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SECTION A: Foundations and Basic Commitments

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\*AC-RCPS Nondiscrimination Regulation

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AE School Division Goals and Objectives

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## SCHOOL DIVISION LEGAL STATUS

The Constitution of Virginia provides that the General Assembly establish a system of free public elementary and secondary schools for all children of school age throughout the state, and seek to ensure that an educational program of high quality is established and continually maintained. The General Assembly requires that such an educational system be maintained and administered by the Board of Education, the Superintendent of Public Instruction, division superintendents and school boards. The Board of Education divides the Commonwealth into school divisions of such geographical area and school-age population as will promote the realization of the standards of quality and will periodically review the adequacy of existing school divisions for this purpose. The supervision of schools in Radford City Public school division is vested in Radford City Public School Board.

Adopted: November 7, 1991.

Revisions Approved: September 5, 1996.

July 12, 2001.

May 27, 2004.

May 14, 2013.

April 10, 2018.

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Legal Refs.: Constitution of Virginia, article VIII, §§ 1, 5, 7.  
Code of Virginia, 1950, as amended, §§ 22.1-2, 22.1-28.

Cross Ref.: BB School Board Legal Status  
BBAA Board Member Authority

## NONDISCRIMINATION

The Radford City Public School Board is committed to nondiscrimination with regard to sex, gender, race, color, national origin, disability, religion, ancestry, age, marital status, genetic information or any other characteristic protected by law. This commitment prevails in all of its policies and practices concerning staff, students, educational programs and services, and individuals and entities with whom the Board does business.

Adopted: November 7, 1991.

Revisions Approved: January 6, 1994.

September 5, 1996.

April 27, 2000.

May 27, 2004.

August 9, 2011. RCPS

July 9, 2013.

April 10, 2018,

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Legal Refs.: 20 U.S.C. §§ 1681-1688.  
29 U.S.C. § 794.  
42 U.S.C. §§ 2000d-2000d-7, 2000e-2000e-17, 2000ff-1.  
34 C.F.R. 106.9.  
Constitution of Virginia, article I, section 11.  
Code of Virginia, 1950, as amended, §§ 2.2-3900, 2.2-3901, 2.2-3902.

Cross Refs.: GB Equal Employment Opportunity/Nondiscrimination  
GBA/JFHA Prohibition Against Harassment and Retaliation  
JB Equal Educational Opportunities/Nondiscrimination

## NONDISCRIMINATION

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

Adopted: August 9, 2011 RCPS

Cross Refs: GBA/JFHA  
JFHA/GBA

## EDUCATIONAL PHILOSOPHY

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

Radford City Public School Board:

- provides the necessary trained and dedicated leadership, qualified personnel, equipment and materials to assure an appropriate education for every student;
- treats all members of the school community equitably with the highest degree of respect;
- allocates and uses assets fairly and efficiently

Adopted: November 7, 1991.

Revisions Approved: February 3, 1994.

June 23, 1994.

September 5, 1996.

April 27, 2000.

June 28, 2002.

April 25, 2003.

May 27, 2004.

July 9, 2013.

April 10, 2018.

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

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|--------------|----------|---|
| Cross Refs.: | AC       | Nondiscrimination                               |
|              | GA       | Personnel Policies Goals                        |
|              | GB       | Equal Employment Opportunity/Nondiscrimination  |
|              | GBA/JFHA | Prohibition Against Harassment and Retaliation  |
|              | IGBC     | Parent and Family Engagement                    |
|              | JB       | Equal Education Opportunities/Nondiscrimination |

## SCHOOL DIVISION GOALS AND OBJECTIVES

### Generally

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

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

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

### Standards of Quality and Objectives

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

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

### Standards of Quality--Programs and Services

The school board commits itself to providing programs and services as stated in the Standards of Quality to the extent funding thereof is provided by the General Assembly.

Adopted: November 7, 1991.

Revisions Approved: August 5, 1993.  
September 5, 1996.  
May 27, 2004.  
July 11, 2005.  
May 13, 2014.  
April 9, 2018.

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-253.13:1, 22.1-253.13:8.

## SCHOOL DIVISION GOALS AND OBJECTIVES

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

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

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

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

1. Programs in grades K through 3 which emphasize developmentally appropriate learning to enhance success.
2. Programs designed to reduce the number of students who drop out of school. As provided in the appropriation act, state funding, in addition to basic aid, shall be allocated to support programs grounded in sound educational policy to reduce the number of students who drop out of school.
3. Career education programs for all students that promote student awareness and knowledge of careers, and emphasize the consequences of leaving school without marketable skills. School boards may include career exploration opportunities in the middle school grades.
4. Competency-based vocational education programs, which integrate academic outcomes, career guidance and job-seeking skills for all secondary students including those identified as handicapped that reflect employment opportunities, labor market needs, applied basic skills, job-seeking skills, and career guidance. Career guidance shall include employment counseling designed to furnish information on available employment opportunities to all students, including those identified as handicapped, and placement services for students exiting school. Each school board shall develop and implement a plan to ensure compliance with the provisions of this subsection.
5. Academic and vocational preparation for students who plan to continue their education beyond secondary school or who plan to enter employment.
6. Early identification of handicapped students and enrollment of such students in appropriate instructional programs consistent with state and federal law.
7. Early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs.
8. Educational alternatives for students whose needs are not met in programs prescribed elsewhere in these standards. Such students shall be counted in average daily membership (ADM) in accordance with the regulations of the Board of Education.
9. Adult education programs for individuals functioning below the high school completion level. Such programs may be conducted by the school board as the primary agency or through a collaborative arrangement between the school board and other agencies.
10. A plan to make achievements for students who are educationally at risk a division wide priority which shall include procedures for measuring the progress of such students.

COMPREHENSIVE PLAN

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

The divisionwide comprehensive plan includes

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

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

Each school prepares a comprehensive, unified, long-range plan, which the school board considers in the development of the divisionwide comprehensive plan.

Adopted: July 11, 2005

Revisions Approved: July 26, 2007.  
May 13, 2014.  
April 9, 2019.

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



## EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

The school board reviews its performance annually to ensure its proper discharge of responsibilities to the community. Evaluation is based on a positive approach, identifying the strengths of the school board and opportunities for improvement.

The following elements are included in the self-evaluation process:

1. School board members are involved in the development of an evaluation instrument and procedure.
2. The school board evaluation instrument is completed by individual Board members and submitted to the school board Chairman, or the Chairman's designee, for compilation.
3. The school board meets, with all members present, to review and discuss the composite results.
4. Each conclusion is supported by objective evidence.

Based on discussion of the results, the school board develops both short- and long-range goals and objectives to ensure continued proficiency in its areas of excellence, to strengthen weak areas and to improve the efficiency of the board.

Adopted: November 7, 1991.

Revisions Approved: February 3, 1994.  
June 23, 1994.  
September 5, 1996.  
May 27, 2004.  
May 13, 2014.  
April 9, 2019.

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

Cross Refs.: AE School Division Goals and Objectives  
AF Comprehensive Plan  
BBA School Board Powers and Duties

## EVALUATION OF INSTRUCTIONAL PROGRAMS

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

Adopted: November 7, 1991.

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