of Education, for the "behind-the-wheel" portion of the program. The School Board may also request approval from the Board of Education to assess a surcharge to recover program costs that exceed state funding. The School Board may waive the fee or surcharge in whole or in part for those students it determines cannot pay the fee or surcharge. The program shall include instruction concerning alcohol and drug abuse, aggressive driving, motorcycle awareness, distracted driving, organ and tissue donor awareness, and fuel-efficient driving practices.

No student shall be permitted to operate a motor vehicle without a learner's permit or a license. Necessary certification of students' academic standing and compliance with compulsory attendance laws shall be provided by the administration to the Department of Motor Vehicles upon request, in accordance with state law.

At the beginning of each school year and thereafter as necessary, the Superintendent shall report to the Department of Motor Vehicles the name and driver's license number of all persons providing instruction in driver education for the school division.

Adopted: January 2, 1992.

Revisions Approved: October 20, 1994.  
October 2, 1996.  
July 8, 1997.  
June 30, 1998.  
June 24, 1999.  
July 20, 2000.  
June 28, 2002.  
July 26, 2007.  
June 9, 2009.  
June 8, 2010.  
August 9, 2011.

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Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-204, 22.1-205, 46.2-335, 46.2-325, 46.3- 334, 46.2-340

8 VAC 20-340-10

Cross Ref.: JED Student Absences/Excuses/Dismissals  
JFC-R Standards of Student Conduct  
JN Student Fees, Fines and Charges

## ALTERNATIVES TO ANIMAL DISSECTION

The Radford City School Board provides one or more alternatives to animal dissection for students enrolled in biological sciences classes that incorporate dissection exercises. These alternatives may include computer programs, Internet simulations, plastic models, videotapes, digital videodiscs, and charts. The alternative techniques require a comparable amount of time and effort as do the dissection exercises and provide comparable depth and scope of learning. The alternative techniques provide the student, through means other than dissection, with knowledge similar to that expected to be gained by other students in the course who perform, participate in, or observe the dissection. Testing procedures that do not require the use of dissected specimens are provided for those students who choose an alternative technique.

A student's objection to participating in an animal dissection should be substantiated by a signed note from his or her parent or guardian.

Adopted: April 7, 2005

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Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-200.01.

Guidelines for Alternatives to Dissection (Attachment to Virginia Department of Education Superintendent's Memo #161 (Aug. 6, 2004)).

## PROGRAMS FOR STUDENTS WITH DISABILITIES

A child find program shall be established and designed to identify, locate and evaluate those children from birth to 21 inclusive who may have disabilities and may need special education and related services. The Board shall ensure that a free, appropriate public education will be available for all children and youth with disabilities, ages 2 through 21, who are residents of Radford City.

The School Board shall ensure that students with disabilities and their parents or guardians are guaranteed the appropriate procedural safeguards in the process of identification, evaluation, placement, and provision of an appropriate education program. To the maximum extent appropriate, students with disabilities will be educated with children who are not disabled. Prior to the identification, evaluation, placement, or provision of a free appropriate public education to a disabled student, a full explanation of all procedural safeguards shall be made available to parents.

An Individualized Education Program (IEP) shall be designed and maintained for each child eligible for special education under the Individuals with Disabilities Education Act. The program will be developed in a meeting with the child's teachers, parent(s), the student (when appropriate), a school division representative qualified to provide or supervise the provision of special education services and other individuals at the discretion of the parents or school division in accordance with state and federal law. This IEP shall be reviewed at least annually.

The IEP shall be inclusive of areas specified by state and federal statutes and regulations.

Adopted: January 2, 1992.

Revisions Approved: June 24, 1993.  
January 6, 1994.  
October 20, 1994.  
March 2, 1995.  
October 2, 1996.  
June 28, 2002.  
August 9, 2011.

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Legal Refs.: 20 U.S.C. § 1400 et seq  
29 U.S.C. § 701 et seq  
42 U.S.C. § 12101 et seq

Code of Virginia, 1950, as amended, §§ 22.1-213, 22.1-215.  
8 VAC 20-81-50.  
8 VAC 20-81-80.  
8 VAC 20-81-100.  
8 VAC 20-81-110.  
8 VAC 20-81-130.  
8 VAC 20-81-170.

## PROGRAMS FOR GIFTED STUDENTS

The Radford City Public School Board shall approve a comprehensive plan for the education of gifted students that includes the components identified in Board of Education regulations. The plan for the education of gifted students shall be accessible through the division's website and the division will ensure that printed copies of the plan are available to citizens who do not have online access.

The school division has uniform procedures for screening, referring, identifying, and serving students in kindergarten through twelfth grade who are gifted in general intellectual or specific academic aptitude.

The school division will provide written notification to and seek written consent from parents and legal guardians to conduct any required assessment to determine a referred student's eligibility for the division's gifted education program, and provide services for an identified gifted student in the division's gifted education program.

The school board will establish a local advisory committee composed of parents, school personnel, and other community members appointed by the school board. The committee will reflect the ethnic and geographical composition of the school division. The committee will annually review the division's plan for the education of gifted students, including revisions, and determine the extent to which the plan for the previous year was implemented. The findings of the annual program effectiveness and the recommendations of the committee will be submitted annually in writing to the division superintendent and the school board.

Adopted: January 2, 1992.

Revisions Approved: June 24, 1993.

October 2, 1996.

June 30, 1998.

June 24, 1999.

June 28, 2002.

June 23, 2004.

July 3, 2008.

August 9, 2011.

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-18.1, 22.1-253.13:1.D.6.

8 VAC 20-40-40.

8 VAC 20-40-55.

8 VAC 20-40-60.

Cross Refs.: BCF                      Advisory Committees to the School Board  
 IKEB                         Acceleration

COMPLAINT RESOLUTION PROCEDURES  
FOR  
IDENTIFICATION AND SELECTION OF  
STUDENTS FOR GIFTED/TALENTED PROGRAMS

The Radford City School Board hereby establishes the following procedures for resolving complaints concerning identification and selection of students for gifted/talented programs.

1. Receipt of Complaint

A formal written complaint will be delivered to the supervisor responsible for gifted/talented programs.

2. Decision by Appeals Committee

Within three school days of receipt of the written complaint, the supervisor will forward the complaint to an Appeals Committee composed of the supervisor of gifted/talented programs and the principal and a teacher from the school of the student concerned. Appointed by the division superintendent, the Appeals Committee will review the complaint and supporting data and meet with the complainant to resolve the issue. The Appeals Committee's written decision will be forwarded to the complainant within three school days of its meeting with the complainant.

3. Appeal of the Committee's Decision

If the complainant does not agree with the decision of the Appeals Committee, a further appeal may be submitted in writing within five school days of receiving of the Appeals Committee's written decision. The superintendent will review the complaint and submit his decision in writing to the complainant within ten school days.

4. Appeal of the Superintendent's Decision

The complainant has the right to appeal the superintendent's decision to the School Board within fifteen school days of receipt of his written decision in accordance with Policy INDD entitled "Academic Grievance" and Policy INDD-R entitled "Academic Grievance Procedures".

Adopted: January 2, 1992.

Revisions Approved: March 6, 1997.

## PARENTAL INVOLVEMENT

### Generally

The Radford City School Board recognizes that the education of each student is a responsibility shared by the school and the student's family. The Radford City School Board endorses the parental involvement goals of Title I (20 U.S.C. § 6318) and Title III (20 U.S.C. § 7012(e) and encourages the regular participation by parents of all children including those eligible for Title I and Limited English Proficiency (LEP) programs in all aspects of those programs.

In keeping with these beliefs, it is the intention of the Radford City School Board to cultivate and support active parental involvement in student learning. The Radford City School Board will:

- provide activities that will educate parents regarding the intellectual and developmental needs of their children. These activities will promote cooperation between the division and other agencies or school/community groups (such as parent-teacher groups, the Breakthrough to Literacy program, the Book Buddies program, Honeybee program and Parents as Teachers program) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development;
- implement strategies to involve parents in the educational process, including:
  - keeping families informed of opportunities for involvement and encouraging participation in various programs;
  - providing access to educational resources for parents and families to use with their children;
  - keeping families informed of the objectives of division educational programs as well as of their child's participation and progress with these programs;
- enable families to participate in the education of their children through a variety of roles. For example, family members may:
  - provide input into district policies;
  - volunteer time within the classroom and school programs.
- provide professional development opportunities for teachers and staff to enhance their understanding of effective parent involvement strategies;
- perform regular evaluations of parent involvement at each school and in the division;

- provide access, upon request, to any instructional material used as part of the educational curriculum;
- if practicable, provide information in a language understandable to parents.

In addition, for parents of students eligible for LEP programs, the School Board will inform such parents of how they can be active participants in assisting their children:

- to learn English;
- to achieve at high levels in core academic subjects; and
- to meet the same challenging academic content and student academic achievement standards as all children are expected to meet.

#### Parental Involvement in Title I Plan

The Radford City School Division encourages parents of children eligible to participate in Title I, Part A, programs to participate in the development of the division's Title I Plan. Parents may participate by:

- attending parent involvement meetings;
- serving on parent review committees;
- observing and participating in their child's classroom to determine strengths/weaknesses;
- completing parent surveys;
- supporting student attendance in programs offered outside the normal school day.

#### Parental Involvement in School Review and Improvement

The Radford City School Division encourages parents of children eligible to participate in Title I, Part A, and LEP programs to participate in the process of school review and, if applicable, school improvements as implemented by the No Child Left Behind Act of 2001, 20 U.S.C. § 2316. Parents may participate by:

## District Responsibilities

The Radford City School Division, and each school which receives Title I, Part A, funds, **WILL**:

- provide assistance to parents of children served by the school or division, as applicable, in understanding topics such as Virginia's academic content standards and student academic achievement standards, state and local academic assessments and how to monitor a child's progress and work with educators to improve the achievement of their children;
- provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
- educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value of contributions of parents as equal partners, implement and coordinate parent programs and build ties between parents and the school;
- to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in participating in the education of their children;
- ensure that information related to school and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and
- provide such other reasonable support for parental involvement activities as parents may request.

The Radford City School Division and each school which receives Title I, Part A, funds **MAY**:

- involve parents in the development of training for teachers, principals and other educators to improve the effectiveness of such training;
- provide necessary literacy training from Title I funds if the division has exhausted all other reasonable available sources of funding for such training;
- pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- train parents to enhance the involvement of other parents;
- arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators who work directly with participating children and parents who are unable to attend such conferences at school in order to maximize parental involvement and participation;
- adopt and implement model approaches to improving parental involvement;
- establish a division-wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section; and
- develop appropriate roles for community-based organizations and businesses in parental involvement activities.

#### School Parental Involvement Policies

Each school served under Title I, Part A, shall jointly develop with and distribute to parents of participating children a written parental involvement policy, agreed on by such parents, that shall describe the means for carrying out the following:

- convening an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A, and to explain the requirements of Title I, Part A, and the rights of parents to be involved;

- offering a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;
- involving parents, in an organized, ongoing and timely way, in the planning, review and improvement of Title I, Part A, programs including the planning, review and improvement of the school parental involvement policy and the joint development of the school-wide program plan under the No Child Left Behind Act of 2001, 20 U.S.C. § 6312(b)(2), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;
- providing parents of participating children:
  - timely information about Title I, Part A, programs;
  - a description and explanation of the curriculum in use at the school, the academic assessments used to measure student progress and the proficiency levels students are expected to meet; and
  - if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible; and
- if the school-wide program plan under the No Child Left Behind Act of 2001, 20 U.S.C. § 6312(b)(2) is not satisfactory to the parents of participating children, submitting any parent comments on the plan when the school makes the plan available to the district.

#### Parental Involvement in Allocation of Funding

Parents of children receiving services under Title I, Part A, shall be involved in the decisions regarding how funds provided under Title I, Part A, are allotted for parental involvement activities.

#### Policy Review

The content and effectiveness of this policy will be evaluated annually with regard to improving the academic quality of the schools receiving Title I, Part A, or LEP funds. This evaluation will identify barriers to greater participation by parents (particularly by parents who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) and use the findings of that evaluation to design strategies for more effective parental involvement and to revise, if necessary, this policy.

Adopted: January 2, 1992.

Revisions Approved: January 6, 1994.

October 20, 1994.

October 2, 1996.

July 8, 1997.

June 28, 2002.

April 25, 2003.

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Legal Refs.: 20 U.S.C. §§ 6312, 6316, 6318

Code of Virginia, 1950, as amended, § 22.1-78

Cross Refs.: AD – Educational Philosophy

BCF – Advisory Committees to the School Board

IAA – Notification of Learning Objectives

IKA – Parental Assistance with Instruction

## PROGRAMS FOR DISADVANTAGED STUDENTS

### Consultation with Parents and Teachers

The School Board has approved written policy assuring that parents of children being served in the Chapter I program have an adequate opportunity to participate in the planning, design and implementation of the programs. The following regulations apply:

1. Notify each child's parents in a timely manner that the child has been selected to participate in Chapter I and why the child has been selected.
2. Inform each child's parents of the specific instructional objectives for the child.
3. Report to each child's parents on the child's progress.
4. Establish conferences between individual parents and teachers.
5. Provide materials and suggestions to parents to help them promote the education of their children at home.
6. Provide timely information concerning the Chapter I program (i.e. program plans and evaluation).
7. Solicit parents' suggestions in the planning, development and operation of the program.
8. Consult with parents about how the school can work with parents to achieve the program's objectives.
9. Provide timely responses to parents' recommendations.
10. Facilitate participation by parents in school activities.
11. Establish a parent advisory council.
12. Educational personnel shall be readily available to parents.
13. Parents of participating children shall be permitted to observe Chapter I activities.

14. Parents shall be provided opportunities for regular meetings to formulate parental input, if parents desire.
15. Parents shall be made aware of parental involvement requirements and other relevant provisions of the program.
16. Reasonable support for parental involvement activities shall be provided as parents may request.
17. Parental involvement activities shall be coordinated, to the extent possible, with programs funded under the Adult Education Act.
18. To the extent practicable, information, programs and activities shall be provided in a language and form that the parents understand.
19. Parents shall be consulted at least annually to assess the effectiveness of the parental involvement program and to determine what actions, if any, need to be taken to increase parental participation.

#### Annual Meeting of Parents

1. Radford City Schools will hold an annual public meeting, to which all parents of eligible children are invited, to discuss the program and activities provided with Chapter I funds. The discussion will include:
  - a. Informing parents of their right to consult in the design and implementation of the agency's Chapter I project.
  - b. Soliciting parents' input.
  - c. Providing parents an opportunity to establish mechanisms for maintaining ongoing communication among parents, teachers and agency officials.
2. Radford City Schools will hold one or more meetings at sites convenient to the parents to meet the annual meeting requirement.

Issued: January 2, 1992.

Revisions Approved: January 6, 1994.

## REMEDIAL INSTRUCTION PROGRAM

### Literacy and Standard of Learning Assessment Tests

The School Board shall implement programs of prevention, intervention or remediation for students who are educationally at risk, including those fail to achieve a passing score on any Standard of Learning assessment in grades three through eight, or who fail an end-of-course test required for the award of a verified unit of credit. Such programs shall include components that are research based.

Any student who achieves a passing score on one or more, but not all, of the Standards of Learning assessments for the relevant grade level in grades three through eight may be required to attend a remediation program.

Any student who fails to achieve a passing score on all of the Standards of Learning assessments for the relevant grade level in grades three through eight or who fails an end -of-course test required for the award of a verified unit of credit shall be required to attend a remediation program or to participate in another form of remediation. Such summer school program or other form of remediation shall be chosen by the school division to be appropriate to the academic needs of the student.

The requirement for remediation may, however, be satisfied by the student's attendance in a program of prevention, intervention or remediation which has been selected by his/her parent, in consultation with the Superintendent or designee, and is either (i) conducted by an accredited private school or (ii) a special program which has been determined to be comparable to the required public school remediation program by the division superintendent. The costs of such private school remediation program or other special remediation program shall be borne by the student's parent.

### Instruction

In designing the division remediation programs required by the Standards of Quality the School Board shall annually evaluate and modify, as appropriate, the remediation plan based on an analysis of the percentage of students meeting their remediation goals and consideration of the pass rate on the Standards of Learning assessments.

The program shall include, when appropriate, a procedure for early identification of students who are at risk of failing the Standards of Learning assessments in grades three through eight or who fail and end-of-course test required for the award of a verified unit of credit required for the student's graduation. Such students shall be provided appropriate remediation activities.

### Compulsory Attendance

When a student is required to participate in a remediation program pursuant to this policy, the Superintendent may seek immediate compliance with the compulsory school attendance laws if a reasonable efforts to seek the student's attendance, including direct notification of the parents of such student of the attendance requirement and failure of the parents to secure the student's attendance, have failed and the superintendent determines that the remediation of the student's poor academic performance, passage of the Standards of Learning Assessment in grades three through eight, or promotion is related directly to the student's attendance in the remediation program.

Adopted: January 2, 1992.

Revisions Approved: October 2, 1996.

July 8, 1997.

June 30, 1998.

July 20, 2000.

June 28, 2002.

July 10, 2003.

June 23, 2004.

July 6, 2006.

July 26, 2007.

August 9, 2011.

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Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-253.13:1, 22.1-254, 22.1-254.01.

8 VAC 20-630-40.

Cross Refs.: BCF Advisory Committees to the School Board  
IGCA Summer Schools

## LIMITED ENGLISH PROFICIENT STUDENTS

### Generally

The Radford City Public School Board shall provide programs to improve the education of limited English proficient children by assisting the children to learn English and meet Virginia's challenging academic content and student academic achievement standards.

### Assessments

The School Board will annually assess the English proficiency of all students with limited English proficiency.

### Notification

The School Board will, not later than 30 days after the beginning of the school year, inform a parent or the parents of a limited English proficient child identified for participation in, or participating in, a program for limited English proficient students of

- the reasons for the identification of their child as limited English proficient and in need of placement in a language instruction education program;
- the child's level of English proficiency, how that level was assessed and the status of the child's academic achievement;
- the method of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instruction goals and use of English and a native language in instruction;
- how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;
- how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;
- the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children and the expected rate of graduation from secondary school for such program;
- in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; and
- information pertaining to parental rights that includes written guidance.
  - detailing the right that parents have to have their child immediately removed from such program upon their request and the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available, and
  - assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the school division.

For a child who has not been identified for participation in a language instruction education program prior to the beginning of the school year, the School Board shall provide the notice detailed above within 2 weeks of the child being placed in the program.

The information described above will be provided to parents in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.

Students may be accepted and provided English-Second Language programs if they entered school in Virginia for the first time after reaching their 12th birthday, and who have not reached age 22 on or before August 1 of the school year. No tuition shall be charged such students, if state funding is provided for such programs.

Adopted: January 2, 1992.

Revisions Approved: October 2, 1996.

June 24, 1999.

May 27, 2004.

August 9, 2011.

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Legal Refs.: 20 U.S.C. §§ 6311, 6312, 6825, 7012

Code of Virginia, 1950, as amended, §§ 22.1-5

Cross Ref.: IGBC Parental Involvement



## ONLINE COURSES AND VIRTUAL SCHOOL PROGRAMS

The Radford City School Board may enter into contracts, consistent with the criteria approved by the Board of Education, with approved private or nonprofit organizations to provide multidivision online courses and virtual school programs. Such contracts shall be exempt from the Virginia Public Procurement Act.

Information regarding online courses and programs that are available through the school division will be posted on the division's website. The information will include the types of online courses and programs available to students through the division, when the division will pay course fees and other costs for nonresident students, and the granting of high school credit.

Any student enrolled in any online course or virtual program offered by the school division shall be enrolled in a public school in Virginia as provided in Va. Code § 22.1-3.1. The student's parent or guardian shall give written permission prior to the enrollment of the student in any full-time virtual program offered by the school division.

A student who resides in Radford City school division will not be charged tuition for enrolling in any online course or virtual program offered by the school division. However, tuition may be charged to students who do not reside within the boundaries of the school division.

Adopted: June 8, 2010.

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-212.24, 22.1-212.25, 22.1-212.27.

Cross Ref.: DJF Purchasing Procedures  
IGBG Homebound, Correspondence, and Alternative Means of Instruction

## ALTERNATIVE SCHOOL PROGRAMS

As special needs are determined, alternative programs may be established by the School Board within existing schools or at separate sites that are within the jurisdiction of the Radford City Schools. No person of school age meeting the residency requirements of § 22.1-3 may be charged tuition for enrollment in an alternative program offered as a regional or division-wide initiative by the School Board.

Proposals for alternative school programs shall be developed by the superintendent or his/her designee and will be submitted to the Board for review and endorsement prior to implementation. Proposals shall include:

1. A statement of justification for the alternative program explaining how it will meet the special needs or expectations of the target population and the community;
2. A plan which delineates the proposed organizational structure as it relates to staffing and the scope and structure of the total instructional program;
3. A statement of financial impact identifying all costs including administration, staffing, equipping, supplying, transportation, support services and maintaining the program;
4. A statement of related impact explaining how the proposed program will affect and interrelate with other programs and populations served in existing programs and facilities;
5. A statement of authentication verifying that all aspects of the program are in compliance with all appropriate federal, state and local laws and regulations, and there is compliance with all applicable accreditation requirements;
6. If the proposal presents a potential conflict with existing regulations of the State Department of Education, special evidence of authorization from the State Department of Education must accompany the proposal;
7. A plan for evaluation that defines anticipated outcomes and establishes criteria and procedures for evaluating achieved outcomes.

Adopted: January 2, 1992.

Revisions Approved: June 24, 1999.

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

Virginia Board of Education Rules Governing  
Alternative Education, 8 VAC 20-30-10

ADVANCED PLACEMENT CLASSES AND  
SPECIAL PROGRAMS

Students and their parents shall be notified of the availability of dual enrollment, advanced placement classes, the International Baccalaureate Program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the advanced placement and International Baccalaureate examinations. The superintendent shall promulgate regulations to implement this policy, which shall ensure the provision of timely and adequate notice to students and their parents.

Adopted: June 24, 1999.

Revisions Approved: June 23, 2004.

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Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-253.13:1.D.9

Cross Ref.: LEB Advanced/Alternative Courses for Credit

## SUMMER SCHOOLS

## Generally

The courses offered and the quality of instruction in the summer school program shall be comparable to that offered during the regular school term. Students must meet the requirements for SOL testing if appropriate.

Credit for repeated work will ordinarily be granted on the same basis as that for new work. With prior approval of the principal, however, students may be allowed to enroll in repeat courses to be completed in not less than 70 clock hours of instruction per unit of credit. Students must meet the requirements for SOL testing if appropriate.

## Eligibility

The division superintendent may require students who are educationally at risk to take special programs of prevention, intervention, or remediation in summer school if the superintendent determines that remediation of the student's poor academic performance, performance on the Standards of Learning assessments in grades three through eight, or promotion necessitate the student's attendance in summer school.

Any student who passes one or more, but not all, of the Standards of Learning assessments for the relevant grade level in grades three through eight may be required to attend summer school.

Any student who fails to achieve a passing score on all of the Standards of Learning assessments for the relevant grade level in grades three through eight or who fails an end-of-course test required for the award of a verified unit of credit shall be required to attend a summer school or to participate in another form of remediation. The requirement for remediation may, however, be satisfied by the student's attendance in a program of prevention, intervention or remediation which has been selected by his parent, in consultation with the superintendent or designee, and is either (i) conducted by an accredited private school or (ii) a special program which has been determined to be comparable to the required public school remediation program by the division superintendent. The costs of such private school remediation program or special program shall be borne by the student's parent.

Summer school instruction which is provided as part of a remedial program shall be designed to improve specific identified student deficiencies.

## Compulsory Attendance

The division superintendent may seek immediate compliance with the compulsory school attendance law as set forth in Va. Code § 22.1-254 after a reasonable effort to seek the student's attendance in the summer school program has failed, including direct notification of the parents of such student of the attendance requirement and failure of the parents to secure the student's attendance, when:

- a student is required to take a special program of prevention, intervention, or remediation in a public summer school; and
- the superintendent determines that remediation of the student's poor academic performance, passage of the Standards of Learning Assessment in grades three through eight, or promotion is related directly to the student's attendance in the summer school program.

Fees

Students required to attend a division summer school program shall not be charged tuition.

Adopted: January 2, 1992.

Revisions Approved: October 20, 1994.

October 2, 1996.

July 8, 1997.

May 14, 1998.

June 30, 1998.

July 20, 2000.

July 12, 2001.

July 10, 2003.

June 23, 2004.

July 6, 2006.

July 26, 2007.

June 8, 2010.

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Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-211, 22.1-253.13:1, 22.1-254, 22.1-254.01.

8 VAC 20-131-120.

Cross Refs.: IGBE Remedial Instruction Program

## STUDENT ORGANIZATIONS (Secondary Schools)

### Policy Statement

It is the policy of the Division to permit the organization and operation of student organizations in the secondary schools and to permit such organizations to meet on school premises during non-instructional time. The purpose of this policy is to establish criteria and procedures governing the operation of student organizations.

### Student-Initiated Organizations

Curriculum-related student organizations serve as an extension of the regular school curriculum. Their function is to enhance the participants' educational experience and supplement the course materials within the educational program of the schools. The activities of these organizations should bear a clear relationship to the regular curriculum. Student organizations meeting these criteria and approved by the principal shall be deemed to be officially recognized, school-sponsored student organizations.

Secondary school students are also permitted to organize and conduct meetings of non curriculum-related organizations to pursue activities outside of the school curriculum, subject to the provisions of this policy. Such organizations must be student initiated and directed and school personnel, parents and any other persons who are not students enrolled in the division are prohibited from directing, controlling, conducting or regularly attending the meetings of such organizations except that the faculty sponsor(s)/supervisor(s) must attend all meetings. Non curriculum-related student organizations that are student-initiated shall not be deemed to be school sponsored or endorsed. The fact that such organizations are permitted to conduct meetings under this policy shall not constitute an expression of school division support for the purposes of such organizations or the content of any meetings thereof.

### Membership

Membership in all student-initiated organizations shall be open to and limited to all students currently enrolled in the sponsoring school on a voluntary basis. These student organizations may establish academic qualifications for membership where necessarily related to the purposes of the organization. Qualifications based on sex may be imposed only where based on competitive athletic skill or where the activity involved is a contact sport.

### Faculty Supervision

Curriculum-related student organizations shall be sponsored and supervised by one or more of the members of the school faculty and approved by the principal. Faculty sponsors shall participate in the supervision and direction of all activities of the organization and shall attend all meetings.

Non curriculum-related student organizations that are student-initiated shall not have a faculty sponsor. However, a member of the school's professional staff shall attend every meeting or activity of such organizations in a non-participatory capacity for purposes of general supervision. The organization shall be responsible to assure the presence of a staff member for its meetings.

No school employee shall be compelled to attend a meeting of any student organization if the content of such meeting is contrary to the beliefs of that school employee. School employees present at any meeting of a non curriculum-related student organization which includes religious worship, prayer or practice or is identified as having a religious purpose, shall attend in a non-participatory capacity only.

#### Meetings of Student Organizations

All student organizations shall have the right to meet on school premises during non-instructional time as designated by the principal. No student organization shall be denied equal access to school facilities during designated meeting times on the basis of the religious, political, philosophical or other content of the speech at the meetings of such organization. No public funding or support shall be extended to any non curriculum-related student organization other than the opportunity to meet on school premises on an equal basis as other student organizations.

The principal of each school shall develop guidelines and rules concerning the procedure for scheduling meetings of student organizations and setting the times and facilities which are available for such meetings. Meeting times shall be limited to non-instructional time before or after regular classroom hours or during established activities periods. These guidelines and rules shall be made available to all students. Student organizations wishing to conduct meetings under this policy must make application to the principal for permission in accordance with division procedures.

#### Compliance with Law and Policy

Student organizations shall not engage in any activity which is contrary to law, Division policy or school rules; which disrupts or clearly threatens to disrupt the orderly operation of the school; or which would adversely affect the health, safety or welfare of any students or staff members. Failure to comply with these provisions shall be grounds for disciplinary action.

Adopted: January 2, 1992.

Revisions Approved: August 24, 1995.

May 14, 1998.

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Legal Ref.: 20 USC § 4071 et seq - Equal Access Act

Title IX, Education Amendments of 1972, 34 C.F.R.  
Parts 101 and 106 - Nondiscrimination on the Basis Of Sex

STUDENT ORGANIZATIONS  
(Secondary Schools)

1. Any group seeking recognition as a student organization shall submit a written application through its faculty sponsor to the principal. Applications shall be made on Division-approved forms only and shall include at least the following information:
  - A. Name of the organization.
  - B. Name(s) of the faculty sponsor(s).
  - C. A general statement of the purposes of the organization.
  - D. A description of the qualifications for membership, if any. If students' sex is a qualification, the description shall state the reasons therefore.
  - E. A statement of the relation of the organization to the regular school curriculum. This shall include specific reference to classes or other elements of the educational program which the organization is intended to supplement and a description of how the organization will serve as an extension of or adjunct to the curriculum.
  - F. A description of the function of the faculty advisor in the promotion, supervision and leadership of the organization.
2. The principal shall review the application and such other information as he or she considers appropriate and shall approve or disapprove the recognition of the organization within ten (10) school days after receipt of the application. The principal's decision shall be in writing and a copy shall be given to the faculty sponsor. If the application is disapproved, the principal shall state the reasons for disapproval in the decision.
3. The faculty sponsor may appeal the principal's decision to the Superintendent of Schools, or his designee, by written appeal submitted to the superintendent within five (5) school days after receipt of the principal's decision. The written appeal shall state the reasons for the appeal and shall enclose copies of the application and the principal's decision. The superintendent, or his/her designee, shall review the appeal and such other information as he or she considers appropriate and give a written decision within ten (10) school days after receipt of the appeal.
4. The faculty sponsor may appeal the decision of the superintendent or his/her designee to the School Board by written appeal submitted to the Chairman of the Board within five (5) school days after receipt of such decision. The written appeal shall state the reasons for the appeal and shall enclose a copy of the application, the appeal to the superintendent and all

prior decisions. The Board shall review the appeal and such other information as it considers appropriate and shall notify the faculty sponsor of the date and time at which it will meet to render a decision. At the meeting, the Board shall enter its order affirming or reversing the decision of the superintendent. The decision of the Board shall be final.

5. The principal may revoke recognition of any student organization at any time upon his or her own initiative or on complaint by any student or staff member for good cause. Revocation may be appealed to the superintendent, or his/her designee, and the Board as provided hereinabove.
6. At any time, the superintendent or the Board may, on his/her or its own initiative, review the recognition of any student organization and revoke the same for good cause. Any such action by the superintendent may be appealed to the Board as provided hereinabove.

Issued: January 2, 1992.

## ADULT EDUCATION

Adult Education Programs shall be offered to those residents of the school division over the age of compulsory school attendance who are not enrolled in the regular public school program and who are functioning below the high school completion level. The School Board shall seek to ensure that every adult participating in such a program has the opportunity to earn a general educational development (GED) certificate or a high school diploma. Such programs may be conducted solely by the School Board or through a collaborative arrangement between the School Board and other School Boards or agencies. Additional educational programs for adults also may be offered. Tuition and fees shall be established by the School Board.

Adopted: January 2, 1992.

Revisions Approved: October 20, 1994.

October 2, 1996.

June 24, 1999.

June 23, 2004.

May 25, 2006.

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Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-210; 22.1-223 through 22.1-226.4, 22.1-253.13:1.D.7.

8 VAC 20-30-10.

8 VAC 20-360-10.

Cross Refs: JEG – Exclusions and Exemptions from School Attendance

IKF - Standards of Learning Tests and Graduation Requirements

## GROUPING FOR INSTRUCTION

The grouping of students within individual schools for instructional purposes shall be based solely on:

1. the best interests of the student,
2. the educational level, or achievement level of the student,
3. the availability of space,
4. the best educational climate for learning, and
5. the student's best chance for success.

Grouping shall remain flexible in order to take advantage of the best educational research currently available.

Adopted: January 2, 1992.

Revisions Approved: October 20, 1994.

October 2, 1996.

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78

## CLASS SIZE

The Radford City School Board will assign licensed instructional personnel in a manner that produces divisionwide ratios of students in average daily membership to full-time equivalent teaching positions, excluding special education teachers, principals, assistant principals, counselors, and librarians, that are not greater than the following ratios:

- 24 to one in kindergarten with no class being larger than 29 students; if the average daily membership in any kindergarten class exceeds 24 pupils, a full-time teacher's aide will be assigned to the class;
- 24 to one in grades one, two, and three with no class being larger than 30 students;
- 25 to one in grades four through six with no class being larger than 35 students; and
- 24 to one in English classes in grades six through 12.

In addition, the Radford City School Board shall assign instructional personnel in a manner that produces schoolwide ratios of students in average daily memberships to full-time equivalent teaching positions of 21 to one in middle schools and high schools.

When determining the assignment of instructional and other licensed personnel for purposes of this policy, full-time students of approved virtual school programs will not be included.

Adopted: January 2, 1992.

Revisions Approved: June 24, 1993.

October 20, 1994.

October 2, 1996.

June 28, 2002.

June 23, 2004.

June 8, 2010.

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

## INSTRUCTIONAL MATERIALS

The Radford City School Board is responsible for the selection, evaluation, approval, and use of instructional materials. The superintendent or his/her designee will periodically review guidelines and procedures for the selection of instructional materials and bring recommendations for changes to the Board.

The procedures for selection and evaluation of instructional materials shall offer a thorough and efficient approach which ensures that appropriate instructional materials are selected, and provide an opportunity for the professional staff and community to participate and be informed on the selection and use of instructional materials. The procedures will include

- local criteria for selection of instructional materials;
- evaluation of materials in relation to instructional goals and objectives;
- an evaluation committee which should include, when appropriate, parents, students, teachers, supervisors, and nonparent patrons;
- opportunity for the examination of materials by appropriate committees and individuals;
- notice to parents that materials under consideration for approval will be available at designated locations for review by any interested citizens. Provisions should be made for those reviewing such materials to present their comments and observations, if any, to the school board;
- procedures for the reconsideration of challenged materials; and
- special emphasis on the thorough evaluation of materials related to controversial or sensitive topics such as Family Life Education.

Adopted: January 2, 1992.

Revisions Approved: October 20, 1994.

October 2, 1996.

June 28, 2002.

July 3, 2008.

June 9, 2009.

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Legal Refs.: Code of Virginia, 1950, as amended, § 22.1-238

8 VAC 20-170-10.

8 VAC 20-230-10.

Cross Refs.: IGAH Family Life Education  
IIAA Textbook Adoption, Selection, and Purchase  
IIAB Supplementary Materials Selection and Adoption

## TEXTBOOK SELECTION, ADOPTION, AND PURCHASE

The School Board shall adopt textbooks, including print or electronic media for student use that serves as the primary curriculum basis for a grade-level subject or course from the list of textbooks approved by the Board of Education. The School Board may also adopt books which are not on the state-adopted list in accordance with the Board of Education regulations.

The Radford City School Board will adopt textbooks for use in the local division based upon recommendations presented by the superintendent following the procedures described in Policy IIA Instructional Materials.

The Radford City School Board may either enter into written term contracts or issue purchase orders with publishers of textbooks approved by the Board of Education. Such written contracts or purchase orders are exempt from the Virginia Public Procurement Act (Va. Code § 2.2-4300 et seq.) The contract price shall not exceed the lowest wholesale price at which the textbook or textbooks involved in the contract are currently bid under contract anywhere in the United States. If, subsequent to the date of any contract entered into by the School Board, the prices of textbooks named in the contract are reduced or the terms of the contract are made more favorable to purchase anywhere in the United States or a special or other edition of any book named in the contract is sold outside of Virginia at a lower price than contracted in Virginia, the publisher shall grant the same reduction or terms to the School Board and give the School Board the option of using such special or other edition adapted for use in Virginia and at the lowest price at which such special edition is sold elsewhere and the contract shall so state.

Contracts and purchase orders with publishers of textbooks approved by the Board of Education shall require the publisher to furnish an electronic file of the textbook in the National Instructional Materials Accessibility Standards (NIMAS) format that will then be deposited in the National Instructional Materials Access Center (NIMAC) from which accessible versions of the particular textbook may be produced for students with print disabilities, as defined in 20 U.S.C. § 1474. Publishers shall deliver the NIMAS file of the textbook on or before the date of delivery of the regular text version.

Contracts and purchase orders with publishers of textbooks approved by the Board of Education for use in grades 6-12 shall allow for the purchase of printed textbooks, printed textbooks with electronic files, or electronic textbooks separate and apart from printed versions of the same textbook. The school board may purchase an assortment of textbooks in any of the three forms listed above.

The School Board shall order directly from the respective publishers the textbooks needed to supply the public schools in the school division. The publishers shall ship the textbooks to the school board. The purchase price of such textbooks shall be paid directly to the publishers by the school board.

Adopted: January 2, 1992.

Revisions Approved: October 2, 1996.

June 28, 2002.

July 3, 2008.

June 9, 2009.

June 8, 2010.

Legal Refs.: Constitution of Virginia, Art. VIII, § 3.  
Code of Virginia, 1950, as amended, §§ 22.1-238, 22.1-241.  
8 VAC 20-230-10.

Cross Ref.: DJF Purchasing Procedures  
IIA Instructional Materials  
KQ Commercial, Promotional, and Corporate Sponsorships and Partnerships

## SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION

The School Board delegates the responsibility for the selection and use of supplemental materials to the individual schools. Selection and use shall be in accordance with policies and regulations of the State Board of Education. The same care shall be exercised in the selection of supplemental materials as in the selection of other types of instructional materials.

Materials used by students under the guidance of teachers to extend, expand, and supplement basal materials constitute an integral part of the instructional program. Supplemental materials are those items which are used to assist the teaching and learning process and include such items as magazines, newspapers, charts, pictures, certain workbooks, kits, videos, film strips and games. Materials selected for supplemental use must relate directly to the established objectives of the course or content area in which they are used.

Teachers must carefully review materials prior to use and exercise a high degree of professional judgment in their selection and use of supplemental materials, to ensure that the use of such materials serves to both support and complement the basic educational objectives within the specific subject areas and classrooms.

Adopted: January 2, 1992.

Revisions Approved: October 20, 1994.

October 2, 1996.

June 28, 2002.

July 3, 2008.

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Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-238

Cross Refs.: IIA Supplementary Materials  
IIAA Textbook Selection, Adoption, and Purchase  
KQ Commercial, Promotional, and Corporate Sponsorships and Partnerships

## INNOVATIVE OR EXPERIMENTAL PROJECTS

Experimental and innovative programs that are not consistent with accreditation standards or other regulations promulgated by the Board of Education shall be submitted to the Board of Education for approval prior to implementation.

The parent or guardian of a child enrolled or engaged in any research or experimentation program or project which is funded by the United States Department of Education shall be entitled to inspect all instructional materials which will be used in conjunction with such program or project.

Any complaints arising under this policy may be submitted under Policies KL or KLB, as appropriate.

Adopted: January 2, 1992.

Revisions Approved: October 20, 1994.

October 2, 1996.

May 14, 1998.

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Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78  
Regulations of the Virginia Board of Education,  
Regulations Establishing Accreditation Standards for the Public Schools of Virginia,  
8 VAC 20-131-10 et seq  
20 U.S.C. § 1232h

## SCHOOL LIBRARIES/MEDIA CENTERS

### *Mission*

*Radford City School Library Media Centers provide materials which implement, enrich and support the city's educational program. The centers strive to develop students into lifelong readers and users of information by:*

- *Promoting reading and literature appreciation;*
- *Teaching information literacy skills;*
- *Providing access to intellectual resources;*
- *Fostering critical thinking and independent learning.*

### *Objectives*

*In order to ensure that the school media program is an integral part of the educational program of the school, the School Board declares that the primary responsibilities of the library media center are:*

- *To provide materials to enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the pupils served;*
- *To provide materials to stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;*
- *To provide a background of information to enable students to make intelligent judgments and to sharpen their critical thinking skills;*
- *To provide pro and con materials on issues so that young citizens may develop the practice of critical analysis of all media;*
- *To provide materials representative of the religious, ethnic and cultural diversity of our American heritage; and*
- *To place principle and reason above prejudice in the selection of materials of the highest quality to ensure a comprehensive collection appropriate for the users.*

### *Criteria*

*Resources considered for acquisition are judged on the basis of the following criteria:*

- *Overall purpose and its direct relationship to instructional objectives/curriculum;*
- *Reliable, accurate, authentic, up-to-date and authoritative;*
- *Contemporary significance and permanent value;*
- *Authority of author and publisher;*
- *Meets needs and interests of students and faculty;*
- *Clear, skillful, well-organized, unbiased, comprehensive, well-balanced treatment;*

- *Price, format, construction and ease of use;*
- *Cited in critical reviews.*

#### *Gifts and Donations*

*Gifts and unsolicited materials must meet the general selection objectives and criteria, as stated above, in order to be accepted and become a part of the school library collection.*

#### *Collection Re-evaluation*

*Re-evaluating library materials is the responsibility of the library media specialist, under the supervision of the principal. The goal of consistent and routine re-evaluation is to ensure that the collection remains useful and relevant to a changing community and curriculum. With the constant acquisition of new materials, it is essential to review and discard old materials that may be misleading to inexperienced information users.*

#### *Criteria:*

1. *Obsolescence*
2. *Physical condition*
3. *Duplicate copies*
4. *Coverage of the subject by other materials in the collection*
5. *Value added to the total collection*
6. *Insufficient use*

#### *Challenge Process*

*Despite the quality of the selection process, occasional objections to library materials may be made. In the case of a complaint, the procedures outlined in INC-R, Public Complaints About the Curriculum, Learning Resources or Instructional Materials, of the Radford City School Policy Manual will be followed.*

Adopted: January 2, 1992.

Revisions Approved: October 2, 1996.

June 28, 2002.

October 24, 2003.

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Legal Ref.: 8 VAC 20-131-190

## ACCEPTABLE COMPUTER SYSTEM USE

The School Board provides a computer system, including the internet, to promote educational excellence by facilitating resource sharing, innovation and communication. The term computer system includes hardware, software, data, communication lines and devices, terminals, printers, CD-ROM devices, tape drives, servers, mainframe and personal computers, the internet and other internal or external networks.

All use of the Division's computer system must be (1) in support of education and/or research, or (2) for legitimate school business. Use of the computer system is a privilege, not a right. Any communication or material used on the computer system, including electronic mail or other files deleted from a user's account, may be monitored or read by school officials.

The Division Superintendent shall establish administrative procedures, for the School Board's approval, containing the appropriate uses, ethics and protocol for the computer system. The procedures shall include:

- (1) a prohibition against use by division employees and students of the division's computer equipment and communications services for sending, receiving, viewing or downloading illegal material via the Internet;
- (2) provisions, including the selection and operation of a technology protection measure for the division's computers having Internet access to filter or block Internet access through such computers, that seek to prevent access to
  - (a) child pornography as set out in Va. Code § 18.2-374.1:1 or as defined in 18 U.S.C. § 2256;
  - (b) obscenity as defined by Va. Code § 18.2-372 or 18 U.S.C. § 1460; and
  - (c) material that the school division deems to be harmful to juveniles as defined in Va. Code § 18.2-390, material that is harmful to minors as defined in 47 U.S.C. § 254(h)(7)(G), and material that is otherwise inappropriate for minors;
- (3) provisions establishing that the technology protection measure is enforced during any use of the Division's computers by minors;
- (4) provisions establishing that the online activities of minors will be monitored;
- (5) provisions designed to educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response;
- (6) provisions designed to prevent unauthorized online access by minors, including "hacking" and other unlawful activities by minors online;
- (7) provisions prohibiting the unauthorized disclosure, use, and dissemination of personal information regarding minors;
- (8) a component on Internet safety for students that is integrated in the division's instructional program.

Use of the School Division's computer system shall be consistent with the educational or instructional mission or administrative function of the Division as well as the varied instructional needs, learning styles, abilities and developmental levels of students. The Division's computer system is not a public forum.

Each teacher, administrator, student and parent/guardian of each student shall sign the Acceptable Computer System Use Agreement, GAB-E1/IIBEA-E2, before using the Division's computer system. The failure of any student, teacher or administrator to follow the terms of the Agreement, this policy or accompanying regulation may result in loss of computer system privileges, disciplinary action, and/or appropriate legal action.

The School Board is not responsible for any information that may be lost, damaged or unavailable when using the computer system or for any information retrieved via the Internet. Furthermore, the School Board will not be responsible for any unauthorized charges or fees resulting from access to the computer system.

The school board will review, amend if necessary, and approve this policy every two years.

Adopted: August 9, 2011 RCPS

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Legal Refs: 18 U.S.C. §§ 1460, 2256.  
47 U.S.C. § 254.

Code of Virginia, 1950, as amended, §§ 18.2-372, 18.2-374.1:1, 18.2-390, 22.1-70.2, and 22.1-78.

Cross Refs.:	GCPD	Professional Staff Members: Contract Status and Discipline
	GDPD	Support Staff Members: Contract Status and Discipline
	JFC	Student Conduct
	JFC-R	Standards of Student Conduct

## ACCEPTABLE COMPUTER SYSTEM USE

All use of the Radford City Public School Division's computer system shall be consistent with the School Board's goal of promoting educational excellence by facilitating resource sharing, innovation and communication. The term computer system includes hardware, software, data, communication lines and devices, terminals, printers, CD-ROM devices, tape drives, servers, mainframe and personal computers, the internet and any other internal or external network.

### Computer System Use-Terms and Conditions:

1. **Acceptable Use.** Access to the Division's computer system shall be (1) for the purposes of education or research and be consistent with the educational objectives of the Division or (2) for legitimate school business.
2. **Privilege.** The use of the Division's computer system is a privilege, not a right.
3. **Unacceptable Use.** Each user is responsible for his or her actions on the computer system. Prohibited conduct includes but is not limited to:
  - using the network for any illegal or unauthorized activity, including violation of copyright or contracts, or transmitting any material in violation of any federal, state, or local law.
  - sending, receiving, viewing or downloading illegal material via the computer system.
  - unauthorized downloading of software.
  - using the computer system for private financial or commercial purposes.
  - wastefully using resources, such as file space.
  - gaining unauthorized access to resources or entities.
  - posting material created by another without his or her consent.
  - submitting, posting, publishing, or displaying any obscene, profane, threatening, illegal, or other inappropriate material.
  - using the computer system while access privileges are suspended or revoked.
  - vandalizing the computer system, including destroying data by creating or spreading viruses or by other means.
  - intimidating, harassing, or coercing others.
  - threatening illegal or immoral acts.
4. **Network Etiquette.** Each user is expected to abide by generally accepted rules of etiquette, including the following:
  - be polite.
  - users shall not forge, intercept or interfere with electronic mail messages.
  - use appropriate language. The use of obscene, lewd, profane, lascivious, threatening or disrespectful language is prohibited.
  - users shall not post personal information other than directory information as defined in Policy JO Student Records about themselves or others.
  - users shall respect the computer system's resource limits.
  - users shall not post chain letters or download large files.
  - users shall not use the computer system to disrupt others.
  - users shall not modify or delete data owned by others.
5. **Liability.** The School Board makes no warranties for the computer system it provides. The School Board shall not be responsible for any damages to the user from use of the computer

system, including loss of data, non-delivery or missed delivery of information, or service interruptions. The School Division denies any responsibility for the accuracy or quality of information obtained through the computer system. The user agrees to indemnify the School Board for any losses, costs or damages incurred by the School Board relating to or arising out of any violation of these procedures.

6. **Security.** Computer system security is a high priority for the school division. If any user identifies a security problem, the user shall notify the building principal or system administrator immediately. All users shall keep their passwords confidential and shall follow computer virus protection procedures.
7. **Vandalism.** Intentional destruction of or interference with any part of the computer system through creating or downloading computer viruses or by any other means is prohibited.
8. **Charges.** The School Division assumes no responsibility for any unauthorized charges or fees as a result of using the computer system, including telephone or long-distance charges.
9. **Electronic Mail.** The School Division's electronic mail system is owned and controlled by the School Division. The School Division may provide electronic mail to aid students and staff in fulfilling their duties and as an education tool. Electronic mail is not private. Students' electronic mail will be monitored. The electronic mail of staff may be monitored and accessed by the School Division. Unauthorized access to an electronic mail account by any student or employee is prohibited. Users shall be held personally liable for the content of any electronic message they create. Downloading any file attached to an electronic message is prohibited unless the user is certain of that message's authenticity and the nature of the file.
10. **Enforcement.** Software will be installed on the division's computers having Internet access to filter or block internet access through such computers to child pornography and obscenity. The online activities of users may also be monitored manually. **Any violation of these regulations shall result in loss of computer system privileges and may also result in appropriate disciplinary action, as determined by School Board policy, or legal action.**

Adopted: June 24, 1999.

Revisions Approved: July 12, 2001.

September 27, 2001.

April 7, 2005.

July 6, 2006.

November 6, 2006.

June 9, 2009.

August 9, 2011 RCPS.

Legal Refs: 18 U.S.C. §§ 1460, 2256.  
47 U.S.C. § 254.

Code of Virginia, 1950, as amended, §§ 18.2-372, 18.2-374.1:1, 18.2-390, 22.1-70.2 and 22.1-78.

Guidelines and Resources for Internet Safety in Schools, Virginia Department of Education (Second Edition October 2007)

Cross Refs:	GCPD	Professional Staff Members: Contract Status and Discipline
	GDPD	Support Staff Members: Contract Status and Discipline
	JFC	Student Conduct
	JFC-R	Standards of Student Conduct

## ACCEPTABLE COMPUTER SYSTEM USE

*All words in italics are in addition to policy IIBEA-R/GAB-R*

The term computer system includes hardware, software, data, communication lines and devices, terminals, printers, CD-ROM devices, tape drives, servers, mainframe and personal computers, *handheld devices*, the Internet and any other internal or external network.

- submitting, posting, publishing, or displaying any obscene, profane, threatening, illegal, or other inappropriate material *including defaming another person's character.*
- intimidating, harassing, or coercing others *including cyberbullying.*
- *using a cell phone, portable device or other similar electronic device to distribute pictures or videos of sexually explicit images, referred to as "sexting".*
- *social networking is prohibited unless for educational purpose deemed appropriate by a teacher or administrator.*
- **Vandalism.** Intentional destruction of or interference with any part of the computer system through creating or downloading computer viruses or by any other means, *including physical damage is prohibited.*
- **Charges.** The School Division assumes no responsibility for any unauthorized charges or fees as a result of using the computer system, including telephone or long-distance charges. *Students may be responsible for replacing or repairing lost or damaged iPods, iPads, and other computing devices and accessories.*

**Handheld devices.** *These devices include, but are not limited to Radford City School owned iPods and iPads. Students may only carry one iPod or iPad at a time, and must put it away at teacher discretion. Students may not place a password/passcode on any RCPS-owned iPod or iPad. All school purchased apps must be on the iPod touch each day. Students are NOT allowed to personally sync purchased songs or videos from iTunes to the iPod or iPad. Students MAY NOT add, modify or delete files, applications or system preferences on school equipment.*

**Blogging.** *Students using blogs are expected to act safely by keeping personal information out of any posts. This includes giving out any personal information, (i.e. family name, password, user name, email address, home address, school name, teacher name, city, country) or other information that could help someone locate or contact a student in person.*

- *Students may share their interests, ideas and preferences.*
- *Logging in as another individual is strictly prohibited.*
- *Students using blogs are expected to treat blog spaces as classroom spaces. Speech that is inappropriate for class is also inappropriate for a blog.*
- *Student blogs are to be a forum for student expression. However, they are first and foremost a tool for learning, and as such will sometimes be constrained by the various requirements and rules of classroom teachers. Students are welcome to post on any school-appropriate subject.*
- *Student blogs are to be a vehicle for sharing student writing with real audiences. Visitors are encouraged to leave respectful, helpful messages. Inappropriate postings should be reported to teachers or school administration immediately. Do not respond to the negative comment.*
- *Students using blogs are not allowed to download or install any software without permission. Clicking on ads is strictly prohibited.*

**Cyber Bullying.** *Bullying can be carried out through Internet services such as email, chat room, discussion group or instant messaging; or through mobile phone technologies such as short message services (SMS). It may also include inappropriate use or distribution of images, videos or audios of another person. Any form of cyber bullying during the school day will not be tolerated. Additionally, cyber bullying that occurs outside of school and carries over into the school day will not be tolerated under any circumstances.*

**Internet Safety.** *Internet exploration opens a world of possibilities for students, expanding their horizons and exposing them to various cultures and different ways of life. The service however, can be a source of dangers if it is used inappropriately. The full version of the RCPS Internet Safety Policy can be found at <http://www.rcps.org>.*

**Cloud Computing.** *Radford City School Division is utilizing “cloud computing” to support student learning through collaboration. “Cloud computing” allows students to access certain computer programs, services, and files not hosted by Radford City School Division from anywhere there is an Internet connection. Radford City School Division is not responsible for intermittence or loss of data.*

Adopted: August 9, 2011 RCPS

ACCEPTABLE COMPUTER SYSTEM USE AGREEMENT  
Grades K-2

A Good Technology User:

1. Uses the computer and other technology with good intentions and for educational purposes only. Does not use computers or other technology to hurt people or their work.
2. Respects the computer and other technology as our school's property. Does not break or hurt the computer or other technology.
3. Practices good citizenship using technology. Does not look at, send, or print bad or mean messages or pictures.
4. Respects the environment. Does not waste paper by printing too much.
5. Respects the rights of others. Does not go into another person's folders, work, or files without permission.
6. Acts responsibly. Immediately tells an adult if his/her computer or other technology shows bad or inappropriate things.
7. Tells the truth. Does not copy a picture, website, music, video, words, or other work found on the Internet without saying who made it.
8. Accepts responsibility. If you do something wrong, expect to be disciplined.

Violation of the *Acceptable Computer System Use* policy, IIBEA/GAB and/or corresponding regulations IIBEA-R/GAB-R and IIBEA-R/GAB-R RCPS, may result in disciplinary action by Radford City School's administration.

I agree to be a good technology user!

\_\_\_\_\_

Student Name

\_\_\_\_\_

Student Signature

\_\_\_\_\_

School/Date

I expect my student to be a good technology user as defined by this document and the Radford City School Board Policy IIBEA/GAB, *Acceptable Computer System Use* and corresponding regulations IIBEA-R/GAB-R and IIBEA-R/GAB-R RCPS.

\_\_\_\_\_

Parent's/Legal Guardian's Signature    Date

NOTE: Your signature on this acknowledgment is binding and establishes that you understand the terms and conditions of this policy and their significance.

A full copy of the Radford City School Board Policy IIBEA/GAB, *Acceptable Computer System Use* and corresponding regulations, IIBEA-R/GAB-R and IIBEA-R/GAB-R RCPS, can be found at [www.rcps.org](http://www.rcps.org) or at the school administration building.

Adopted: August 9, 2011 RCPS

ACCEPTABLE COMPUTER SYSTEM USE AGREEMENT  
Grades 3-6 Student

A Good Technology User:

1. Uses the computer and other technology with good intentions and for educational purposes only. Does not use technology to hurt people or their work.
2. Respects the computer and other technology as our school’s property. Does not damage the computer or other school community property.
3. Respects the law. Does not download and/or install software, shareware, or freeware unless approved by a teacher and does not violate copyright laws.
4. Respects other’s feelings. Does not participate in sexting or cyberbullying.
5. Practices good citizenship using technology. Does not look at, send, or print inappropriate messages or pictures.
6. Respects the environment. Does not waste paper by printing too much.
7. Respects privacy rights. Does not share or use passwords that are not his/her own without a teacher’s permission.
8. Respects the rights of others. Does not go into another person’s electronic folder, work, or files without permission. Does not use another person’s words, pictures, video, music, or other content in their own work without citing where it was found.
9. Acts responsibly. Tells an adult if his/her computer or other technology displays inappropriate material.
10. Accepts responsibility for proper technology use. Misuse of technology can result in loss of privileges and other punishments.

Violation of the *Acceptable Computer System Use* policy, IIBEA/GAB and/or corresponding regulations IIBEA-R/GAB-R and IIBEA-R/GAB-R RCPS, may result in disciplinary action by Radford City School’s administration.

I agree to be a good technology user!

Student Name	Student Signature	School/Date
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I expect my student to be a good technology user as defined by this document and the Radford City School Board Policy IIBEA/GAB, *Acceptable Computer System Use* and corresponding regulations, IIBEA-R/GAB-R and IIBEA-R/GAB-R RCPS.

Parent’s/Legal Guardian’s Signature	Date
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Radford City Public Schools is utilizing “cloud computing” to support student learning through collaboration. “Cloud computing” allows students to access certain computer programs, services, and files not hosted by Radford City Schools from anywhere there is an Internet connection.

Upon instruction by the teacher in the terms of service, safe and appropriate use,

I give the School Division permission to establish an account for my student on Google Docs for Education at <http://mail.rcps.k12.va.us>.

I do not give the School Division permission to establish an account for my student on Google Docs for Education at <http://mail.rcps.k12.va.us>.

\_\_\_\_\_  
Parent's/Legal Guardian's Signature    Date

NOTE: Your signature on this acknowledgment is binding and establishes that you understand the terms and conditions of this policy and their significance.

A full copy of the Radford City School Board Policy IIBEA/GAB, *Acceptable Computer System Use and corresponding regulations, IIBEA-R/GAB-R and IIBEA-R/GAB-R RCPS, can be found at [www.rcps.org](http://www.rcps.org) or at the school administration building.*

Adopted: August 9, 2011 RCPS

ACCEPTABLE COMPUTER SYSTEM USE AGREEMENT  
Secondary Student

Secondary students are expected to:

1. Use the computer and other technology for educational purposes only.
2. Use technology in a manner which does not harm
  - a. People
  - b. Physical equipment, hardware
  - c. Software, operating systems, folders, and files
3. Protect the privacy of self and others by
  - a. Keeping passwords secret
  - b. Respecting the privacy of other students', teachers', and the school system's files.
  - c. Understanding that "sexting" and cyber bullying are illegal and against the law.
4. Access Internet sites that are appropriate and avoid sites that
  - a. Are offensive, obscene, libelous, or disruptive or contain inflammatory language or pictures
  - b. Require a fee for access (unless authorized by the school and teacher permission is granted).
5. Use computer resources responsibly by
  - a. Self-limiting use of disk space
  - b. Self-limiting use of printing paper
6. Download materials from the Internet, or copy materials from the network, only as approved by a teacher. Ethically uses available internet content by properly and accurately citing all content downloaded from the internet and used in a student's own work. This includes pictures, text, video, music, and other content.
7. Protect the use of the computer for others by never
  - a. Knowingly loading or creating viruses
  - b. Violating copyright laws
  - c. Destroying or deleting files, folders or programs that are part of the computer system.
  - d. Deliberately causing harm to any computer, system, or network
  - e. Sharing your password
8. Use e-mail responsibly by
  - a. Accessing personal e-mail, and other forms of electronic communication, during the school day for educational purposes only
  - b. Respecting the privacy of letters: letters will not be re-posted without a sender's permission
  - c. Ignoring and refusing to re-send "chain letters" or emails of similar intent.
  - d. Using appropriate language and subject matter
9. Protect, for personal safety reasons, your own privacy on the Internet by using first name and last initial unless the teacher-approved activity requires full names. Home telephone numbers, addresses, and other personal information may not be released unless written parental permission is granted.
10. Accept the consequences of inappropriate technology use that may include loss of privileges and other disciplinary actions. School Board policy JFC applies to the use of technology as well, including use that may occur outside of school time and resources.

I have read the above Agreement based on Radford City School Board Policy, *Acceptable Computer System Use*, IIBEA/GAB and corresponding regulation's, IIBEA-R/GAB-R and IIBEA-R/GAB-R RCPS, and state that I fully understand and agree to abide by its requirements in all respects. Should I violate any aspect of this Policy, I specifically agree that I shall accept and be subject to all ramifications, including but not limited to the loss of access and other privileges.

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
School/Date

I expect my student to be a good technology user as defined by this document and the Radford City School Board Policy IIBEA/GAB, *Acceptable Computer System Use* and corresponding regulations IIBEA-R/GAB-R and IIBEA-R/GAB-R RCPS.

\_\_\_\_\_  
Parent's/Legal Guardian's Signature    Date

NOTE: Your signature on this acknowledgment is binding and establishes that you understand the terms and conditions of this policy and their significance.

Radford City Public Schools is utilizing "cloud computing" to support student learning through collaboration. "Cloud computing" allows students to access certain computer programs, services, and files not hosted by Radford City Schools from anywhere there is an Internet connection.

Upon instruction by the teacher in the terms of service, safe and appropriate use,

- I give the School Division permission to establish an account for my student on Google Docs for Education at <http://mail.rcps.k12.va.us>.
- I do not give the School Division permission to establish an account for my student on Google Docs for Education at <http://mail.rcps.k12.va.us>.

\_\_\_\_\_  
Parent's/Legal Guardian's Signature    Date

NOTE: Your signature on this acknowledgment is binding and establishes that you understand the terms and conditions of this policy and their significance.

A full copy of the Radford City School Board Policy IIBEA/GAB, *Acceptable Computer System Use and corresponding regulations, IIBEA-R/GAB-R and IIBEA-R/GAB-R RCPS*, can be found at [www.rcps.org](http://www.rcps.org) or at the school administration building.

Adopted: August 9, 2011 RCPS

## FIELD TRIPS

The use of field trips to extend the learning opportunities provided in the regular instructional program and to provide opportunities for competition for students in extracurricular programs is a valuable activity. Trips shall be approved by the superintendent or designee. Principals are expected to consider the educational value of the trip, the availability of the learning opportunities and the distance, time and expense involved in the trip. Principals are also responsible for following all procedures for requesting approval of field trips. Only properly insured modes of transportation are to be used for school trips. Principals should insure that no student is denied participation on a field trip because of the expense of the trip.

Adopted: January 2, 1992.

Revisions Approved: October 20, 1994.

October 2, 1996.

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78, 22.1-176

## COMMUNITY RESOURCE PERSONS/SCHOOL VOLUNTEERS

The *Radford City Public Schools* support and encourage the active participation of parents and members of the community in providing and extending educational opportunities for children. The involvement of parents, volunteers and others in the community who can serve as a resource to schools is a fundamentally important component of successful school programs. The administration of each school will direct the activities of parents, volunteers and other community resources at the building level.

*Any individual who wishes to serve as a volunteer must apply to the principal of the affected school either directly or through school personnel administering the affected program.*

*If the proposed volunteer service is deemed appropriate by the principal after consultation with school system personnel administering the affected program, the proposed volunteer service may be approved by the principal. Each volunteer so approved must sign the School Volunteer Agreement prior to rendering service to the school or school system.*

*Volunteers will not be provided with medical or hospitalization insurance, worker's compensation benefits nor unemployment insurance. No volunteer shall receive any payment or consideration of any kind except, at the discretion of the principal, admission without charge to selected school events or activities. Direct expenses specifically associated with the involved program may be reimbursed to a volunteer to the extent actually incurred provided such expenses are approved in advance in accord with school system policy. Such expenses shall be fully documented, signed by the volunteer and approved in writing by authorized school system personnel.*

*Each volunteer shall be subject to the policies and rules of the school and school system, shall serve under the supervision and direction of the school system employee administering the affected program and the principal of the affected school or his designee.*

*Any volunteer's service can be terminated at any time and without prior notice by the volunteer, the school system employee administering the affected program, the principal of the affected school or the superintendent.*

*Should a volunteer elect to appeal the decision to terminate his or her service as a volunteer, such appeal will be limited to the level of superintendent and will not be heard by the School Board.*

*This policy is intended for program volunteers. Invited speakers or guests of the school are not required to sign a formal agreement.*

*SCHOOL VOLUNTEER AGREEMENT*

*Radford City Public Schools appreciate and encourage the use of volunteers. In order that clear understandings and good communications may be maintained and in consideration of the benefits to the Volunteer to be derived hereunder, the receipt of which is hereby expressly acknowledged, the undersigned Volunteer agrees that he or she will abide by the following:*

*Volunteer has read and understands the Community Resource Persons/School Volunteers Policy and will follow and be bound by all policies and Radford City School Board and regulations of the schools.*

*I have seen, read, understand and agree to abide by the terms of this Agreement.*

*I have seen this Agreement, executed by the Volunteer and approve him/her for volunteer service in my school.*

\_\_\_\_\_  
*Volunteer*

\_\_\_\_\_  
*Principal*

Adopted: January 2, 1992.

Revisions Approved: October 2, 1996.

July 12, 2001.

June 28, 2002.

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78

8 VAC 20-131-20

8 VAC 20-131-270

Cross Ref.: KQ – Commercial, Promotional and Corporate Sponsorships and Partnerships

## GUIDANCE AND COUNSELING PROGRAM

Each school will provide the following guidance and counseling services to all students:

- academic guidance which assists students and their parents to acquire knowledge of the curricula choices available to students, to plan a program of studies, to arrange and interpret academic testing, and to seek post-secondary academic opportunities.
- career guidance which helps students to acquire information and plan action about work, jobs, apprenticeships, and post-secondary educational and career opportunities.
- personal/social counseling which assists a student to develop an understanding of themselves, the rights and needs of others, how to resolve conflict and to define individual goals, reflecting their interests, abilities and aptitudes. Information and records of personal/social counseling will be kept confidential and separate from a student's educational records and not disclosed to third parties without prior parental consent or as otherwise provided by law. Parents may elect, by notifying their child's school in writing, to have their child not participate in personal/social counseling.
- employment counseling and placement services which furnish information relating to the employment opportunities available to students graduating from or leaving the public schools. Such information will be provided to secondary students and will include all types of employment opportunities, including, but not limited to, apprenticeships, the military, career education schools, and the teaching profession. In providing such services, the school board will consult and cooperate with the Virginia Employment Commission, the Department of Labor and Industry, local business and labor organizations, and career schools.

No student will be required to participate in any counseling program to which the student's parents object.

The guidance and counseling program will not include the use of counseling techniques which are beyond the scope of the professional certification or training of counselors, including hypnosis, or other psychotherapeutic techniques that are normally employed in medical or clinical settings and focus on mental illness or psychopathology.

Parents will be notified annually about the counseling programs which are available to their children. The notification will include the purpose and general description of the programs, information regarding ways parents may review materials to be used in guidance and counseling programs at their child's school and information about the procedures by which parents may limit their child's participation in such programs.

Adopted: January 2, 1992.

Revisions Approved: May 2, 1996.

October 2, 1996.

May 25, 2006.

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Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-209.

8 VAC 20-620-10.

Cross Refs.: JO Student Records

## PARENTAL ASSISTANCE WITH INSTRUCTION

The Radford City School Board encourages parents to provide instructional assistance to their children in the home. The school division offers a voluntary training program to the parents of children in kindergarten through third grade, to assist them in developing the skills necessary to provide effective instructional assistance to their children. Information regarding parent training on instructional assistance shall be available in every elementary school within the division.

Adopted: January 2, 1992.

Revisions Approved: April 25, 2003.

June 23, 2004.

July 3, 2008.

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Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-253.13:7.C.5.

Cross Ref.: IGBC Parental Involvement

## HOMEWORK

Homework can provide an essential communication link between the school and the home. One measure of a program or course is the quality of the work done at home by the student. A strong home-school partnership, with many lasting benefits for the individual student and his/her family, can be greatly enhanced by a sound program of homework. In addition, homework should be an important tool in developing independent thought, self-direction and self-discipline. It can assist the student in developing good work habits and in the wise use of time.

Guidelines for homework include:

1. Homework should be assigned after introduction and thorough explanation of the skills necessary to successfully complete the assignment.
2. Homework should be assigned in such a manner that it will be clearly understood by all students.
3. Homework should serve a valid purpose and be closely related to current classroom activities.
4. A student's access to resource materials should be considered when making assignments.
5. Homework should be evaluated promptly and returned to the student. Appropriate rewards should be given to those students who successfully complete assigned work. Effort should be recognized as well as competency.
6. Teachers should seek to determine the causes if a student regularly fails to do assigned work. Teachers should not avoid giving homework because they believe students will not do the work.
7. Excessive homework, like the absence of homework, should be avoided.
8. Homework should not be used for disciplinary purposes.
9. Teachers and administrators should take appropriate steps to communicate with parents regarding the division's homework policy and to solicit their support.

*In order to regulate the assignment of homework, the procedure below should be followed. The principal should supervise this phase of the instructional program.*

Elementary

1. *At the primary level, grades 1-3, homework assignments should not exceed 2.5 hours per week.*
2. *In grades 4-6 homework assignments should not exceed 2 hours per night or 8 hours per week. In departmentalized grades, this will necessitate close coordination and cooperation among the teachers.*

Secondary

1. *In grades 7 and 8 homework should not exceed 10 hours per week. In grades 9-12 out-of-class preparation is not expected to exceed 3 hours per school week for each academic subject.*
2. *Major tests, six weeks' tests, examinations, projects, term papers, book reports and required reading may add to this time.*
3. *In non-academic courses the out-of-class preparation will depend upon assigned activities, projects, practices and the curriculum of the specific course.*

Adopted: January 2, 1992.

Revisions Approved: June 28, 2002.

July 3, 2008.

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

Cross Ref.: IB Academic Freedom

## HOMEWORK

### Guidelines for Parental Instructional Assistance

Parents should provide a good learning environment in the home.

- Ensure adequate study time.
- Provide an atmosphere free from disruptions.
- Supply necessary reference materials, such as a dictionary, encyclopedias, atlas and other materials.

Parents should encourage the student to keep a list of assignments in a notebook.

Parents should not do the homework assignment. The work is intended to benefit the student.

Parents should encourage and support students in accomplishing homework.

Parents of elementary school students may help by:

- Finding books and other research materials.
- Reading aloud spelling and vocabulary lists.
- Checking work for neatness and completeness.
- Providing books, magazines and other leisure reading materials.
- Asking the child to explain a chapter from the science or social studies book or other reading assignments.
- Reviewing notes for a test.
- Helping students allocate time for long-term assignments.
- Encouraging students to meet deadlines.
- Reading with or to the student.

Parents should show a positive interest in homework and in school. If problems arise, students should be encouraged to ask questions or parents should call the teacher at school. Parents should refrain from complaining to the student to avoid creating a negative attitude about the work, teacher and school.

Parents should be aware of signs that indicate study problems. For example, unclear writing, lips moving when reading, frustration with tasks, procrastination and weak organizational skills. Help can be given in these areas.

Parents should help students set appropriate priorities and learn to handle their time requirements between school work and extracurricular activities

Issued: January 2, 1992.

## ACCELERATION

The curriculum and schedule of elementary, middle and high schools shall provide flexibility in placing certain students in programs or subjects normally considered above their grade level. Scheduling eighth grade students into subjects above the normal grade level should be done with counseling based on evidence of ability, past scholastic achievement, and cooperation of the individual student and his parents or guardian.

When students below the ninth grade successfully complete courses offered for credit in grades 9 through 12, credit shall be counted toward meeting the standard units required for graduation provided the courses are equivalent in content and academic rigor as those courses offered at the secondary level. To earn a verified unit of credit for these courses, students below ninth grade level must meet the same requirements applicable to other students.

In any high school credit-bearing course taken in middle school, a parent may request that the grade be omitted from the student's transcript and the student not earn high school credit for the course. Such request shall be made in the format and by the deadline set forth in regulations developed by the superintendent.

Adopted: January 2, 1992.

Revisions Approved: October 20, 1994.

October 2, 1996.

May 14, 1998.

June 28, 2002.

August 9, 2011.

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

8 VAC 20-131-50.

8 VAC 20-131-110.

Cross Ref.: IGBB Programs for Gifted Students

## ACCELERATION

In any high school credit-bearing course taken in middle school, a parent may request that the grade be omitted from the student's transcript and the student not earn high school credit for the course. Such request shall be made in writing within 20 calendar days of issuance of the student's final grade at the completion of the course.

Adopted: August 9, 2011 RCPS

## STANDARDS OF LEARNING TESTS AND GRADUATION REQUIREMENTS

### I. Standards of Learning (SOL) Tests and Verified Units of Credit

The Board of Education has established educational objectives known as the Standards of Learning, which form the core of Virginia's educational program, and other education objectives, which together are designed to ensure the development of the skills that are necessary for success in school and in preparation for life in the years beyond.

The Radford City School Board has developed and implemented a program of instruction that is aligned to the Standards of Learning and that meets or exceeds the requirements of the Board of Education.

In kindergarten through eighth grade, where Standards of Learning (SOL) tests are required by the Board of Education, each student is expected to take the SOL tests. Schools will use the SOL test results in kindergarten through eighth grade as part of a set of multiple criteria for determining the promotion or retention of students.

Each student in middle and secondary school will take all applicable end-of-course SOL tests. Students who successfully complete the requirements of the course and achieve a passing score on an end-of-course SOL test will be awarded a verified unit of credit in that course. Students may earn verified credits in any courses for which end-of-course SOL tests are available. Middle and secondary schools may consider the student's end-of-course SOL test score in determining the student's final course grade.

Upon recommendation of the superintendent and demonstration of mastery of course content and objectives, qualified students may receive a standard unit of credit and be permitted to sit for the relevant SOL test to earn a verified credit without having to meet the 140-clock-hour requirement. The superintendent by regulation will determine the manner in which a student may demonstrate mastery of course content and objectives, and documentation of such mastery will be maintained in the student's permanent record.

Students may also earn verified credits by taking alternative tests to the SOL assessment. Such tests may only be those approved by the Virginia Board of Education, and the student may earn verified credits only by achieving that score established by the Board of Education.

Participation in the SOL testing program by students with disabilities will be prescribed by provisions of their Individualized Education Program (IEP) or 504 Plan. All students with disabilities will be assessed with appropriate accommodations and alternate assessments where necessary.

All students identified as limited English proficient (LEP) will participate in the SOL testing program. A school-based committee will convene and make determinations regarding the participation level of LEP students. In kindergarten through eighth grade, limited English proficient students may be granted a one-time exemption from SOL testing in the areas of writing, science, and history and social science.

### II. Graduation Requirements

#### A. Generally

In order to graduate from Radford City Public Schools, a student must meet all applicable requirements set forth in the Standards of Accreditation and the Standards of Quality.

The school board will award diplomas to all secondary school students, including students who transfer from nonpublic schools or from home instruction, who earn the units of credit prescribed by the Board of Education, pass the prescribed tests, and meet such other requirements as are prescribed by the school board and approved by the Board of Education.

B. Types of Diplomas and Certificates

The Radford City School Board will award diplomas and certificates in accordance with state laws and regulations, including Standard Diplomas, Standard Technical Diplomas, Advanced Studies Diplomas, Modified Standard Diplomas, Special Diplomas, Certificates of Program Completion, General Achievement Diplomas, and General Educational Development (GED) Certificates.

The requirements for a student to earn a diploma are those in effect when he or she enters ninth grade for the first time.

Adopted: January 2, 1992.

Revisions Approved: August 5, 1993.  
January 6, 1994.  
October 2, 1996.  
May 14, 1998.  
June 30, 1998.  
November 5, 1998.  
February 25, 1999.  
June 24, 1999.  
July 20, 2000.  
March 29, 2001.  
July 12, 2001.  
April 25, 2003.  
August 9, 2003.  
June 23, 2004.  
July 11, 2005.  
May 25, 2006.

July 6, 2006.

July 26, 2007.

June 8, 2010.

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-253.13:1, 22.1-253.13:3, 22.1-253.13:4.

8 VAC 20-131-10.

8 VAC 20-131-30.

8 VAC 20-131-110.

Cross Refs.: IAA Notification of Learning Objectives  
IGA Basic Instructional Program  
IKFA Locally Awarded Verified Credits

## LOCALLY AWARDED VERIFIED CREDITS

The Radford City School Board shall award verified credits toward a standard diploma in science and history/social sciences to students entering ninth grade for the first time in school year 2000-2001 or thereafter in accordance with this policy.

No student may earn more than four locally awarded verified credits.

To be eligible to earn locally awarded verified credits, a student must:

- enter the ninth grade for the first time in school year 2000-2001 or thereafter;
- pass the high school course and not pass the related Standards of Learning test;
- take the Standards of Learning test at least twice;
- score within a 375-399 scale score range on any administration of the Standards of Learning test; and
- demonstrate achievement in the academic content through the following appeal process.

### Appeal Process

The Radford City School Board shall appoint a review panel comprised of at least three educators. Different panels may be appointed for individual schools or groups of schools.

The local review panel will review information which provides evidence of the student's achievement of adequate knowledge of the Standards of Learning content. The panel will have discretion in determining the information it will consider. That information may include, but is not limited to, results of classroom assignments, divisionwide exams, course grades, and additional academic assignments (e.g. papers, projects, essays or written questions) as the panel deems appropriate.

Based on the evidence it reviews, the local review panel may:

- award the verified credit,
- deny the verified credit,
- suggest participation in a remedial program and retesting; or
- make additional academic assignments prior to determining whether to award the verified credit.

The decision of the local review panel may be appealed to the school board in accordance with regulations developed by the board.

*If a parent or guardian or student believes he/she was not provided a fair opportunity to present information to the local review panel and to have the request for a verified credit decided on its merits, he or she may appeal to the School Board. Such an appeal shall be made in writing to the School Board within fifteen (15) calendar days of receipt by the appellant of the review panel's written decision. The appellant shall include in the written appeal to the School Board copies of any written materials he/she presented to the review panel. A hearing shall be scheduled by the School Board within ten (10) calendar days of receipt of the appellant's written appeal. At such a hearing, the Board may request the attendance of any parties involved in or with knowledge of the procedures used in considering the award of verified credit. The Board shall rule in favor of the appellant only if it finds a clear abuse of discretion in the procedures used and that a fair procedure would require such a ruling. In the event of a ruling in favor of the appellant, the Board shall set forth in writing to the review panel, and provide a copy to the appellant, the actions by which the review panel abused its discretion and shall direct in what details the procedures used were unfair and direct the review panel to reconsider the appeal in a manner not inconsistent with the Board's ruling.*

Adopted: January 23, 2003.

Revisions Approved: April 25, 2003.

June 23, 2004.

December 18, 2006.

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Legal Refs.: 8 VAC 20-131-110.B.3.

Guidelines for Local School Boards to Award Verified Credits for the Standard Diploma to Transition Students (attachment to Virginia Department of Education Superintendent's Memo No. 52 (Aug. 9, 2002)), as amended by the Board of Education October 25, 2006.

## REMEDIATION RECOVERY PROGRAM

The Radford City School Division supports efforts to provide instructional support to those students who have demonstrated a need for such support by their failure to pass certain SOL assessments. Therefore, the Radford City School Division will establish a Remediation Recovery Program. Such program will be delineated through regulations promulgated by the Superintendent. Students eligible to participate in such program will include students in kindergarten through eighth grade who have failed the SOL assessment in the areas of English (Reading, Literature, and Research) or mathematics, and students at the high school level who have failed to pass an SOL assessment in mathematics.

Students who retake an SOL must have participated in some form of remediation, including the remediation recovery program, to be eligible for retesting. Also, students who participate in the remediation recovery program are expected to retake the applicable SOL test at the next regularly scheduled administration of the test, and may only be counted in remediation recovery once for one grade/SOL test. At the high school level, students may continue to retake end-of-course tests as many times as necessary to earn verified credit.

Schools shall maintain evidence of a student's participation in a remediation recovery program along with the scores of any SOL tests taken following remediation in the student's record.

The following students are ineligible for the remediation recovery program:

- Students in kindergarten through eighth grade who are retested because they were retained and had not previously passed a grade-level test in English (Reading, Literature, and Research) or mathematics.
- Students who retake an end-of-course test as a result of failing and retaking a mathematics course at the high school level.

Adopted: March 29, 2001.

Revisions Approved: July 12, 2001.

June 23, 2004.

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

8 VAC 20-131-10 et seq

8 VAC 20-131-30 C

## RETAKING SOL ASSESSMENTS

Eligible students may qualify for an expedited retake of an end-of-course SOL assessment to earn a verified credit where the student meets the criteria established by the Virginia Board of Education.

Under the criteria established by the State Board, the student must:

- Need the test for verified credit; and
- Have passed the course associated with the test, and one of the following:
  - Failed the test by a narrow margin, or
  - Failed the test by any margin and have extenuating circumstances that would warrant retesting, or
  - Did not sit for the regularly scheduled test for legitimate reasons.

For purposes of these criteria, “narrow margin” means a scaled score of 375-399. The division superintendent will be responsible for making the determination of what constitutes “extenuating circumstances” and “legitimate reasons” for purposes of establishing eligibility for an expedited retest of an end-of-course SOL assessment.

Adopted: March 29, 2001.

Revisions Approved: June 23, 2004.

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Legal Refs: Code of Virginia, 1950, as amended, §§ 22.1-253.13:1 22.1-254(D)

8 VAC 20-131-10 et seq.

8 VAC 20-131-10 et seq.

## TESTING PROGRAMS

A program of standardized testing prescribed by the Virginia Department of Education is administered annually. Standardized tests will be administered according to state and local directives. However, in administering tests or other assessment instruments, school board employees shall not require any public elementary school students being tested to disclose their race or ethnicity on such tests. A school division, however, may obtain such information from a student's permanent record and place the information on the test or assessment.

Adopted: January 2, 1992.

Revisions Approved: October 20, 1994.

October 2, 1996.

July 8, 1997.

July 20, 2000.

July 12, 2001.

June 28, 2002.

June 23, 2004.

August 9, 2011.

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Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-4.2, 22.1-253.13:3.C

## TEACHING ABOUT CONTROVERSIAL ISSUES

The Radford City School Board accepts training for effective citizenship as one of the major purposes of education. This can be done by recognizing that many important areas of study involve issues on which differing positions are held by important individuals or groups.

In considering such issues, it shall be the purpose of the Radford City Schools to allow study of teacher assigned issues as follows:

1. Have free access to all relevant information and materials in the school.
2. Conduct research in an atmosphere of freedom from bias and prejudice.
3. Form and express opinions on assigned issues.

The role of the teacher in the presentation of assigned issues is vitally important. All sides of the issue should be given the students in a dispassionate manner. The goal is for the students to be taught to think clearly on all matters of importance, and to make decisions in the light of all the material that has been presented or can be researched on the issues. Indoctrination is not the intent or purpose of the school division. Although the instructional program of the school division includes many facets of the political party system in the United States, the School Board does not approve as a part of the school program the involvement of students in activities that imply school endorsement of an individual political party or candidate.

Adopted: January 2, 1992.

Revisions Approved: October 20, 1994.

October 2, 1996.

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

PUBLIC COMPLAINTS ABOUT THE CURRICULUM, LEARNING RESOURCES  
OR INSTRUCTIONAL MATERIALS

The School Board will provide channels of communication for citizens to express their concern about the learning resources. Unless resolved at the school level, complaints will be referred to a reconsideration committee for re-evaluation.

The recommendations of the reconsideration committee will be submitted to the superintendent for a decision. A copy of this decision will be kept on file by the division. The superintendent will forward a copy of the decision to members of the Board. Appeals to the above process for resolving citizen concerns about learning resources will be directed first to the superintendent and then to the Board.

Adopted: January 2, 1992.

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Cross Refs.:    IIA - Instructional Materials and sub codes  
                  INB - Teaching About Controversial Issues

PUBLIC COMPLAINTS ABOUT THE CURRICULUM, LEARNING RESOURCES  
OR INSTRUCTIONAL MATERIALS

1. The staff member initially receiving a complaint about curriculum, learning resources or instructional materials will refer the complaint to the building administrator. The complainant will be informed of the particular place the questioned item(s) occupy in the educational program and their intended usefulness. The administrator may involve appropriate district personnel in the explanation of the selection procedure for such item(s), criteria and the qualifications of those persons selecting the materials.
2. In the event the person making an objection is not satisfied with the initial explanation, he/she may complete a reconsideration request form and file it with the superintendent. All formal objections to curriculum, learning resources or instructional materials must be made on this form and filed by a resident of the school division. Within 10 business days, the superintendent or persons designated by the superintendent, will file the form with the reconsideration committee for re-evaluation.
3. The reconsideration committee will meet in open session and distribute copies of the completed request form, distribute copies of the challenged items as available, give the complainant or group spokesperson an opportunity to talk about the request and provide reputable professional views of the items when available. At a second or subsequent meeting the committee will make its recommendation in open session. The committee's final recommendation may be to take no removal action or to remove all or part of the challenged items from all or part of the school environment. The written recommendation and its justification will be forwarded to the superintendent.
4. The superintendent will consider the committee's recommendation and make a decision. The superintendent's decision will be forwarded to the Board. Upon review by the Board, the superintendent will notify the complainant by letter of the division's action.
5. If the complainant is not satisfied with the division's decision, he/she may request that the matter be placed on the agenda of the next regularly scheduled Board meeting. The Board will decide at that time whether it will conduct a hearing or abide by the original decision.
6. Questioned items purchased through normal selection procedures will usually remain in use throughout the reconsideration process. In exceptional circumstances the reconsideration committee at its initial meeting may temporarily suspend use of the materials pending final determination by the committee, superintendent and the Board.

The reconsideration committee will be made up of the following members: assistant superintendent, director of elementary and vocational education, or coordinator of special education, two students selected by the high school building principal (if high school materials are involved), one teacher, one media specialist, one building principal and five community members--all appointed by the superintendent. The chairperson of the committee will not be an employee or officer of the division.

Adopted: January 2, 1992.

CITIZEN'S REQUEST FOR RECONSIDERATION  
OF LEARNING RESOURCES OR INSTRUCTIONAL MATERIALS

Request initiated by \_\_\_\_\_ Date \_\_\_\_\_

Telephone \_\_\_\_\_ Address \_\_\_\_\_

School where process was initiated \_\_\_\_\_

Complainant represents: Individual \_\_\_\_\_

Group or Organization \_\_\_\_\_

Please identify

Title of Resource or Material \_\_\_\_\_

Type of Resource or Material (book, film, record, speaker, other) \_\_\_\_\_

Author \_\_\_\_\_ Publisher \_\_\_\_\_

1. Did you examine, review, or listen to this learning resource, material or presentation in its entirety?

Yes \_\_\_ No \_\_\_

If no, comment:

2. Are you aware of the judgment of this resource or material by professional critics?

Yes \_\_\_ No \_\_\_

If no, would you be interested in receiving this information?

Yes \_\_\_ No \_\_\_

3. Describe what prompted your concern about this resource or material such as: resource or material assigned to your child, resource or material reviewed by local or national group, other.

4. In what unit of study is this resource or material used?

5. Are you familiar with the Radford City School Division's program objectives related to this unit of study?

Yes \_\_\_ No \_\_\_

6. To what do you object concerning the presentation of this material or resource? Please be specific in your references (Page numbers, words, scenes, illustrations, content, etc.)

(Please attach additional information if appropriate.)

7. What do you think might be the result of exposing students to this resource or material?

8. What would you like the school to do about this resource or material?
  
9. For what age group would you recommend the presentation of this resource or material?
  
10. What benefits, if any, do you feel could be derived from the presentation of this resource or material?
  
11. What theme or message do you think is conveyed by the presentation of this resource or material?
  
12. Do you believe there is anything good about the resource or material? If so, please describe.
  
13. Other

Return Completed Form to School Principal

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Signature of Complainant

## RELIGION IN THE SCHOOLS

In accordance with the mandate of the Constitution of the United States prohibiting the establishment of religion, it is the policy of this School Board that the Radford City Schools shall be neutral in matters of religion. This means that the Radford City Schools:

- assume no role or responsibility for the religious training of any student; and
- do not become involved in the religious belief, disbelief or doubt of any student.

This requirement of neutrality need not preclude nor hinder the Radford City Schools in fulfilling their responsibility to educate students to be tolerant and respectful of religious diversity. The division also recognizes that one of its educational responsibilities is to advance the students' knowledge and appreciation of the role that religion has played in the social, cultural, and historical development of civilization.

Therefore, the division shall approach religion from an objective, curriculum-related perspective, encouraging all students and staff members to be aware of the diversity of beliefs and respectful of each other's religious and/or non-religious views. In that spirit of respect, students and staff members may be excused from participating in activities that are contrary to their religious beliefs unless there are clear issues of compelling public interest that would prevent it.

The school board may authorize, as an elective in grades nine through 12 with appropriate credits toward graduation, a comparative religion class that focuses on the basic tenets, history, and religious observances and rites of world religions.

Adopted: January 2, 1992.

Revisions Approved: October 20, 1994.

October 2, 1996.

July 12, 2001.

June 23, 2004.

April 7, 2005.

July 6, 2006.

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Legal Refs.: U.S. Const. amend. I

Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-202.1.

## RELIGION IN THE SCHOOLS

In order to ensure that Radford City Schools uphold constitutional standards within the religiously neutral role assigned the public schools, the following questions established by the United States Supreme Court should be asked of each school-sponsored observance, program, instructional or other activity involving religious content, ceremony or celebration:

1. What is the purpose of the activity? Is the purpose secular in nature?
2. What is the primary effect of the activity? Is it the celebration of religion? Does the activity either advance or inhibit religion?
3. Does the activity involve an excessive entanglement with a religion, religious group or between the schools and a religious organization? Are funds of a religious origin being used for a school activity? Does either the school or religious activity require the consent or approval of the other?

If the purpose of the activity is not secular, if the effect of the activity is to advance or inhibit religion, or if the activity involves an excessive entanglement, then the activity is unconstitutional and will not be permitted in the Radford City Schools.

### Definitions

1. Religious Organizations - Although it is difficult to give a conclusive definition of a religious organization, there are certain characteristic forms of human activity which are commonly recognized as religious. Therefore, any group subscribing to one or more of the following practices may be defined as religious:
  - A. Has as its primary purpose belief in gods or a God
  - B. Has a theological creed and form of worship
  - C. Accepts supernatural revelation
  - D. Seeks spiritual salvation
  - E. Has a prescribed set of theological rituals
  - F. Has been declared to be a religious organization by the Federal government or the Commonwealth of Virginia for tax purposes or by the courts

- G. Has a legally recognized organization of ordained ministers ministering to congregations
  - H. Has regular services, meetings or assemblies at which a particular set of spiritual beliefs is advanced
  - I. Claims to be religious or spiritual
  - J. Has an established system denying or objecting to religious belief.
- 2. School Hours - "School hours" includes the time from one-half hour before school until one-half hour after school.
  - 3. Sponsorship - "Sponsorship" means endorsement and/or the advancement of money to support an activity.

#### School Ceremonies and Observances

In order to provide guidance in the interpretation of the school division's policy on school ceremonies and observances, the following policy statements are adopted and apply to such school activities:

- 1. Religious heritages and their histories, arts, symbols and tenets may properly be included within a program of religiously neutral education. Such studies must be objective in nature and directly related to the broader educational purposes in the various fields of study.
- 2. At no time shall any form of religious belief or systems denying or objecting to belief be advanced or disparaged, nor shall any form of religious indoctrination or exercise, including prayers, be conducted by the school division or its employees. (The baccalaureate service is traditionally religious in nature and should be sponsored by agencies separate from the school division.)
- 3. The historical and contemporary significance and the symbols and origins of religious holidays may be studied within the guidelines of this policy.

4. Music, art, literature and drama related to religious holidays may be studied and performed in programs if they are presented in an objective and neutral manner as a tradition of the cultural heritage of the particular holiday. Such programs should be part of a curricular unit and should be simply staged and costumed.
5. In response to class questions and assignments, students are free to initiate expressions of religious belief or nonbelief through compositions, art forms, music, speech and debate.
6. Student groups sponsored by the division shall not perform as part of a religious worship service.
7. In order to prevent misinterpretation of this policy, teachers who work with children to prepare school programs involving religious content, ceremony or celebration (i.e., references to deities, sacred writing, music and art) will meet with their building principal at the outset of the academic year. The purpose of this meeting is to place such school programs in appropriate instructional context and to establish a mutual dialogue for selecting, planning and designing these programs. In the event that the teacher and principal are unable to reach agreement, either party may refer the matter to the area superintendent.
8. At the discretion of the administration, a statement of purpose may be distributed at school programs and performances which include material of religious origin. The form of such a statement should be substantially the following:

This (program/performance) is presented for the purpose of helping students and the public become aware of, understand and appreciate human culture, history and religious diversity. By including these materials, the Radford City School Division does not endorse any form of religious belief or systems denying or objecting to the belief, nor does it intend to disparage any such beliefs.
9. The Board hereby specifically authorizes the observance of one minute of silence prior to any school activity. During such period of silence, each individual may, in the exercise of his or her individual choice, meditate, pray or engage in any other silent activity which does not interfere with, distract or impede other individuals in the like exercise of individual choice.

### Religious Recruitment on School Properties

No person shall be allowed to recruit students for a religious purpose or organization on school properties or at school-sponsored activities (except as provided in Policy INB, Teaching About Controversial Issues).

### Exemptions from Required Instruction

If the religious belief and teachings of a student or his/her parents or legal guardian are contrary to the content of a school subject, or to any part of a school course or activity, the student shall be exempt from participation. To receive such an exemption, the parent or legal guardian must present a written request for exemption to the school principal stating the conflict involved.

Exemptions from required instruction do not excuse a pupil from the total credit hours required for graduation.

### Student Absences and Excuses

Regular attendance is of prime importance in the educational process. All students are expected to attend school for all days of the established school calendar as approved annually by the Board of Education and in compliance with the Virginia School Attendance Law. When requested by the parent or guardian, students will be excused for observance of religious holidays.

### Use of School Grounds and Facilities by Religious Organizations

1. Places - Religious organizations may use school grounds and facilities only after school hours and on an equal basis with other organizations, including payment of rent, if any. Use of school facilities or grounds does not constitute endorsement. Note: Religious organizations who wish to rent school facilities for religious purposes refer to Policy KG, Community Use of School Facilities.
2. Communication - Religious groups and organizations may announce their meetings on designated public bulletin board(s) provided they meet school restrictions (i.e., card size, including the name of the group or organization, the activity, the date, place, time and person and phone number to call for further information).

### Challenge Procedure

The challenge procedure associated with policy INB-R, Teaching About Controversial Issues, will be used to respond to citizen challenges to the implementation of this policy.

### Severability

Each section of this policy shall be deemed severable from each other section, and if any section shall be found by a court of competent jurisdiction to be invalid, the remaining sections shall continue in full force and effect.

Adopted: January 2, 1992.

Revisions Approved: October 20, 1994.

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Legal Ref.: Code of Virginia, 1950, as amended § 22.1-203

## ACADEMIC GRIEVANCE

It is the policy of the School Board for Radford City Schools that decisions concerning academic matters shall be made by the educational professionals employed for that purpose. The School Board strongly urges parents and guardians to communicate freely and frequently with their child's or ward's teachers and principal concerning all aspects of that student's educational program. When a parent or guardian has a serious concern or disagreement about an academic matter involving their child or ward, they shall be provided a prompt and fair method to present their concerns to school authorities. The School Board has a dual role in such matters: to assure compliance with the procedures set forth in this Policy and Procedure so that the school system may best serve each student's educational needs, and at the same time to assure that academic decision making is left to the educational professionals who are most qualified for that task.

The parent or guardian should address any academic grievance to the student's teacher; if the problem is not resolved with the teacher, the parent may appeal the decision to the school principal or assistant principal. The final appeal is to the superintendent of schools.

Adopted: January 2, 1992.

## ACADEMIC GRIEVANCE PROCEDURES

### Objective

It is the policy of the School Board for Radford City Schools that decisions concerning academic matters shall be made by the educational professionals employed for that purpose. The School Board strongly urges parents and guardians to communicate freely and frequently with their child's or ward's teachers and principal concerning all aspects of that student's educational program. When a parent or guardian has a serious concern or disagreement about an academic matter involving their child or ward, they shall be provided a prompt and fair method to present their concerns to school authorities. The School Board has a dual role in such matters: to assure compliance with the procedures set forth in this Policy and Procedure so that the school system may best serve each student's educational needs, and at the same time to assure that academic decision-making is left to the educational professionals who are most qualified for that task.

### Applicability

This Academic Grievance Policy and Procedure shall apply to and be binding upon all persons with an academic grievance, and shall constitute the proper and only method to assert such a grievance.

### Definition of Academic Grievance

An academic grievance is a complaint or dispute by a parent or guardian about educational decisions by school personnel which directly affect his or her child or ward including, but not necessarily limited to, the following: placement in or rate of advancement through any task, project, grade or grade level; grading or other assessment of a student's performance in any task, project, subject, grade or grade level; concerns regarding the application, meaning or interpretation of educational policies, standards, procedures, rules and regulations; acts of reprisal as a result of using this grievance procedure; complaints of discrimination in educational decision-making on the basis of race, color, creed, disability or sex. Complaints shall be non-grievable where they involve: establishment and revision of minimum required achievement standards for a given task, project, subject, grade or grade level; decisions concerning extra curricular activities; location and content of and methods of personnel administering any educational program; contents of personnel or educational policies, procedures, rules and regulations; and the reduction, replacement or suspension of any personnel or educational program because of reduction or reallocation of funds or other resources.

### School Board Rights

Nothing in this procedure is intended to circumscribe or modify the existing rights of the School Board of the City of Radford to do the following: (1) monitor the efficiency of school system

operations; (2) establish and implement educational and extra curricular policies which the Board, in its sole judgment and discretion, determines to be in the best interests of the school system and its student population; (3) determine the location, methods of performance and personnel who shall perform school operations; (4) hire, promote, assign, transfer, direct the work of and retain or release the services of its employees as well as establish and revise employee policies, classifications, duties, salaries and benefits.

#### Procedures

1. Failure by the grievant to comply with all substantial procedural requirements of this Policy and Procedure without just cause will terminate the right to further appeal. Failure by school personnel to comply with all substantial procedural requirements of this Policy and Procedure without just cause will, at the option of the grievant, advance the grievant to the next step in the grievance resolution process. However, the penalties prescribed by this section shall be imposed only after the party at fault has been given written notice of the pertinent failure and has still failed to comply within five (5) calendar days of receipt of such written notice.
2. The parties, by mutual agreement, may extend any or all of the time periods established in these procedures.
3. It shall be the responsibility of the grievant to provide to the school official considering the grievance, i.e.: teacher, principal, superintendent or School Board, copies of written materials generated in the various stages of the grievance process - including, but not necessarily limited to - any written complaint or appeal submitted by the grievant in earlier stages of the grievance process, written reports and/or decisions produced by school personnel in earlier stages of the grievance process, and any other pertinent records or materials requested by the school official considering the grievance when such materials are in the possession or control of the grievant and are not otherwise readily available to the school official making the request. Failure by the grievant without just cause, when requested to do so, to produce any such written materials or attend any meeting may be considered by the school official in making the grievance decision.
4. As soon as practicable after learning of the situation which is the subject of the grievance, the parent or guardian shall present the grievance to the teacher (or other school official) who made the educational decision involved in the grievance, either in writing or by requesting a meeting with the teacher. The teacher shall promptly consider the grievance and may request a meeting with the grievant and any parties involved in the situation which is the subject of the grievance (even though the grievant has not requested such meeting). The teacher shall schedule a meeting within five (5) calendar days of the request therefor. The teacher shall prepare a report setting forth the results of his or her consideration, the decision and the basis therefor, and provide a copy to the grievant.

5. If the parent or guardian is not satisfied with the teacher's decision or if no decision is given in writing by the teacher, within fifteen (15) calendar days of receipt by the teacher of a written grievance or within fifteen (15) days of the meeting described above, the grievance shall be presented to the principal of the student's school. The grievance may be presented to the principal in writing and shall include the written materials described in 3, above. Alternatively, the grievant or principal may request a meeting to consider the grievance; such a meeting shall be scheduled by the principal within five (5) calendar days of the request therefor. The grievant shall be responsible for providing to the principal copies of the written materials described in 3, above, at least one (1) calendar day before the meeting. The principal may request the attendance at the meeting of any parties involved in or with knowledge of the situation which is the subject of the grievance. The principal shall submit a decision in writing within two (2) school days of the submission of a written appeal if no meeting is requested, or within two (2) school days of the meeting and provide a copy of that decision to the grievant.
  
6. If the parent or guardian is not satisfied with the principal's decision or if no decision is given in writing by the principal, within fifteen (15) calendar days of the submission of a written appeal to the principal if no meeting is requested or within fifteen (15) days of the meeting, the grievance shall be presented to the superintendent of schools. The grievance may be submitted to the superintendent in writing and the grievant shall include copies of written materials described in 3, above. Alternatively, the grievant or superintendent may request a meeting to consider the grievance; the superintendent shall schedule such a meeting within ten (10) calendar days of the request therefor. The grievant shall be responsible for providing to the superintendent copies of the written materials described in 3, above, at least one (1) day before the meeting. The superintendent may request attendance at the meeting of any parties involved in or with knowledge of the situation which is the subject of the grievance. The superintendent shall submit a written decision within ten (10) calendar days of receipt of the written appeal if no meeting is requested, or within ten (10) calendar days of the meeting, and provide a copy of that decision to the grievant. The superintendent's decision shall be final on all academic matters.
  
7. If a parent or guardian believes they were not provided a fair opportunity to present their grievance and to have the grievance decided on its merits, he or she may appeal to the School Board of the City of Radford. Such an appeal shall be made in writing to the School Board within fifteen (15) calendar days of receipt by the grievant of the superintendent's written decision, or if no timely written decision is received, within fifteen (15) calendar days of the submission in writing of an appeal to the superintendent if there is no meeting or within fifteen calendar days of the meeting with the superintendent. The grievant shall include in the written appeal to the School Board copies of any written materials as described in 3, above.  
The School

Board shall consider and act only on the written appeal and the written reports and decisions unless failure to do so would clearly deny the grievant a fair consideration of his or her appeal or would constitute an abuse of discretion by the School Board, in which case a hearing shall be scheduled by the School Board within ten (10) calendar days of receipt of the grievant's written appeal.

At such a hearing, the Board may request the attendance of any parties involved in or with knowledge of the procedures used in considering the grievance. In making its decision, the Board shall defer to the judgment of the school system's educational professionals in all academic matters, and all procedures followed, factual findings and conclusions shall be presumed to be correct; the Board shall rule in favor of the superintendent's decision if that decision is even arguably debatable; and the Board shall rule in favor of the grievant only if it finds a clear abuse of discretion in the procedures used, and that a fair procedure would require such a ruling. In the event of a ruling in favor of the grievant, the Board shall set forth in writing to the superintendent, and provide a copy to the grievant, the actions by which the superintendent abused his or her discretion and shall direct in what details the procedures used were unfair and direct the superintendent to reconsider the appeal in a manner not inconsistent with the Board's ruling, but in no instance shall the Board direct that any given academic or educational action shall be taken or avoided.

Issued: January 2, 1992.