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** Policy adopted by Radford City Schools*

EDUCATION AGENCY RELATIONS GOALS

The School Board generally supports the educational endeavors of other institutions whose goals are compatible with those of the division.

In its relationship to other educational institutions, the School Board will strive to stand as a partner and colleague in such ways as described below:

1. Post high school institutions
 - A. Within its resources and according to abilities and efforts of each student, the school division will seek to prepare students for successful experiences in post high school institutions.
 - B. To the extent appropriate and applicable, the school division will seek to utilize the resources of post high school institutions for the development of its own staff.
 - C. The school division will cooperate with post high school institutions in selected areas of research and experimentation which have the potential to increase the effectiveness of teacher preparation or staff development and/or which directly improve the local instructional program.
2. Other Institutions and Organizations
 - A. The school divisions will work cooperatively with other school divisions in selected programs when it is beneficial to do so.
 - B. The school division will assume appropriate responsibility for improving the climate for education, particularly with reference to expanding the fiscal base, providing for efficient expenditure of funds, and bringing about state or federal legislation which improves education or contributes to division goals.
3. The school division will cooperate with professional educational organizations recognized by the division as important forces for the improvement of education.
4. The school division will cooperate with institutions such as educational service units and regional laboratories when their programs are consistent with the goals of the division.

Adopted: March 5, 1992.

Revisions Approved: October 20, 1994.

November 7, 1996.

June 28, 2002.

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

RELATIONS WITH PRIVATE SCHOOLS

The School Board and superintendent shall work cooperatively with private schools that serve the community and students in matters of common interest, unless expressly prohibited by state statutes or local school board policy. The superintendent is authorized to consult with officials of these schools to determine areas of mutual concern and interest and to make recommendations to the Board. The School Board will not enter into agreement with any nonpublic school within the division to provide student transportation to and from such schools.

Adopted: March 5, 1992.

Revisions Approved: October 20, 1994.

November 7, 1996.

April 2, 2007.

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-78; 22.1-176.1

HOME INSTRUCTION

The Radford City Public School Board recognizes that when the requirements of Va. Code § 22.1-254.1 are complied with instruction of children by their parents is an acceptable alternative form of education under the policy of the Commonwealth of Virginia. Any parent of any child who will have reached the fifth birthday on or before September 30 of any school year and who has not passed the eighteenth birthday may elect to provide home instruction in lieu of school attendance if he

- (i) holds a high school diploma; or
- (ii) is a teacher of qualifications prescribed by the Board of Education; or
- (iii) provides a program of study or curriculum which may be delivered through a correspondence course or distance learning program or in any other manner;
- (iv) or provides evidence that he is able to provide an adequate education for the child.

DEFINITION

For purposes of this policy, "parent" means the biological parent or adoptive parent, guardian or other person having control or charge of a child.

NOTIFICATION BY PARENTS

Any parent who elects to provide home instruction in lieu of school attendance shall annually notify the division superintendent no later than August 15 of his intention to so instruct the child and provide a description of the curriculum to be followed for the coming year and evidence of having met one of the criteria for providing home instruction. Any parent who moves into a school division or begins home instruction after the school year has begun shall notify the division superintendent of his intention to provide home instruction as soon as practicable and shall comply with the requirements of this policy within thirty days of such notice. The division superintendent shall notify the Superintendent of Public Instruction of the number of students in the school division receiving home instruction.

EVIDENCE OF PROGRESS

A parent who elects to provide home instruction to a child who is over the age of six as of September 30 of the school year shall provide the division superintendent by August 1 following the school year in which the child has received home instruction with either (i) evidence that the child has attained a composite score in or above the fourth stanine any nationally normed standardized achievement test or (ii) an evaluation or assessment which the division superintendent determines to indicate that the child is achieving an adequate level of educational growth and progress, including but not limited to: (a) an evaluation letter from a person licensed to teach in any state, or a person with a master's degree or higher in an academic discipline, having knowledge of the child's academic progress, stating that the child is achieving an adequate level of educational growth and progress; or (b) a report card or transcript from a community college or college, college distance learning program, or home-education correspondence school.

In the event that evidence of progress as required in this subsection is not provided by the parent, the home instruction program for that child may be placed on probation for one year. Parents shall file with the division superintendent evidence of their ability to provide an adequate education for their child and a remediation plan for the probationary year which indicates their program is designed to address any educational deficiency. Upon acceptance of such evidence and plan by the division superintendent, the home instruction may continue for one probationary year. If the remediation plan and evidence are not accepted or the required evidence of progress is not provided by August 1 following the probationary year, home instruction shall cease and the parent shall make other arrangements for the education of the child which comply with Va. Code § 22.1-254.

IMMUNIZATIONS

Any parent, guardian or other person having control or charge of a child being home instructed, exempted or excused from school attendance shall comply with the immunization requirements provided in Va. Code § 32.1-46 in the same manner and to the same extent as if the child has been enrolled in and is attending school.

Upon request by the division superintendent, the parent shall submit to such division superintendent documentary proof of immunization in compliance with Va. Code § 32.1-46.

No proof of immunization shall be required of any child upon submission of (i) an affidavit to the division superintendent stating that the administration of immunizing agents conflicts with the parent's or guardian's religious tenets or practices or (ii) a written certification from a licensed physician, physician assistant, nurse practitioner, or local health department that one or more of the required immunizations may be detrimental to the child's health, indicating the specific nature of the medical condition or circumstance that contraindicates immunization.

NOTIFICATION TO PARENTS

Students receiving home instruction and their parents will be notified of the availability of Advanced Placement (AP) and Preliminary Scholastic Aptitude Test (PSAT) examinations and the availability of financial assistance to low-income and needy students to take these examinations. Such notice will be given when the parent notifies the division that the student will receive home instruction.

Adopted: March 5, 1992.

Revisions Approved: April 9, 2002.
August 5, 1993.
November 7, 1996.
July 8, 1997.
June 30, 1998.
February 25, 1999.
June 24, 1999.
July 11, 2005.
July 6, 2006.
July 3, 2008.
August 9, 2011.

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-254, 22.1-254.1, 22.1-271.4, 32.1-46; 54.1-2952.2.

Pollard v. Goochland County School Board, No. 3:00CV563 (E.D. Va. Sept. 27, 2001).

CHARTER SCHOOLS

Purpose

In order to (i) encourage the development of innovative programs; (ii) provide opportunities for innovative instruction and student assessment; (iii) provide parents and students more choices; (iv) provide innovative scheduling, structure and management; (v) encourage the use of performance-based educational programs; (vi) establish high standards for teachers and administrators; and (vii) develop models for replication in other public schools, the Radford City School Board shall receive and consider applications for the establishment of charter schools.

Definition of Charter School

A charter school is a public, nonreligious, or non-home-based alternative school located within the Radford City school division or operated jointly by multiple school divisions. A charter school may be created as a new school or by converting all or part of an existing public school. Conversions of private schools or home-based programs shall not be permitted. A charter school for at-risk pupils may be established as a residential school.

In establishing public charter schools within the division, the School Board will give priority to public charter school applications designed to increase the educational opportunities of at-risk students, particularly those at-risk students currently served by schools that have not achieved full accreditation.

All charter schools shall be subject to federal and state law, regulations and constitutional provisions prohibiting discrimination in admissions, employment or operation on the basis of disability, race, creed, color, gender, national origin, religion, ancestry or the need for special education services. Charter schools shall also be subject to any court-ordered desegregation plan in effect in the school division. Charter schools, like all public schools, shall also be subject to the requirements of the federal No Child Left Behind Act of 2001.

Application Process

Any person, group or organization may submit an application for the formation of a charter school to the Radford City School Board. Prior to submitting a charter school application to the School Board, a public charter school applicant shall submit its proposed charter application to the Board of Education for review and comment and a determination as to whether the application meets the approval criteria developed by the Board of Education. The Board of Education will examine such applications for feasibility, curriculum, financial soundness, and other objective criteria it may establish, consistent with existing state law. The Board of Education's review and comment will be for the purpose of ensuring that the application conforms with such criteria. The school division may work with a charter school applicant before the application is submitted to the Board of Education for review and recommendation.

The applicant must complete the entire application in the format provided in Exhibit LC-E. The School Board shall establish a "review team" consisting of appropriate school personnel, a local business representative and a resident charter school proponent to evaluate charter school applications. The School Board shall designate the chairman of the review team as the contact person for answering questions about the application process and receiving applications. The review team shall work cooperatively with applicants for charter schools. When an application is incomplete, the review team shall request the necessary information; an incomplete application is not grounds for denying a charter. However, if the applicant does not provide the necessary information within a reasonable timeframe (established by the review team) then the application may be denied.

The review team shall (1) recommend to the School Board appropriate criteria for reviewing charter school applications; (2) evaluate all charter school applications based on the review criteria adopted by the School Board; (3) recommend one of the following options to the School Board for each application: approve, reject, place on a waiting list or return with suggestions for improvement; (4) monitor charter school progress; and (5) make recommendations for revocation, renewal or non-renewal of charter contracts.

The Radford City School Board shall establish a regulation for receiving, reviewing and ruling on applications for the establishment of charter schools. Such regulation must include a timeline for the application and review process and the means for reviewing and evaluating each application, including the criteria on which the decision to grant or deny a charter will be based. To provide appropriate opportunity for input from parents, teachers, citizens, and other interested parties and to obtain information to assist the school board in its decision to grant or deny a public charter school application, the regulation will provide for public notice and the receipt of comment on public charter school applications. The school board shall give at least 14 days' notice of its intent to receive public comment on an application. A copy of the regulation, including the review criteria, shall be posted on the division's website and a copy shall be made available to any interested party upon request.

School Board Decision

If the school board denies a public charter school application, or revokes or fails to renew a charter agreement, it shall provide to the applicant or grantee its reasons, in writing, for such decision, and it shall post such reasons on its website. A public charter school applicant whose application was denied, or a grantee whose charter was revoked or not renewed, shall be entitled to petition the school board for reconsideration. The petition for reconsideration shall be filed no later than 60 days from the date the public charter school application is denied, revoked, or not renewed. Such reconsideration shall be decided within 60 days of the filing of the petition.

The school board shall establish a process for reviewing petitions of reconsideration, which shall include an opportunity for public comment. The petition of reconsideration may include an amended application based on the reasons given by the school board for such decision. Prior to seeking reconsideration, an applicant or grantee may seek technical assistance from the Superintendent of Public Instruction to address the reasons for denial, revocation, or non-renewal.

Upon reconsideration, the decision of the school board to grant or deny a public charter school application or to revoke or fail to renew a charter agreement shall be final and not subject to appeal.

Nothing in this section shall prohibit an applicant whose application has been denied or a grantee whose charter has been revoked or not renewed from submitting a new application.

Charter Contract

Upon approval of a charter application, the School Board and the management committee of the charter school shall enter into a contract which contains all agreements between the School Board and the charter school; the approved application shall serve as the basis for the contract. The charter contract shall also include other provisions negotiated by the School Board or its designee. A charter may be granted for up to five years. Any material revision of the charter contract shall be made in writing and must be approved by the School Board and the charter school.

Waivers of School Board Policy and State Regulation

A charter school may operate free from School Board policies and state regulations, except the Standards of Quality, the Standards of Accreditation and Standards of Learning, as agreed in the charter contract. The School Board shall designate in its regulation governing charter schools which School Board policies may not be waived. The School Board shall request from the Board of Education, on behalf of its charter schools, waivers from state regulation contained in each approved charter application. If the charter school is designed to increase the opportunities of at-risk students, then the School Board shall request that the Board of Education approve an Individual School Accreditation Plan.

Management and Operation

A charter school shall be administered and operated by a management committee in the manner agreed to in the charter contract. The management committee shall be composed of parents of students enrolled in the school, teachers and administrators working in the school and representatives of any community sponsors, or any combination thereof. A charter school shall be responsible for its own operations. However, a charter school may negotiate and contract with the School Board, or any other third party, for the provision of necessary services; services provided by the School Board must be provided at cost (See Section XXIV in the Application).

The applicant and members of the management committee, administrators, and other personnel serving in a public charter school must disclose any ownership or financial interest they may have in renovating, lending, granting, or leasing public charter school facilities.

Personnel

Charter school personnel shall be employees of the School Board and shall be selected as agreed in the charter contract. Professional, licensed employees currently employed by the School Board may volunteer for assignment to a charter school and may be assigned by the School Board to a charter school for one contract year and reassigned annually upon the request of the employee and management committee. Professional, licensed employees assigned to a charter school shall receive the same employment benefits as such personnel assigned to noncharter schools. Professional, licensed personnel who request assignment to a noncharter school or who are not recommended for reassignment in the charter school, other than for reasons cited in § 22.1-307 of the Code of Virginia, shall be transferred to a noncharter school according to School Board policy.

The School Board may employ health, mental health, social services and other related personnel to serve in residential charter schools for at-risk students as determined in the charter agreement. However, the School Board is not required to fund the residential or other services provided by a residential charter school.

The School Board has the final authority to assign professional, licensed personnel to charter or other schools within the division.

Funding

Charter schools shall be funded as provided by law and negotiated in the charter contract.

Revocation and Renewal of the Charter Contract

The School Board may revoke a charter contract if:

- the charter school violates the conditions, standards or procedures established in the application;
- the charter school violates a material term of the charter contract (for example, failing to provide required reports to the School Board);
- the charter school fails to meet or make reasonable progress toward achievement of the content standards or student performance standards identified in the charter application;
- the charter school fails to meet generally accepted standards of fiscal management;
- the charter school violates any provision of law from which the public charter school was not specifically exempted; or
- the School Board determines that it is not in the public interest or for the welfare of the students within the division to continue the operation of the charter school (for example, the charter school is no longer financially sound or fails to achieve state testing standards or decrease absentee rates).

A charter contract may be renewed for up to five years. The management committee must apply to renew the charter by *February 1* of the school year the charter expires.

The application for renewal shall contain:

- a report on the progress of the charter school in achieving the goals, objectives, program and performance standards for students and other conditions and terms the School Board required in the charter;
- a financial statement, on forms prescribed by the Board of Education, disclosing the costs of administration, instruction and other spending categories which is written in a way to allow the School Board and the public to compare such costs to the costs of other schools and comparable organizations; and
- other information the School Board may require.

If a charter contract is revoked or not renewed, or a charter school is dissolved, the management committee shall be responsible for all financial obligations of the charter school.

Reports

The School Board shall report to the Board of Education the following:

- the grant or denial of charter applications;
- the number of charters granted or denied and the reasons for any such denials;

- whether a public charter school is designed to increase the educational opportunities of at-risk students or any students served by schools that have not achieved full accreditation; and
- an annual evaluation of each charter school;

The Board of Education will report the number of public charter schools established in Virginia, and the number of charters denied, in its annual report to the Governor and the General Assembly.

Adopted: December 19, 2000.

Revisions Approved: June 28, 2002.

April 25, 2003.

June 23, 2004.

April 7, 2005.

July 11, 2005.

June 8, 2010.

October 12, 2010.

Legal Ref: 20 U.S.C. § 6311(b)(1)(B).

Code of Virginia, 1950, as amended, § 22.1-212.5 et seq.

CHARTER SCHOOL PROCESS AND REGULATIONS

Time Line

The following time line applies to charter school application and renewal:

<u>Action</u>	<u>Date due</u>
Applicant informs School Board and superintendent of intent to submit application.	July 1
School Board appoints review team.	August 1
Applicant submits application.	August 15 of calendar year preceding the year the charter school is to open.
Review team recommends approval or rejection of application or placement on waiting list.	October 1 following receipt of recommendation.
School Board approves or rejects application or places it on waiting list.	November 1 following receipt of recommendation.
Charter school management committee applies to renew its contract to operate a charter school.	At least 365 days prior to the date that the charter is scheduled to expire.

School Board Policies Which Cannot Be Waived

All School Board policies will remain in full effect except for those expressly waived by the School Board as identified in writing in the charter school contract.

RADFORD CITY PUBLIC SCHOOL CHARTER SCHOOL APPLICATION ADDENDUM

Any person, group or organization may submit an application for the formation of a charter school. Applicants must follow state law and School Board policy regarding charter schools. A complete Radford City Public School Charter School Application (“Application”) consists of (i) the Applicant’s *Virginia Public Charter School Application* package submitted to the State Board of Education, (ii) the result of the State Board of Education’s review of the Applicant’s state application, and (iii) the Radford City Public School *Charter School Application Addendum* prepared in accordance with this policy.

Applications must be received by the Superintendent on or before September 1 prior to the year in which the charter school desires to open. An original plus 7 copies of the application must be submitted. An application fee of \$0 shall be submitted with the application. Applicants must follow the application addendum format provided below.

I. Applicant Information

List the name, address, phone number and qualifications of the applicant(s) and designate an applicant contact person.

II. Facility

Describe the facility(ies) to be used for the charter school or the plan for the acquisition of a facility. If the facility is not property of the school division, then the following must be provided: (1) a certificate of occupancy; (2) a health inspection certificate; (3) an annual fire certificate of inspection; (4) proof of compliance with federal, state and local health and safety laws and regulations; and (5) a copy of the lease or contract under which the charter school will use the facility. If the facility is property of the school division, then describe plans, if any, for alteration or renovation.

III. Services

List the services and their estimated costs that the applicant wishes the School Board to provide; for example, food service, payroll or conducting criminal background checks. Also, list services and their estimated costs that will be provided by others.

IV. Timeline

Provide a detailed timeline, identifying each step required to establish the charter school, including, but not limited to, staff hiring, location and purchase of materials, implementing the evaluation plan, obtaining necessary services, opening an appropriate facility and consulting with experts, if necessary. **Please remember that, as with establishing Regional Vocational and Governor’s Schools, it will take at least 8-12 months to implement the proposal.**

V. Health and Safety

Describe the procedures the charter school will implement to ensure the health and safety of the students and employees, including how and if the management committee will conduct a state criminal record check on all employees; how the charter school will conduct fingerprinting and federal criminal record checks, if applicable; how the charter school will comply with the requirement to report child abuse; and how the charter school will comply with Occupational Safety & Health Act requirements.

VI. Indemnity

Assure that the School Board will be defended, held harmless and indemnified against any claim, action, loss, damage, injury, liability, cost or expense of any kind as a result of the operation of the charter school or actions by its agents, employees, invitees or contractors

VII. Renewal

Assure that if the charter school wants to renew its contract, it shall apply at least six months prior to the expiration of the contract.

VIII. Emergency Displacement Plan: Pupils and Employees

Describe the plan for the placement of students and employees if the charter school facility is destroyed (e.g. by flood or fire), unable to be occupied or dissolved for any reason.

IX. Management and Operation

Describe the management and operation of the charter school, including the nature and extent of parental, professional educator and community involvement. List the names and addresses of the proposed management committee. This section should include (1) a detailed description of the relationship between the management committee and the local school board, including the charter school spokesperson (i.e. who is accountable to the school board); (2) how the charter school will be accountable to the public, including a plan for compliance with the Virginia Freedom of Information Act, the Virginia Public Records Act, and reporting requirements; (3) how the management committee is selected and its relationship to the teachers and administrators; (4) a description of the rules and procedures followed to arrive at policy and operational decisions; and (5) summaries of the job descriptions of key personnel, including the school leader/principal.

X. Financial Plan: Evidence of Economical Soundness, Proposed Budget and Annual Audit

Provide a budget and any other information that illustrates the proposed charter school is economically sound for both the charter school and the school division. Include detailed sources of revenue and expenditures for the proposed term of the charter (at most five years) and a description of the manner in which an annual audit of the financial and administrative operations of the charter school, including any services provided by the school division, will be conducted. Anticipated gifts, grants or donations and a student fee schedule should be included.

XI. Legal Liability and Insurance Coverage

Describe the arrangement between the charter school and the School Board regarding their respective legal liability and applicable insurance coverage. Insurance coverage should include health, property and casualty (automobile liability, general liability, property, officer and employee liability) and workers' compensation.

XII. Waivers

Describe and justify any waiver from School Board policies and state regulations that the charter school requests. The Standards of Quality, and by reference the Standards of Accreditation and Standards of Learning, may not be waived. **Please note that state law only allows waivers of policy and regulation; no waiver of state statutes or federal statutes or regulations is permitted.**

XIII. Discrimination

Assure that the charter school will follow state and federal law prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or the need for special education services and shall be subject to any court-ordered desegregation plan in effect in the school division.

XIV. Signatures

The Applicant hereby certifies that the information and assurances contained within the *Virginia Public Charter School Application* submitted on behalf of the proposed charter school to the Virginia Board of Education and the information contained in this *Public Charter School Application Addendum* is correct.

Name of Authorized Official:

Title:

Signature of Authorized Official:

Date:

Adopted: December 19, 2000.

Revisions Approved: June 28, 2002.
June 23, 2004.
June 9, 2009.
August 9, 2011.

VSBA RECOMMENDED CRITERIA CHECKLIST

Overall

- Do all elements of the proposal fit together?
- Is the proposal complete and feasible?
- Is the proposal clear and specific rather than vague?
- Does the proposed school offer something different from existing schools within the school division?

Mission

- Is there a clearly articulated vision?
- Does it meet one or more of the objectives enumerated in the charter school law and established by the School Board?
- Is it consistent or compatible with the strategic plan of the School Board?
- Is it consistent with the Standards of Quality, and by reference the Standards of Accreditation and Standards of Learning?
- Do other elements of the application support the stated mission?
- Are the target student population and specific area(s) of concentration designated?

Goals and Educational Objectives

- Do they meet or exceed the Standards of Learning?
- What is the likelihood that the school will meet the goals and objectives and improve educational results for students?
- Are they clear, measurable and sound goals for building an educational program?
- Do they promote high student expectations and achievement?
- Do research and experience indicate that the goals and objectives are appropriate for the target population?

Evidence of Support

- Is there tangible evidence of sufficient support to open and maintain the charter school (designate a number of students, parents and teachers that must indicate their support)?

- Do 66 2/3% of the school's teachers and 66 2/3% of students or parents of the school's students support the conversion of an existing school to a charter school?
- Do the parents of the existing school's students understand the charter school's admissions process?
- Is the extent of community support sufficient?

Statement of Need

- Is the need realistic?
- Is the need based on accurate information?
- Is there a demand among the target population?

Description of Education, Pupil Performance Standards and Curriculum

- Does it meet or exceed applicable Standards of Quality, and by reference the Standards of Accreditation and Standards of Learning?
- Is the educational program based on a sound educational model or approach?
- Do the education, curriculum and standards reflect the mission, goals and objectives?
- Do the curriculum and education offer an alternative to what currently is offered?
- Has the applicant demonstrated how student achievement will be improved?
- Are the standards attainable?

Pupil Evaluation: Assessments, Timeline and Corrective Action

- Will the proposed assessments accurately measure pupil progress and achievement toward the stated standards and goals?
- Are the assessments well-developed and comprehensive (rate the quality of the strategy for assessing achievement)?

- Is the timeline for achievement realistic?
- Will the proposed corrective action yield results?

Admissions Process

- Does it comply with state and federal charter school laws?
- Does it comply with state and federal laws, regulations and constitutional provisions regarding discrimination and any court ordered desegregation plan?
- Is it consistent with the mission?
- Does the proposal demonstrate a solid plan to attract sufficient students to open and maintain the school?
- Does the process foster a diverse student body?
- Is there a timely and realistic procedure for admitting students?
- Is the plan for the transfer of students the same or better than the plan the school division uses for transfers from private and home schools?
- Will the charter school's enrollment be high enough to ensure the viability of the school and low enough to limit the school division's financial obligation?

Financial Plan: Evidence of Economical Soundness, Proposed Budget and Annual Audit

- Is the budget reasonable and viable?
- Will the establishment of the charter school have a negative fiscal impact on the School Division? (Note: Funding and service agreements shall not constitute a financial incentive or disincentive to the establishment of a charter school).
- Is the budget for one, two or three years (decide whether you will accept a term, and therefore a budget, for less than three years)?
- Are projected costs realistic in light of the proposal?

- Does the budget account for realistic planning and start-up costs?
- Does the budget provide for services required by special needs students?
- Are revenues accurately estimated? Is reliance on anticipated grants and private funding realistic?
- Does the financial plan provide for contingencies?
- Are proposed student fees acceptable?
- Is the plan for the annual audit sound and based on generally-accepted accounting principals? Does the plan provide for monthly reporting of financial information to the School Board? Is the manner of audit and reporting clear and understandable?

Displacement Plan

- Is the plan realistic?
- Does the plan provide adequate time to transfer employees and implement due process for licensed employees who will be laid off or not renewed?
- Does the plan provide enough time for students to be placed in appropriate schools?
- Are employees and students treated fairly and equitably?

Management and Operation

- Is the management structure consistent with the mission, goals and objectives; does it help fulfill the mission?
- Are roles and responsibilities clearly defined?
- Is the method of management workable and realistic?
- Are parent, teacher and student involvement in decision-making addressed?
- Is there a clear description of how the committee will be chosen, what the term limits will be and the committee's relationship to teachers and administrators?

Employee Relations

- Does the proposal contain high professional standards for teachers and staff?
- Is there a commitment to professional development?
- Has the applicant demonstrated that quality staff will be attracted to the school?
- Has the applicant developed an adequate human resources plan, including appropriate policies that are in compliance with state and federal law?
- Does the proposal provide for state and federal, if applicable, criminal background checks of employees and how those will be conducted?
- Is there an appropriate evaluation process for probationary teachers and all other employees?
- Have affected employees been notified of the terms and conditions of employment?

Legal Liability and Insurance Coverage

- Are the School Board and the school division sufficiently protected from legal liability?
- Will the charter school be insured through the school division or obtain its own coverage?
- Is the charter school insurable?
- Has the charter school planned for adequate insurance coverage?

Transportation

- Does the proposal provide equal access for all students?
- Is the proposal a workable, fair, non-discriminatory and cost-effective arrangement for safely transporting students to and from school?

Assurances

- Is the applicant committed to establishing a non-sectarian school?
- Does the applicant agree not to charge tuition?

Waivers of School Board Policy and State Regulation

- Are the requested waivers necessary to fulfill the mission or achieve the goals and objectives of the school?

Discrimination

- Does the applicant demonstrate a commitment and willingness not to discriminate and to accommodate the needs of special students?
- Does the applicant have the knowledge and resources to comply with the Rehabilitation Act of 1973 and the Americans with Disabilities Act?

Applicant Information

- Do the applicants have the knowledge, skill and ability to implement the proposal?
- Does the applicant have expertise or access to expertise in the areas of finance, fundraising, educational development, human resource management and community organizing?
- Does the applicant have the ability for further recruitment of founders and organizers if necessary?

Facility

For applicants who have acquired a facility:

- Conduct a site visit.
- Is the space adequate for the proposed program and student population?

- Does the facility meet state building code and Americans with Disabilities Act requirements?
- Are the arrangements for facility maintenance appropriate?
- Has required documentation been submitted (certificate of occupancy, certificate of health inspection, certificate of fire inspection, proof of compliance with federal, state and local health and safety law and regulations?)
- Is the lease or purchase contract legal?

For applicants who have not yet acquired a facility determine:

- What is the status of the effort to find a facility?
- Does the applicant have a realistic estimate of the space needed?

For all applicants:

- Does the applicant understand the legal requirements for a public school building?
- Does the applicant have the means to ensure the facility's compliance with local building codes and health and safety requirements?
- Will the facility and/or its location help fulfill the mission?

Health and Safety

- Are adequate procedures proposed to ensure the health and safety of students and employees?

Indemnity

- Is the applicant legally binding itself to defend, hold harmless and indemnify the school division and the School Board?

Services

- Has the applicant obtained appropriate services from reliable providers?

- Can the school division provide the requested services?

Timeline

- Is there a specific and feasible plan for starting a school?
- Are projected dates realistic?
- Does the timetable provide for unexpected contingencies?
- Is the timetable complete?

Renewal

- Does the applicant understand when renewal is required?

CONTRACT CHECKLIST

The charter contract legally binds both the School Board and the charter school. The contract also creates the basis to hold the charter school accountable to the School Board. Therefore, it is imperative that the charter contract be specific, clear and complete (i.e. contain all the agreements and understandings between the School Board and the charter school).

Listed below are some of the terms that should be included in a charter school contract?

Incorporate Application

The approved charter school application should be fully incorporated into the contract so that all representations and conditions represented in the application are binding on the charter school.

Modification of Application

The contract should include any modifications of the application, including those that were a condition of approval (for example, evidence of insurance or a fire inspection certificate).

General Powers and Limitations

The contract should include a statement of the general powers of the charter school and any limits on that power. The management committee and the school division should understand what powers each may exercise.

Term of Contract

The contract should state its duration, not to exceed three years.

Criteria for Revocation and Renewal

The statutory criteria as well as any School Board established criteria for revocation and renewal should be included in the contract. The deadline for renewal applications should be included in the contract.

Dissolution of the Charter School

A procedure for dissolution should be included in the contract, including how the business and administrative affairs of the charter school will be concluded, regardless of

how dissolution occurs. This section should require the management committee to cooperate fully with the School Board in winding up the affairs of the charter school and designate one charter school administrator to assist the School Board in the process.

Enrollment Limitations

The contract should specify the maximum and minimum number of students that may be enrolled in the charter school to ensure viability of the school while limiting the financial obligation of the school division. Whether the contract will be revoked if enrollment falls below the minimum should be stated in the contract under the criteria for revocation and renewal.

Due Process for Students and Employees

How due process in accordance with state and federal law will be achieved for students and employees who are disciplined should be addressed by contract.

Application for a Grant

Include a provision addressing if and how the charter school will apply for any available grants.¹

Disbursements

Agree on the amount, timing and method of disbursements from the School Board to the charter school.

Funding Changes

The contract should permit an adjustment of funding to reflect state funding adjustments.

Procedure for Approval of Expenses and Entering Contracts

The process for School Board approval of charter school expenditures and contracts entered into by the charter school should be included in the contract.

Faith and Credit

The contract should specify that the charter school may not extend the faith and credit of the school division and may not contractually bind the school division.

Evaluation of Probationary Teachers

Address how probationary staff assigned to charter schools will be evaluated and recommended for continuing contract in accordance with state law.

Reporting Requirements

Designate the frequency, type and content of reports to be provided by the charter school to the School Board. A School Board may want to require financial and administrative reports, enrollment figures and student achievement information monthly or quarterly. The contract should also provide for appropriate adjustments in funding based on actual enrollment.

Health and Social Services

The contract should include how the charter school will provide health and social services, including response to health emergencies, reporting child abuse and neglect and identification and referral to outside agencies of students in need of psychological and social work services.

Records

Because the School Board may require certain information for reporting requirements required by law or regulation, lawsuits, governmental agency audits or other proceedings, the contract should require the charter school to collect and provide any information, including data regarding staffing, enrollment, disciplinary actions or other school operations, requested by the School Board for these purposes. Also, the contract should contain an agreement on who will be responsible for making the reports required by law or regulation, for example, child abuse and criminal offenses. Finally, this section should include a statement that the charter school will be subject to the audit requirements for all public schools in the division.

Virginia Freedom of Information Act

The contract should contain a term that the charter school will be subject to the Act and who will provide notice of meetings of the management committee.

Virginia Conflict of Interest Act

The contract should contain a term that the charter school agrees to be subject to the Act.

Release from State Regulation and School Board Policy

The contract should include any releases of state regulation approved by the Board of Education and any releases of School Board policies approved by the School Board.

Charter School Spokesperson

Designate a spokesperson for the charter school for communication to and from the School Board and division superintendent.

Dispute Resolution

Establish a procedure for resolving disputes between the charter school and School Board.

Assignment of Contract

Agree whether the contract may be assigned.

FOOTNOTES:

1. Federal law requires, in the grant application, a description of how the School Board will provide for the continued operation of the charter school when the grant expires (if the charter school has met its objectives).

RESOURCES FOR CHARTER SCHOOL INFORMATION

1. Charter Friends National Network
Ted Kolderie/Jon Schroeder
1355 Pierce Butler Route, Suite 100
St. Paul, MN 55104
2. Arizona Charter School Association
Eddie Farnsworth
(602) 732-0722
3. Charter Schools Project
Institute for Educational Reform
California State University-
Sacramento
Eric Premack
(916) 278-4600
4. Colorado League of Charter Schools
Jim Griffin
(303) 989-5356
5. Connecticut Center for School Change
Nancy Martin
(860) 586-2340
6. Suzanne Donovan
Innovation in Education Initiative, Inc.
(302) 424-1545
7. Jonathan Hage
The Charter Foundation
(954) 564-2221
8. Massachusetts Charter School
Resource Center
Pioneer Institute
Linda Brown
(617) 723-2277
9. Central Michigan University
Office of Charter Schools
Mamie Thorns
(517) 774-2100
10. MI Resource Ctr. For Charter Schools
Ormand Hook
(517) 774-2100

11. MN Association of Charter Schools
Ralph Brauer
(612) 645-1986
12. Charter Schools Information Center
Laura Friedman
(314) 726-6474
13. Education Reform Foundation
Vernon Robinson
(919) 781-1066
14. Center for Education Change
Richard Meinhard
(503) 234-4600
15. Charter School Resource Center
Commonwealth Foundation
Sean Duffy
(717) 671-1901
16. Technical Assistance Center for Charter Schools
Drexel University/FOUNDATIONS
(215) 925-6088
(609) 727-8000
17. Arizona School Boards Association
Dr. Jack Peterson, Executive Director
(602) 254-1100
18. Colorado Association of School Boards
Dr. Randy Quinn, Executive Director
(303) 832-1000
19. Ohio School Boards Association
John Stanford, Deputy Director of Research Services
(614) 891-6466

RELATIONS WITH COLLEGES AND UNIVERSITIES

To protect students and teachers from unnecessary intrusions that may disrupt instruction and regular school activities, requests for college students and professors to observe classes, make surveys, have students complete questionnaires, use students for practice in standardized testing procedures, and interview students, shall be submitted directly to the superintendent by the dean or the head of the department of the college. Each project shall be fully described in order that proper judgment can be made as to the merits of the proposal, and so that arrangements with the schools can be effected with a minimum of interference with the regular school program.

Adopted: March 5, 1992.

Revisions Approved: October 20, 1994.

November 7, 1996.

June 28, 2002.

May 25, 2006.

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-79.3

Cross Ref.: JHDA Human Research

KFB Administration of Surveys and Questionnaires

STUDENT TEACHING AND INTERNSHIPS

The School Board shall cooperate with approved colleges and universities in providing laboratory opportunities for student teaching. The conditions and policies that shall pertain in governing the administration of the student teaching program in the Radford City Schools are as follows:

1. Teachers who serve as supervising teachers shall have a minimum of at least two years of teaching experience, one of these in the school to which the student teacher is assigned.
2. All teachers who serve as supervising teachers shall be recommended by the principal of the school to the superintendent for approval.
3. All supervising teachers shall take a course in supervision of student teaching as soon as possible to improve their competence as supervisors.
4. A class shall have no more than one student teacher during the regular school session. Only with the approval of the superintendent shall any class have a student teacher assigned to it for more than one semester, except for kindergarten and physical education classes.
5. Except for kindergarten and physical education teachers, no supervising teacher shall have a student teacher assigned to him for more than one semester during the regular school session. Any exception to this limitation must be approved by the superintendent.
6. All administrative personnel and supervising teachers shall make certain that student teachers acquire the required number of teaching hours necessary for state certification.
7. The first responsibility of the supervising teacher shall be the educational welfare of the students for whom he is responsible.
8. Participation in teaching, planning of lessons as units and involvement in school activities by the student teacher shall be under the supervision of the principal and the supervising teachers.

9. The administrative and supervisory officers in the school division shall have complete authority to reject or to terminate any student teacher whose professional or ethical behavior has a negative effect on the ongoing instructional program or welfare of students.
10. Information concerning students may be available to student teachers at the discretion of the supervising teacher and/or principal. In all cases, the student teachers shall respect the confidential nature of information provided.
11. The structure and administration of the student teaching program in the school division shall be that of the superintendent or his/her designee.

Adopted: March 5, 1992.

Revisions Approved: October 20, 1994.

November 7, 1996.

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

Cross Refs.: JO - Student Records

LE - Relations with Colleges and Universities

ADVANCED/ALTERNATIVE COURSES FOR CREDIT

Advanced Education Courses

Students entering programs of advanced education, whether academic or career and technical, before they have completed requirements for graduation may petition the principal of the school to leave the school program early and yet qualify for graduation with a diploma if:

1. The student is within two credits of all required units for diploma qualification.
2. Assurance is given by the appropriate officials of the sponsoring institution that courses taken in the advanced program are comparable substitutes for those still lacking in the prescribed high school program. The measure of comparability will be based on course content, course/grading expectations, hours of instruction, and instructor qualifications. A minimum of 140 clock hours of instruction by an endorsed teacher in an accredited program will be minimal requirements for the awarding of a full unit of credit.
3. Assurance must be given that all requirements for a high school diploma are based on Radford City School Division graduation requirements and can fully be met by the completion date of the first year of advanced study.
4. The student must confirm that it is his/her responsibility to transmit all required data and final grades to the high school in order to have them apply toward his/her scholastic credentials and diploma qualification.
5. For college courses, prior written approval is obtained from the high school principal for dual registration, the college accepts the student for admission to the course and the course is given by the college for degree credits.

Alternative Educational Courses

Students, teachers, or others involved in special courses taught outside the standard secondary curriculum and who want these courses recorded on student transcripts and/or reflect credit applied toward diploma qualification will make requests through the school principal to the assistant superintendent for secondary education and instructional services.

In order for the courses or programs to apply toward diploma qualification the following conditions must be met:

1. A full program description must be submitted including:
 - A. The purpose, instructional content, and expected outcome for the course or program.
 - B. A sequence outline of events and activities.
 - C. An estimate of student time involved in the program - including study and preparation time.
 - D. A description of the evaluation criteria.
2. A description of the qualifications of the sponsoring organization and instructional personnel.
3. A description of the course evaluation procedures used including the results of previous evaluations of similar activities.

In order for the course/program to qualify for unit credit which would be applicable toward diploma qualification, the following additional criteria must be met:

1. Evidence will be submitted by the sponsoring organization that there is a minimum of 70 hours of supervised instruction for each one-half unit of credit.
2. Evidence will be submitted that teachers and supervisors, if applicable, have personal expertise, competence, and appropriate credentials to qualify them as teachers or supervisors.
3. Student performance records, including performance and attendance, will be forwarded to and reviewed by the principal upon completion of the course/program.
4. The student and parent will be informed that no more than one unit of credit can be earned for each course taken and no more than two credits can be applied toward diploma qualification.

Adopted: March 5, 1992.

Revisions Approved: October 20, 1994.

November 7, 1996.

February 25, 1999.

July 12, 2001.

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

Regulations Establishing Standards for Accrediting Public Schools in Virginia, 8 VAC 20-131-70
et seq

Cross Ref.: IKF Graduation Requirements

RELATIONS WITH EDUCATIONAL ACCREDITATION AGENCIES

All Radford City Public Schools shall be accredited according to standards developed by the Board of Education. The school board will review the accreditation status of each school in the division annually in a public session of a board meeting.

The school board will recognize individual schools under the Virginia Index of Performance (VIP) program established by the Board of Education to recognize and reward fully accredited schools that make significant progress toward achieving advanced proficiency levels in reading, mathematics, science, and history and social science, and other indicators of school and student performance that are aligned with Virginia's goals for public education. The recognition may include public announcements, media releases, and other appropriate recognition.

The school board may ask the Board of Education for release from state regulations and for approval of an Individual School Accreditation Plan for the evaluation of the performance of one or more of its schools as authorized for certain other schools by the Standards of Accreditation pursuant to 8 VAC 20-131-280 C.

Adopted: March 5, 1992.

Revisions Approved: March 6, 1997.
June 28, 2002.
June 23, 2004.
June 8, 2010.
August 9, 2011.

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-19, 22.1-253.13:3, 22.1-253.13:9.

8 VAC 20-131-5 et seq.