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* *Regulations adopted by Radford City Schools*

INSTRUCTIONAL GOALS AND OBJECTIVES

The Radford City Public School Board develops and implements a program of instruction for grades kindergarten through 12 that is aligned to the Standards of Learning established by the Board of Education and that meets or exceeds the requirements of the Board of Education. The program of instruction emphasizes reading, writing, speaking, mathematical concepts and computations, proficiency in the use of computers and related technology, computer science and computational thinking, including computer coding, and scientific concepts and processes; essential skills and concepts of citizenship, including knowledge of Virginia history and world and United States history, economics, government, foreign languages, international cultures, health and physical education, environmental issues and geography necessary for responsible participation in American society and in the international community; fine arts, which may include, but need not be limited to, music and art, and practical arts; knowledge and skills needed to qualify for further education, gainful employment, or training in a career or technical field; and development of the ability to apply such skills and knowledge in preparation for eventual employment and lifelong learning and to achieve economic self-sufficiency.

The School Board also implements:

1. programs in grades kindergarten through three that emphasize developmentally appropriate learning to enhance success
2. programs based on prevention, intervention, or remediation designed to increase the number of students who earn a high school diploma and to prevent students from dropping out of school; such programs shall include components that are research-based
3. career and technical education programs incorporated into the kindergarten through grade 12 curricula
4. educational objectives in middle and high school that emphasize economic education and financial literacy pursuant to Va. Code § 22.1-200.03
5. early identification of students with disabilities and enrollment of such students in appropriate instructional programs consistent with state and federal law
6. early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs
7. educational alternatives for students whose needs are not met in programs prescribed elsewhere in the Standards of Learning
8. adult education programs for individuals functioning below the high school completion level
9. a plan to make achievements for students who are educationally at risk a divisionwide priority that shall include procedures for measuring the progress of such students
10. an agreement for postsecondary degree attainment with a community college in Virginia specifying the options for students to complete an associate's degree or a one-year Uniform Certificate of General Studies from a community college concurrent with a high school diploma; such agreement shall specify the credit available for dual enrollment courses and Advanced Placement courses with qualifying exam scores of three or higher

11. a plan to notify students and their parents of the availability of dual enrollment and Advanced Placement classes; career and technical education programs, including internships, externships, apprenticeships, credentialing programs, certification programs, licensure programs, and other work-based learning experiences; the International Baccalaureate Program, and Academic Year Governor's School Programs; the qualifications for enrolling in such classes, programs and experiences; and the availability of financial assistance to low-income and needy students to take the Advanced Placement and International Baccalaureate examinations; this plan shall include notification to students and parents of the agreement with a community college in Virginia to enable students to complete an associate's degree or a one-year Uniform Certificate of General Studies concurrent with a high school diploma

12. identification of students with limited English proficiency and enrollment of such students in appropriate instructional programs, which programs may include dual language programs whereby such students receive instruction in English and in a second language

13. early identification, diagnosis, and assistance for students with reading and mathematics problems and provision of instructional strategies and reading and mathematics practices that benefit the development of reading and mathematics skills for all students

14. incorporation of art, music, and physical education as a part of the instructional program at the elementary school level

15. a program of physical activity available to all students in grades kindergarten through five consisting of at least 20 minutes per day or an average of 100 minutes per week during the regular school year and available to all students in grades six through 12 with a goal of at least 150 minutes per week on average during the regular school year; such program may include any combination of (i) physical education classes, (ii) extracurricular athletics, (iii) recess, or (iv) other programs and physical activities deemed appropriate by the School Board

16. a program of student services for grades kindergarten through grade 12 that shall be designed to aid students in their educational, social, and career development

17. the collection and analysis of data and the use of the results to evaluate and make decisions about the instructional program

18. a program of instruction in each government course in the school division on all information and concepts in the civics portion of the U.S. Naturalization test

Adopted: January 2, 1992.

Revisions Approved: October 20, 1994.
October 2, 1996.
May 14, 1998.
July 20, 2000.
May 14, 2013.
July 12, 2016.
July 13, 2017.
July 10, 2018.

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

Cross Refs.: IGBI Advanced Placement Classes and Special Programs
JHCF Student Wellness

NOTIFICATION OF LEARNING OBJECTIVES

I. Annual Notice

At the beginning of each school year, each school within the Radford City Public School Division provides to its students' parents or guardians information on the availability of and source for receiving:

- 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;
- 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 next SOL testing;
- an annual notice to students in all grade levels of all requirements for Board of Education-approved diplomas; and
- the board's policies on promotion, retention and remediation.

The superintendent certifies to the Department of Education that the notice required by this policy has been given.

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

- A. The school board notifies the parents of rising eleventh and twelfth grade students of
 - (i) the requirements for graduation pursuant to the standards for accreditation and
 - (ii) the requirements that have yet to be completed by the individual student.

- B. The school board notifies the parent of students with disabilities who have an Individualized Education Program (IEP) and who fail to meet the graduation requirements 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 notifies the parent of students who fail to graduate or who fail to achieve graduation requirements as provided in the Standards of Accreditation and who have not reached 20 years of age on or before August 1st of the school year of the right to a free public education. If the student who does not graduate or complete such requirements is a student for whom English is a second language, the school board notifies 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.
 June 26, 2012.
 July 12, 2016.
 April 9, 2019.

Legal Refs.: Code of Virginia, 1950, as amended, § 22.1-253.13:4.
 8 VAC 20-131-270.

Cross Refs.: IGBC Parental Involvement
 IKF The Virginia Assessment Program 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 are encouraged and fairness in procedures is 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 is 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.
April 9, 2019.

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 is 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 are made up as provided below if necessary to meet these requirements.

Students are provided a minimum of 680 hours of instructional time in elementary school, except for students in half-day kindergarten, in the four academic disciplines of English, mathematics, science, and history and social science and a minimum of 375 hours of instructional time in half-day kindergarten in the four academic disciplines of English, mathematics, science, and history and social science.

Unstructured recreational time that is intended to develop teamwork, social skills, and overall physical fitness may be included in the calculation of total instructional time or teaching hours for elementary school, provided that such unstructured recreational time does not exceed 15 percent of total instructional time or teaching hours.

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 the school division for

- five or fewer days, all missed days are 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 are 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 the 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 the school division provide additional teaching days or teaching hours to compensate for school closings resulting from a declared state of emergency or severe weather conditions or other emergency situations 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 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 is 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 Va. Code § 22.1-79.1.B.

The School Board establishes 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 is advisory.

School Day

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

All students in grades 1 through 12 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 provides students with a daily recess during the regular school year, as determined appropriate by the school.

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

The time for opening and closing schools is established by the School Board upon recommendation of the superintendent, provided that the daily program for students in grades 1 through 12 averages 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 is 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 requests 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 is determined by the School Board. It is 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.

Certification

The superintendent and School Board chair certify the total number of teaching days and teaching hours each year as part of the annual report to the Board of Education.

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.
 June 9, 2015.
 July 14, 2015.
 July 10, 2018.

Legal Refs.: Code of Virginia, 1950, as amended §§ 22.1-26, 22.1-79.1, 22.1-98.
 Acts 2018, c. 785.
 8 VAC 20-131-150.
 8 VAC 20-131-200.
 8 VAC 20-490-30.

Cross Ref.: BCF Advisory Committees to the School Board
 GAA Staff Time Schedules
 IKF The Virginia Assessment Program and Graduation Requirements
 IKFD Alternative Paths to Attaining Standard Units of Credit

MOMENT OF SILENCE

The Radford City Public 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. Teachers shall not influence, in any way, students to pray or meditate or not to pray or meditate during the moment of silence.

Adopted: July 20, 2000.

Revised: May 14, 2013.

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

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 Public 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, his 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.

Revised: May 8, 2012.

Legal Refs.: Code of Virginia, 1950, as amended, § 22.1-202
4 U.S.C. § 4

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.

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.

Legal Ref.: Acts 2003, c.902

CURRICULUM DEVELOPMENT AND ADOPTION

The curriculum is a coherent and comprehensive plan for teaching and learning built upon a framework that promotes continuity and the cumulative acquisition and application of skills. The curriculum shall state clearly and specifically what students are expected to know and be able to do by grade level and course. Radford City Public School Board curricula shall meet or exceed the requirements of the Code of Virginia and regulations of the Virginia Board of Education and, at a minimum, shall be aligned to the Standards of Learning.

Adopted: January 2, 1992.

Revisions Approved: October 20, 1994.

October 2, 1996.

June 28, 2002.

July 3, 2008.

May 14, 2013.

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

Cross Ref.: AF Comprehensive Plan

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.

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

CAREER AND TECHNICAL EDUCATION

The Radford City Public School Board provides career and technical educational 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;
- career exploration opportunities in the middle school grades; and
- competency-based career and technical education programs which integrate academic outcomes, career guidance and job-seeking skills for all secondary students based on labor market needs and student interest. Career guidance includes counseling about available employment opportunities and placement services for students exiting school; and
- annual notice on its website to enrolled high school students and their parents of (i) the availability of the postsecondary education and employment data published by the State Council of Higher Education on its website and (ii) the opportunity for such students to obtain a nationally recognized career readiness certificate at a local public high school, comprehensive community college or workforce center.

The School Board develops and implements a plan to ensure compliance with this Policy. This plan is developed with the input of area business and industry representatives and local community colleges and is submitted to the Superintendent of Public Instruction in accordance with the timelines established by federal law.

The School Board may establish High School to Work Partnerships or delegate the authority to establish Partnerships to the division's career and technical education administrator or the administrator's designee, in collaboration with the guidance counselor office of each high school in the school division, and educates high school students about opportunities available through such Partnerships.

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.

June 26, 2012.

July 13, 2017.

July 10, 2018.

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-227.1, 22.1-253.13:1.

Cross Ref.: IJ Guidance and Counseling Program

HEALTH/PHYSICAL EDUCATION

Students receive health instruction and physical training as prescribed by the Board of Education and approved by the Board of Health.

Such health instruction

- incorporates standards that recognize the multiple dimensions of health by including mental health and the relationship of physical and mental health so as to enhance student understanding, attitudes, and behavior that promote health, well-being and human dignity, and
- may include an age-appropriate program of instruction on the safe use of and risks of abuse of prescription drugs that is consistent with curriculum guidelines developed by the Board of Education and approved by the Board of Health.

The Radford City Public school division provides a program of physical activity available to all students in grades kindergarten through five consisting of at least 20 minutes per day or an average of 100 minutes per week during the regular school year and available to all students in grades six through 12 with a goal of at least 150 minutes per week on average during the regular school year. Such program may include any combination of physical education classes, extracurricular athletics, recess or other programs and physical activities.

Adopted: January 2, 1992.

Revisions Approved: October 2, 1996.
June 28, 2002.
July 3, 2008.
June 8, 2010.
July 14, 2015.
July 10, 2018.
April 9, 2019.

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-207, 22.1-253.13:1.

Cross Refs.:	IC/ID	School Year/School Day
	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.

July 8, 2014.

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-79.5, 22.1-206.

FAMILY LIFE EDUCATION (FLE)

Generally

The Radford City Public School Board provides Family Life Education (FLE) based on the FLE Standards of Learning (SOL) objectives developed by the Department of Education. The SOL objectives related to dating violence and the characteristics of abusive relations are taught at least once in middle school and at least twice in high school. The high school FLE curriculum incorporates age-appropriate elements of effective and evidence-based programs on the prevention of dating violence, domestic abuse, sexual harassment, including sexual harassment using electronic means, and sexual violence and may include instruction that increases student awareness of the fact that consent is required before sexual activity and age-appropriate elements of effective and evidence-based programs on the law and meaning of consent. The FLE curriculum offered in any school incorporates age-appropriate elements of effective and evidence-based programs on the importance of the personal privacy and personal boundaries of other individuals and tools for a student to use to ensure that he respects the personal privacy and personal boundaries of other individuals.

The FLE curriculum may incorporate age-appropriate elements of effective and evidence-based programs on the prevention, recognition, and awareness of child abduction, child abuse, child sexual exploitation and child sexual abuse.

Community Involvement Team

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

Staff Training

Teachers in the FLE program participate in the training program sponsored by the Department of Education.

Separate Sessions

A plan for teaching sensitive conduct in gender-separated classes is announced publicly.

"Opt-out" Procedures

An "opt-out" procedure is provided to ensure communication with the parent or guardian for permission for students to be excused from all or part of the program.

Annual Review

The FLE curriculum is reviewed annually. Such review allows for community input.

Right of Parental Review

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

The School Board develops and distributes to the parents or guardians of students participating in the FLE 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 reflects the curricula of the program as taught in the classroom. The following statement is 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.
 July 12, 2016.
 July 13, 2017.
 July 10, 2018.

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-207.1:1, 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 September 2016)

Cross Refs.:	BCF	Advisory Committees to the School Board
	IIA	Instructional Materials
	INB	Teaching About Controversial Issues
	KLB	Public Complaints About Learning Resources

CHARACTER EDUCATION

The Radford City Public School Board provides, within its existing program or as a separate program, a character education program in its schools. The character education program may occur during the regular school year, during the summer in a youth development academy offered by the school division, or both. 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 Va. Code § 22.1-276.01.

The character education program

- specifies those character traits to be taught, selecting from those which are common to diverse social, cultural and religious groups;
- is implemented at the elementary and secondary levels;
- provides for relevant professional development and adequate resources; and
- includes 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.
 July 12, 2016.
 April 9, 2019.

Legal Refs.: Code of Virginia, 1950, as amended, § 22.1-208.01.

Cross Refs.:	IKF	The Virginia Assessment Program and Graduation Requirements
	INB	Teaching About Controversial Issues
	INDC	Religion in the Schools

DRIVER EDUCATION

The Radford City Public School Board offers a program of driver education in the high schools in the safe operation of motor vehicles. The program includes instruction concerning alcohol and drug abuse, aggressive driving, motorcycle awareness, distracted driving, organ and tissue donor awareness, fuel-efficient driving practices and traffic stops, including law-enforcement procedures for traffic stops, appropriate actions to be taken by drivers during traffic stops and appropriate interactions with law-enforcement officers who initiate traffic stops.

The School Board establishes fees that do not exceed the limit established by the Department of Education, for the behind-the-wheel portion of the program. 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.

Any student who participates in a driver education program must meet the academic requirements established by the Board of Education. No student is 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 is provided by the administration to the Department of Motor Vehicles upon request, in accordance with state law.

Driver education instructors possess valid driver's licenses and maintain satisfactory driving records. Any teacher of behind-the-wheel instruction who receives six or more demerit points in a 12-month period will be suspended from teaching driver education for 24 months.

At the beginning of each school year and thereafter as necessary, the superintendent reports 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.

June 9, 2015.

July 14, 2015.

July 13, 2017.

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

8 VAC 20-340-10.

8 VAC 20-720-80.

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 Public School Board provides one or more alternatives to animal dissection for students enrolled in classes that incorporate dissection exercises. The superintendent is responsible for implementing such alternatives. The superintendent considers the Virginia Board of Education Guidelines Alternatives to Animal Dissection in implementing the alternatives.

Adopted: April 7, 2005

Revised: April 9, 2019

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

Generally

The Radford School Board provides a free, appropriate public education for all children and youth with disabilities, ages 2 through 21, inclusive, who are residents of Radford or who are not residents of Radford but are residents of Virginia and who are enrolled in a full-time virtual school program provided by the Board. To the maximum extent appropriate, students with disabilities are educated with children who are not disabled.

An Individualized Education Program (IEP) is developed and maintained for each child with a disability served by the Radford School Board. The program is developed in a meeting of the child's IEP team, which includes 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, an individual who can interpret the instructional implications of evaluation results and other individuals at the discretion of the parents or school division in accordance with State and federal law and regulations. This IEP is reviewed at least annually.

The IEP includes areas specified by state and federal statutes and regulations.

Explanation of Procedural Safeguards

A copy of the procedural safeguards available to the parent(s) of a child with a disability is given to the parent(s). The procedural safeguards notice includes a full explanation of all the procedural safeguards available.

Child Find

The Radford School Board maintains an active and continuing child find program designed to identify, locate and evaluate those children residing in the division who are birth to 21 inclusive who are in need of special education and related services

The School Board provides all applicable procedural safeguards including written notice to the parents of the scheduled screening and, if the child fails the screening, the results of the screening, confidentiality and maintenance of the student's scholastic record.

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.
July 8, 2014.

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 may 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. If established, 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.
June 26, 2012.

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 Public School Board recognizes that the education of each student is a responsibility shared by the school and the student's family. The BLANK School Board endorses the parent and family engagement goals of Title I (20 U.S.C. § 6318) and encourages the regular participation by parents and family members of all children including those eligible for Title I and English learner programs in all aspects of those programs.

In keeping with these beliefs, the Radford City Public School Board cultivates and supports active parent and family engagement in student learning. The Radford City Public School Board:

- provides activities that educate parents regarding the intellectual and developmental needs of their children. These activities promote cooperation between the division and other agencies or school/community groups (such as parent-teacher groups, the Head Start program, the Reading First program, Early Reading First program, Even Start program, and Parents as Teachers program) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development
- implements 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
- enables families to participate in the education of their children through a variety of roles. For example, family members may
 - provide input into division policies
 - volunteer time within the classroom and school program
- provides professional development opportunities for teachers and staff to enhance their understanding of effective parent involvement strategies
- performs regular evaluations of parent involvement at each school and in the division
- provides access, upon request, to any instructional material used as part of the educational curriculum
- if practicable, provides information in a language understandable to parents

In addition, for parents of students eligible for English learner programs, the School Board informs 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 Public School Board encourages parents of children eligible to participate in Title I, Part A, programs to participate in the development of the Board'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 Public School Division encourages parents of children eligible to participate in Title I, Part A, and English learner programs to participate in the process of school review and, if applicable, the development of support and improvement plans under 20 U.S.C. § 6311(d)(1) and (2). Parents may participate by

Division Responsibilities

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

- provides assistance to parents of children served by the school or division, as applicable, in understanding topics such as Virginia's challenging academic 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
- provides materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement
- educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the school
- to the extent feasible and appropriate, coordinates and integrates parental involvement programs and activities with other federal, state and local programs, including public preschool and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children
- ensures 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
- provides such other reasonable support for parental involvement activities as parents may request

The Radford City Public 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 reasonably 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 divisionwide parent advisory council to provide advice on all matters related to parental involvement in programs supported by Title I
- develop appropriate roles for community-based organizations and businesses in parental involvement activities

School Parent and Family Engagement Policies

Each school served under Title I, Part A, jointly develops with and distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that describes the means for carrying out the following:

- convening an annual meeting, at a convenient time, to which all parents of participating children are 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. Schools 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 parent and family engagement policy and the joint development of the school wide program plan under 20 U.S.C. § 6314(b), 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 forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; 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 responding to any such suggestions as soon as practicably possible
- if the school wide program plan under 20 U.S.C. § 6314(b) 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 School Board

Parent and Family Involvement in Allocation of Funding

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

Policy Review

The School Board conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of all schools served under Title 1, Part A, including identifying

- barriers to greater participation by parents (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy or are of any racial or ethnic minority background);
- the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
- strategies to support successful school and family interactions.

Adopted: January 2, 1992.

Revisions Approved: January 6, 1994.

October 20, 1994.

October 2, 1996.

July 8, 1997.

June 28, 2002.

April 25, 2003.

May 14, 2013

July 13, 2017.

Legal Refs.: 20 U.S.C. §§ 6312, 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 AND SUMMER INSTRUCTION PROGRAM

Generally

The School Board develops and implements programs of prevention, intervention, or remediation for students who are educationally at risk, including but not limited to those who fail to achieve a passing score on any Standards 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 is required to attend a remediation program or to participate in another form of remediation. The superintendent requires such students to take special programs of prevention, intervention, or remediation, which may include attendance in public summer school programs.

Remediation programs include, when applicable, 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 an end-of-course test required for the award of a verified unit of credit. Such programs may also include summer school for all elementary and middle school grades and for all high school academic courses, as defined by regulations promulgated by the Board of Education, or other forms of remediation. Summer school remediation programs or other forms of remediation are chosen by the superintendent to be appropriate to the academic needs of the student.

Students who are required to attend such summer school programs or to participate in another form of remediation are not charged tuition.

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 superintendent's 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 superintendent. The costs of such private school remediation program or other special remediation program are borne by the student's parent.

Targeted mathematics remediation and intervention are provided to students in grades six through eight who show computational deficiencies as demonstrated by their individual performance on any diagnostic test or grade-level Standards of Learning mathematics test that measures non-calculator computational skills.

The School Board annually evaluates and modifies, 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.

Summer School

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.

Summer school instruction at any level which is provided as part of a state-funded remedial program is designed to improve specific identified student deficiencies.

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 effort 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 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.
July 9, 2013.
April 10, 2018.

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-253.13:1, 22.1-253.13:3, 22.1-254, 22.1-254.01.

8 VAC 20-131-120.

8 VAC 20-630-40.

Cross Refs.: BCF Advisory Committees To The School Board
IKG Remediation Recovery Program

LIMITED ENGLISH PROFICIENT STUDENTS

Generally

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

Assessments

The School Board annually assesses the English proficiency of all English learners.

Notification

The School Board, not later than 30 days after the beginning of the school year, informs a parent or the parents of an English learner identified for participation in, or participating in, a program for English learners, of

- the reasons for the identification of their child as an English learner 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 English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates 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 as an English learner prior to the beginning of the school year but is identified as an English learner during the school year, the School Board provides the notice detailed above within 2 weeks of the child being placed in the program.

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

The School Board accepts and provides programs for students for whom English is a second language who 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 is 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.

July 13, 2017.

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

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

Cross Ref.: IGBC Parent and Family Engagement

OFF-SITE INSTRUCTION AND VIRTUAL COURSES

Homebound Instruction

The School Board maintains a program of homebound instruction for students who are confined at home or in a health care facility for periods that would prevent normal school attendance based upon certification of need by a licensed physician, physician assistant, nurse practitioner, or clinical psychologist.

Credit for the work is awarded when it is done under the supervision of a licensed teacher qualified in the relevant subject areas and employed by the School Board, and there is evidence that the instructional time requirements or alternative means of awarding credit adopted by the School Board have been met.

Virtual Courses

Students may enroll in and receive a standard and verified unit of credit for supervised virtual courses with prior approval of the principal. The superintendent is responsible for developing regulations governing this method of delivery of instruction that include the provisions of 8 VAC 20-131-110 and the administration of required Standards of Learning tests prescribed by 8 VAC 20-131-30. For courses offered for possible high school credit, standard units of credit are awarded for successful completion of such courses when the course is equivalent to that offered in the regular school program and the work is done under the supervision of a licensed teacher qualified in the relevant subject areas. A verified unit of credit may be earned when the student has successfully completed the requirements specified in 8 VAC 20-131-110.

Adopted: January 2, 1992.

Revisions Approved: October 20, 1994.
 October 2, 1996.
 May 14, 1998.
 March 29, 2001.
 July 11, 2005.
 June 8, 2010.
 August 9, 2011.
 July 9, 2013.
 July 12, 2016.
 July 10, 2018.

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-253.13:3, 54.1-2952.2, 54.1-2957.02.

8 VAC 20-131-180.

Cross Ref.: IGBGA Online Courses and Virtual School Programs
 IKFD Alternative Paths to Attaining Standard Units of Credit

OFF-SITE INSTRUCTION AND VIRTUAL COURSES

Requests for approval of credit for Correspondence Courses and Instruction through Alternative Technology Means will be made to the School Principal. He/she will review the request with the Assistant Superintendent of Instruction to make a determination regarding the request.

Adopted: June 11, 2013.

ONLINE COURSES AND VIRTUAL SCHOOL PROGRAMS

The Radford 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 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, except children with disabilities who are enrolled in the division's full-time virtual school program, who do not reside within the boundaries of the school division.

Teachers who deliver instruction to students through online courses or virtual school programs must be licensed by the Board of Education and are subject to the requirements of Policy GCDA Effect of Criminal Conviction or Founded Complaint of Child Abuse or Neglect.

The administrator of a virtual school program must hold an advanced degree from a regionally accredited institution of higher education with educational and work experience in administering educational programs.

For purposes of this policy, the following definitions apply.

"Multidivision online provider" means (i) a private or nonprofit organization that enters into a contract with a local school board to provide online courses or programs through that school board to students who reside in Virginia both within and outside the geographical boundaries of that school division; (ii) a private or nonprofit organization that enters into contracts with multiple local school boards to provide online courses or programs to students in kindergarten through grade 12 through those school boards; or (iii) a local school board that provides online courses or programs to students who reside in Virginia but outside the geographical boundaries of that school division. However, "multidivision online provider" shall not include (a) a local school board's online learning program in which fewer than 10 percent of the students enrolled reside outside the geographical boundaries of that school division; (b) multiple local school boards that establish joint online courses or programs in which fewer than 10 percent of the students enrolled reside outside the geographical boundaries of those school divisions; (c) local school boards that provide online learning courses or programs for their students through an arrangement with a public or private institution of higher education; or (d) local school boards providing online courses or programs through a private or nonprofit organization that has been approved as a multidivision online provider.

"Online course" means a course or grade-level subject instruction that (i) is delivered by a multidivision online provider primarily electronically using the Internet or other computer-based methods and (ii) is taught by a teacher primarily from a remote location, with student access to the teacher given synchronously, asynchronously, or both.

"Virtual school program" means a series of online courses with instructional content that (i) is delivered by a multidivision online provider primarily electronically using the Internet or other computer-based methods; (ii) is taught by a

teacher primarily from a remote location, with student access to the teacher given synchronously, asynchronously, or both; (iii) is delivered as a part-time or full-time program; and (iv) has an online component with online lessons and tools for student and data management.

Adopted: June 8, 2010.

Revised: July 8, 2014.

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

The Radford City Public School Board will establish alternative educational programs within existing schools or at separate sites as needed. 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 divisionwide 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 of the programs 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 verifying that all aspects of the program are in compliance with all applicable federal, state, and local laws and regulations, and accreditation requirements;
6. if the proposal presents a potential conflict with existing regulations of the State Department of Education, evidence of authorization from the State Department of Education must accompany the proposal; and
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.

May 8, 2012.

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-5, 22.1-253.13:1.

ADVANCED PLACEMENT CLASSES AND SPECIAL PROGRAMS

Students and their parents are notified of the availability of dual enrollment and advanced placement classes; career and technical education programs, including internships, externships, apprenticeships, credentialing programs, certification programs, licensure programs, and other work-based learning experiences; the International Baccalaureate program and Academic Year Governor's School Programs; the qualifications for enrolling in such classes, programs, and experiences; and the availability of financial assistance to low-income and needy students to take the advanced placement and International Baccalaureate examinations. Students and their parents are also notified of the program with a community college to enable students to complete an associate's degree or a one-year Uniform Certificate of General Studies concurrent with a high school diploma. The superintendent promulgates regulations to implement this policy, which ensure the provision of timely and adequate notice to students and their parents.

Adopted: June 24, 1999.

Revisions Approved: June 23, 2004.
June 26, 2012.
July 13, 2017.
July 10, 2018.

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

Cross Ref.: LEB Advanced/Alternative Courses for Credit

ADVANCED PLACEMENT CLASSES AND SPECIAL PROGRAMS

Through the annually up-dated program of studies and advising by guidance counselors, students and their parents/guardians shall be notified of Policy IGBI.

Adopted: June 26, 2012.

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.

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.

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 are 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, including adult basic education, credit programs, cultural adult education, external diploma programs, general adult education, and high school equivalency programs, and who are functioning below the high school completion level. The School Board seeks to ensure that every individual participating in such a program has the opportunity to earn a high school diploma or pass a high school equivalency examination approved by the Board of Education. 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. Credits and diplomas are awarded in accordance with regulations established by the Board of Education. Additional educational programs for individuals over the age of compulsory attendance also may be offered. Tuition and fees are 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.
- June 10, 2014.
- July 8, 2014.
- July 10, 2018.

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-210, 22.1-223, 22.1-225, 22.1-253.13:1, 22.1-253.13:4.
8 VAC 20-30-20.

Cross Refs.: JEA Compulsory Attendance
 JEG Exclusions and Exemptions from School Attendance
 JN Student Fines, Fees and Charges
 IKF The Virginia Assessment Program and Graduation Requirements

GROUPING FOR INSTRUCTION

The Radford City Public School Board recognizes the different educational needs of students and endorses the use of flexible assignment of students for instruction.

The grouping of students within individual schools for instructional purposes will be designed so each student will receive the maximum instructional benefit and will be based 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,
5. the student's best chance for success,
6. Standards of Learning test scores, where available, or other standardized test scores, and
7. the creation of groups that may be taught effectively.

Grouping will remain flexible in order to take advantage of the best educational research currently available. Groups will be created, modified, or disbanded to be responsive to student needs.

Adopted: January 2, 1992.

Revisions Approved: October 20, 1994.

October 2, 1996.

May 8, 2012.

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

Cross Ref.: IA Instructional Goals and Objectives

CLASS SIZE

The Radford City Public School Board assigns 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.

After September 30 of any school year, anytime the number of students in a class exceeds the class size limit established by this policy, the school division will notify the parent of each student in such class of such fact no later than 10 days after the date on which the class exceeded the class size limit. The notification shall state the reason that the class size exceeds the class size limit and describe the measures that the school division will take to reduce the class size to comply with this policy.

In addition, the Radford City Public School Board assigns 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 are not 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.

July 12, 2016.

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

INSTRUCTIONAL MATERIALS

The Radford City Public School Board is responsible for the selection and use of instructional materials.

The superintendent or superintendent’s designee creates and updates, as necessary, guidelines and procedures for the selection of instructional materials. The guidelines and procedures are designed to ensure 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.

Parents may inspect, on request, any instructional material used as part of their student’s curriculum.

Adopted: January 2, 1992.

Revisions Approved: October 20, 1994.
October 2, 1996.
June 28, 2002.
July 3, 2008.
June 9, 2009.
June 10, 2014.
April 9, 2019.

Legal Refs.: 20 U.S.C. § 1232h.

Code of Virginia, 1950, as amended, § 22.1-16.

8 VAC 20-720-160.

Cross Ref.: IGAH Family Life Education
IIAA Textbook Adoption, Selection and Purchase
IIAB Supplementary Materials Selection and Adoption
KLB Public Complaints About Learning Resources
INB Teaching About Controversial Issues

TEXTBOOK SELECTION, ADOPTION, AND PURCHASE

Selection of Textbooks

The School Board may adopt textbooks, including print or electronic media, for student use that serve 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.

In approving textbooks, the School Board

- appoints evaluation committees to review and evaluate textbooks,
- gives notice to parents that textbooks under consideration will be listed on the division's website and made available at designated locations for review by any interested citizens,
- creates opportunities for persons reviewing such textbooks to present their comments and observations to the School Board,
- creates procedures to ensure appropriate consideration of citizen comments and observations and
- establishes and makes known selection criteria.

Textbooks Approved by the Board of Education

The Radford City Public 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.

Locally-Approved Textbooks

In approving textbooks that have not been approved by the Board of Education, the School Board will also include a correlation of the content to the Virginia Standards of Learning in the content area and an analysis of strengths and weaknesses of the textbook in terms of instructional planning and support when the textbooks pertain to Virginia Standards of Learning subjects.

The publishers of such textbooks shall

- provide the School Board with certification that the content of the textbook is accurate and
- sign an agreement with the School Board to correct all factual and editing errors found at its own expense.

The purchase of textbooks other than those approved by the Board of Education is not exempt from the Virginia Public Procurement Act.

Adopted: January 2, 1992.

Revisions Approved: October 2, 1996.
June 28, 2002.
July 3, 2008.
June 9, 2009.
June 8, 2010.
June 10, 2014.
May 10, 2016.

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-238, 22.1-241.

8 VAC 20-720-170.

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

SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION

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 relate directly to the established objectives of the course or content area in which they are used.

The school board delegates the responsibility for the selection and use of supplemental materials to the individual schools. 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.
June 10, 2014.
April 9, 2019.

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-16, 22.1-78.
8 VAC 20-720-160.

Cross Refs.: IIA Instructional Materials
IIAA Textbook Selection, Adoption and Purchase
KLB Public Complaints About Learning Resources
KQ Commercial, Promotional, and Corporate Sponsorships and Partnerships

INNOVATIVE OR EXPERIMENTAL PROGRAMS

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

Adopted: January 2, 1992.

Revisions Approved: October 20, 1994.
 October 2, 1996.
 May 14, 1998.
 May 8, 2012.
 April 10, 2018.

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

8 VAC 20-131-420.

Cross Ref.: IKF The Virginia Assessment Program and Graduation Requirements

SCHOOL LIBRARIES/MEDIA CENTERS

Each school shall maintain an organized library media center as the resource center of the school and provide a unified program of media services and activities for students and teachers before, during and after school. The library media center shall contain hard copy, electronic technological resources, materials, and equipment that are sufficient to meet research, inquiry, and reading requirements of the instructional program and general student interest.

Each school provides a variety of materials, resources and equipment to support the instructional program.

Adopted: January 2, 1992.

Revisions Approved: October 2, 1996.
June 28, 2002.
October 24, 2003.
May 14, 2013.
April 10, 2018.

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, but is not limited to, hardware, software, data, communication lines and devices, terminals, display devices, printers, CD, DVD and other media devices, tape or flash drives, storage devices, servers, mainframe and personal computers, tablets, laptops, telephones, cameras, projectors, multimedia devices, workstations, the internet and other electronic services and internal or external networks. This includes any device that may be connected to or used to connect to the school division's network or electronically stored division material.

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. Inappropriate use may result in cancellation of those privileges, disciplinary action, and/or legal action. Any communication or material generated using the computer system, including electronic mail, social media posts, instant or text messages, tweets, and other files, including communications and materials deleted from a user's account, may be monitored, read, and/or archived by division staff.

This policy applies to all users of the division's computer system. By using or accessing the computer system, the user agrees to abide by this policy.

The superintendent is responsible for establishing Technology Use Guidelines, containing the appropriate uses, ethics and protocols for use of the computer system. It is the user's responsibility to know and follow this policy and the Technology Use Guidelines.

The Guidelines 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;
- (4) provisions establishing that all usage of the computer system may be monitored;
- (5) provisions designed to educate students and employees about appropriate online behavior, including interacting with students and other individuals on social networking websites, blogs, in chat rooms, and cyberbullying awareness and response;

- (1) provisions designed to prevent unauthorized online access by minors, including “hacking” and other unlawful online activities.;
- (2) provisions requiring every user to protect the security of information necessary to access the computer system, such as usernames and passwords, and prohibiting the sharing of passwords;
- (3) provisions prohibiting the unauthorized disclosure, use, and dissemination of photographs and/or personal information of or regarding minors; and
- (4) a component of 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.

Users of the division’s computer system have no expectation of privacy for use of the division’s resources or electronic devices including non-division owned devices while connected to division networks or computer resources.

Software and/or services may not be installed or downloaded on the division’s computer system without the prior approval of the superintendent or superintendent’s designee.

Each user of the division’s computer system and a parent/guardian of each student user shall sign the Acceptable Computer System Use Agreement, GAB-E1/IIBEA-E2, before using the division’s computer system. The failure of any user to follow the terms of the Agreement, this policy or the Technology Use Guidelines 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 is not 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: October 11, 2011 RCPS

Revised: March 22, 2016
April 9, 2019

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.: EGAA Reproduction and Use of Copyrighted Materials
GBA/JHFA Prohibition Against Harassment and Retaliation
GCPD Professional Staff Discipline
GCQB Staff Research and Publishing
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, but is not limited to, hardware, software, data, communication lines and devices, terminals, display devices, printers, CD, DVD and other media devices, tape or flash drives, storage devices, servers, mainframe and personal computers, tablets, laptops, telephones, cameras, projectors, multimedia devices, workstations, the internet and other electronic services and any other internal or external network. This includes any device that may be connected to or used to connect to the school division's network or electronically stored division material.

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, bullying, 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 is not responsible 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, data, 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. All electronic mail may be archived. Unauthorized access to an electronic mail account by any student or employee is prohibited. Users may be held responsible and personally liable for the content of any electronic message they create or that is created under their account or password. 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.**
11. **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 Technology Safety Guidelines can be found at <http://www.rcps.org>.
12. **Cloud Computing.** Radford City School Division is utilizing "cloud computing" to support staff learning through collaboration. "Cloud computing" allows staff 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. Staff members are expected to use these services in a professional manner. Username and demographics of a student may be created on 3rd party databases and websites for use in educational instruction. The accounts created on 3rd party websites are not under the complete control of RCPS.
13. **Personal Use.** Personal use of technology resources must not interfere with the employee's job performance. Staff shall not use School Division technology systems for soliciting, proselytizing, advocating or communicating the views of an individual or non-school sponsored organizations. Division employees may not abuse their access to technology resources.
14. **Web-based Posting and Social Networking.** Occurs through various websites that allow users to share content, interact and develop communities around similar educational interests.

- Let your administrator, IT Department, fellow teachers and parents know about your educational network.
- When available, use school-supported networking tools.
- Have a clear statement of purpose and outcomes for the use of the networking tool.
- Establish a code of conduct for all network participants.
- Pay close attention to the site's security settings and allow only approved participants access to the site.
- Web posting and Social Networking 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 or site.
- All postings will be viewed by members outside the RCPS School District, and any inappropriate posting/speech should be reported to teachers or school administration immediately.

Adopted: April 7, 2005.

Revised: May 27, 2008.
October 11, 2011 RCPS
January 10, 2013 RCPS
March 22, 2016 RCPS
April 9, 2019.

FIELD TRIPS

Field trips are off-campus instructional activities. Field trips can provide excellent educational experiences for students by enriching the curriculum and by making classroom learning experiences more meaningful. To be educationally beneficial, a field trip requires thoughtful selection, careful advance preparation, and opportunities to assimilate the experience during and after the trip. Teachers will plan advance activities that prepare students for the trip and follow-up activities that assist students in summarizing, applying, and evaluating information learned on the trip.

The following factors should be considered in proposing and approving field trips:

- The value of the trip to the particular class
- The relationship of the field trip to a particular aspect of the curriculum
- The distance travelled
- The time away from the regular instructional program
- The availability of transportation

No student will be denied the opportunity to participate in a field trip because of a lack of funds.

Trips will be approved by the superintendent or designee pursuant to regulations developed by the superintendent. Approval must be obtained before commitments are made to students, parents, or commercial establishments. The superintendent will make an annual report to the School Board on field trips taken.

Trips for activities governed by the Virginia High School League do not require approval on a trip-by-trip basis. Parental permission for such trips may be obtained for the entire athletic season or school year.

The Radford City School Board does not endorse or accept responsibility for any privately sponsored trips for students or any student trips which are not part of the instructional program. Employees are not permitted to solicit students for such trips. Employees who are involved with such trips must emphasize to any interested student/parent that such trips are strictly private enterprises.

Adopted: January 2, 1992.

Revisions Approved: October 20, 1994.
 October 2, 1996.
 May 8, 2012.

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

Cross Ref.: JFCB Sportsmanship, Ethics and Integrity

COMMUNITY RESOURCE PERSONS/SCHOOL VOLUNTEERS

The Radford City Public School Board supports and encourages 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.

Adopted: May 14, 2013.

Revisions Approved: July 13, 2017.

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

8 VAC 20-131-270.

Cross Ref.: AD Educational Philosophy
IGBC Parent and Family Engagement
KA Goals for School-Community Relations
KN Sex Offender Registry Notification
KQ Commercial, Promotional, and Corporate Sponsorships and Partnerships

RCPS SCHOOL VOLUNTEER AGREEMENT

The volunteer position is not a right, but rather a privilege that is supported by the Board and administration. Volunteers will be placed in a tier status based on duties and responsibilities and may be asked to complete a criminal background check if the volunteer position requires indirect supervision.

All volunteers are required to:

- Apply to the principal of the affected school either directly or through school personnel administering the affected program. Each volunteer approved must sign the School Volunteer Agreement prior to rendering service to the school or school system.
- Check-in at the front office of the school (during school hours) or with supervising personnel (outside of school hours) before volunteering
- Wear identifying badge
- Understand and demonstrate confidentiality
- Refer to supervising personnel any financial decisions, disciplinary issues, medical needs, emergency situations and guidance with volunteer responsibilities

Tier 1 Volunteer: *Volunteers work with or under the **direct** supervision of the teacher, a director, and/or an administrator and may assist with homeroom parties/celebrations, organize and/or manage activities that support and promote Parent School Associations (PSA), athletic programs and/or extracurricular events.*

Tier 2 Volunteer: *Volunteers work with or under the **general** supervision of the teacher, a director, and/or an administrator and may assist with instruction and tutoring, chaperoning of field trips (school hours), and school fundraising.*

Tier 3 Volunteer: *Volunteers work with or under the general supervision of a classroom teacher, head coach, arts teacher, a director, and/or an administrator and may assist with instruction and tutoring, chaperoning of field trips (overnight trips), and school fundraising.*

Tier 3 volunteers may be **indirectly supervised** while volunteering with students. Therefore, Tier 3 volunteers will be required to pay for and complete a criminal background screening (\$16.95 through BIB - Background Investigation Bureau).

To complete the BIB, perspective volunteers can go to <https://bib.com/SecureVolunteer/RADFORD-CITY-SCHOOLS/>.

*The school retains the right, at any time, to accept or deny the applicant access to volunteer opportunities, regardless of the BIB findings and will notify them in writing of the reason.

Additional Volunteer Information:

- Volunteers will not be provided with medical or hospitalization insurance, worker's compensation benefits nor unemployment insurance. 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.
RADFORD CITY PUBLIC SCHOOLS rcs File: IICB/IICC (Page 2)
- 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 regulation is intended for program volunteers. Invited speakers or guests of the school are not required to sign a formal agreement.

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

_____ **Volunteer Signature** _____ Volunteer Printed Name _____ Date

I have seen this Agreement executed by the Volunteer.

_____ **Principal Signature** _____ Principal Printed Name _____ Date

Adopted: March 8, 2016
Revised: December 13, 2016

GUIDANCE AND COUNSELING PROGRAM

School Guidance and Counseling Services

Each school provides 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.

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

The guidance and counseling program does 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 are 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.

Employment Counseling and Placement Services

The School Board provides to secondary students employment counseling and placement services to furnish information relating to the employment opportunities available to students graduating from or leaving the schools in the school division. Such information includes 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 consults and cooperates with the Virginia Employment Commission, the Department of Labor and Industry, local business and labor organizations and career schools.

If the School Board provides access to one or more of its high schools and contact with such high school's student body or other contact with its high school students during a school or school division-sponsored activity to persons or groups for occupational, professional or educational recruitment, it provides equal access on the same basis to official recruiting representatives of the military forces of the Commonwealth and the United States.

Adopted: January 2, 1992.

Revisions Approved: May 2, 1996.
October 2, 1996.
May 25, 2006.
June 10, 2014.
April 11, 2017.
July 10, 2018.

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-130.1, 22.1-209.

8 VAC 20-620-10.

Cross Ref.: IGAD Career and Technical Education
IJD College and Career Readiness
JO Student Records

COLLEGE AND CAREER READINESS

Each middle and secondary school provides for the early identification and enrollment of students in a program with a range of educational and academic experiences related to college and career readiness in and outside the classroom, including an emphasis on experiences that will motivate disadvantaged and minority students to prepare for a career or postsecondary education.

Each elementary, middle, and secondary school provides for the identification by all students of personal interests and abilities to support planning for postsecondary opportunities and career preparation. Such support includes provision of information concerning exploration of career cluster areas in elementary schools, and course information and planning for college preparation programs, opportunities for educational and academic experiences in and outside the classroom, including internships and work-based learning, and the multiple pathways to college and career readiness in middle and high school.

Beginning in the elementary school years, students explore the different occupations associated with career clusters and select an area or areas of interest. Students begin the development of an academic and career plan portfolio (ACPP) in elementary grades to include information about interests, values such as dependability and responsibility, and skills supporting decisions about their future interests and goals. The information contained in the ACPP serves as the foundation for creating the Academic and Career Plan (ACP) in grade 7.

In middle school, students complete a locally selected career interest inventory and select a career pathway. To support development of the ACP, students complete at least one course in career investigation selected from the career and technical education state-approved list, or a school division-provided alternative means of delivering the career investigation course content, provided that the alternative is equivalent in content and academic rigor.

The School Board may require such courses in career investigation at the high school level as it deems appropriate, subject to approval by the Board of Education. The School Board may require such courses in career investigation at the elementary school level as it deems appropriate.

All schools continue development of a personal ACP with each seventh-grade student with completion by the end of the fall semester of the student's eighth-grade year. The components of the ACP include the student's program of study for high school graduation and a postsecondary career pathway based on the student's academic and career interests. In high school, a career-related learning experience is chosen by the student and documented in the ACP.

The ACP is developed in accordance with guidelines established by the Board of Education and signed by the student, student's parent or guardian, and school official or officials designated by the principal. The ACP is included in the student's record and is reviewed and updated annually.

Beginning in the middle school years, students are counseled on opportunities for beginning postsecondary education and opportunities for obtaining industry certifications, occupational competency credentials, or professional licenses in a career and technical education field prior to high school graduation as described in Policy LEB Advanced/Alternative Courses for Credit. Such opportunities include access to at least three Advanced Placement (AP), International Baccalaureate (IB), or Cambridge courses or three college-level courses for degree credit pursuant to 8 VAC 20-131-100. Students taking advantage of such opportunities are not denied participation in school activities for which they are otherwise eligible. Wherever possible, students are encouraged and afforded opportunities to take college courses simultaneously for high school graduation and college degree credit (dual enrollment), under the following conditions:

- a. Written approval of the high school principal prior to participation in dual enrollment must be obtained;
- b. The college must accept the student for admission to the course or courses; and
- c. The course or courses must be given by the college for degree credits (no remedial courses will be accepted).

Adopted: July 10, 2018.

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

8 VAC 20-131-140.

Guidelines for Academic and Career Plans (Adopted by the Virginia Board of Education Sept 17, 2009).

Cross Ref.:	IGAD	Career and Technical Education
	IJ	Guidance and Counseling Program
	JO	Student Records
	LEB	Advanced/Alternative Courses for Credit

PARENTAL ASSISTANCE WITH INSTRUCTION

The Radford School Board encourages parents to provide instructional assistance to their children in the home. The school division may offer 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.

Adopted: January 2, 1992.

Revisions Approved: April 25, 2003.

June 23, 2004.

July 3, 2008.

June 10, 2014.

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

Cross Ref.: IGBC Parental Involvement
IKB Homework

HOMEWORK

Homework provides 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 the student's 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 assists the student in developing good work habits and in the wise use of time.

Guidelines for homework include:

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

Adopted: January 2, 1992.

Revisions Approved: June 28, 2002.
July 3, 2008.
June 10, 2014.

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

Cross Ref.: IB Academic Freedom
IGBC Parental Involvement
IKA Parental Assistance with Instruction

ACCELERATION

The curriculum and schedule of elementary, middle and high schools provides 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 is 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 is 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.
July 14, 2015.
July 12, 2016.
July 10, 2018.

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-78. 22.1-253.13:3.

8 VAC 20-131-50.

8 VAC 20-131-51.

8 VAC 20-131-90.

Cross Ref.: IGBB Programs for Gifted Students
JO Student Records
JOA Student Transcripts

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

THE VIRGINIA ASSESSMENT PROGRAM AND GRADUATION REQUIREMENTS

Generally

The Board of Education has established educational objectives known as the Standards of Learning (SOLs), 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 Public 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. It awards diplomas to all secondary school students, including students who transfer from nonpublic schools or from home instruction, who meet the requirements prescribed by the Board of Education and meet such other requirements as are prescribed by the school board and approved by the Board of Education.

Radford City Public School Board awards diplomas and certificates in accordance with state laws and regulations. The requirements for a student to earn a diploma and graduate from high school are those in effect when the student enters ninth grade for the first time.

Virginia Assessment Program

In kindergarten through eighth grade, where the administration of Virginia Assessment Program tests are required by the Board of Education, each student is expected to take the tests following instruction. Students who are accelerated take the test aligned with the highest grade level, following instruction in the content. No student takes more than one test in any content area in each year, except in the case of expedited retakes as provided for in 8 VAC 20-131-30. Schools use the 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 takes all applicable end-of-course SOL tests following course instruction. The superintendent certifies to the Department of Education that the division's policy for dropping courses ensures that students' course schedules are not changed to avoid end-of-course SOL tests. Students who achieve a passing score on an end-of-course SOL test will be awarded a verified unit of credit in that course in accordance with 8 VAC 20-131-110. Students may earn verified credits in any courses for which end-of-course SOL tests are available. Students are not required to take an end-of-course SOL test in an academic subject after they have earned the number of verified credits required for that academic content area for graduation unless such test is necessary in order for the school to meet federal accountability requirements. Middle and secondary schools may consider the student's end-of-course SOL test score in determining the student's final course grade.

Participation in the Virginia Assessment Program by students with disabilities is prescribed by provisions of their Individualized Education Program (IEP) or 504 Plan. All students with disabilities are assessed with appropriate accommodations and alternate assessments where necessary.

Any student identified as an English Learner (EL) participates in the Virginia Assessment Program. A school-based committee convenes and makes determinations regarding the participation level of EL students in the Virginia Assessment Program. In kindergarten through eighth grade, EL students may be granted a one-time exemption from SOL testing in the areas of writing, and history and social science.

Definitions

Authentic Performance Assessment

An "Authentic Performance Assessment" is a test that complies with guidelines adopted by the Board of Education that requires students to perform a task or create a product that is typically scored using a rubric.

An “Authentic Performance Assessment” is a test that complies with guidelines adopted by the Board of Education that requires students to perform a task or create a product that is typically scored using a rubric.

Standard Unit of Credit

A “standard unit of credit” or “standard credit” is a credit awarded for a course in which the student successfully completes 140 clock hours of instruction and the requirements of the course. A standard unit of credit may be awarded based on a waiver of the 140 clock hour requirement as provided in Policy IKFD Alternative Paths to Attaining Standard Units of Credit.

Verified Unit of Credit

A “verified unit of credit” or “verified credit” is a credit awarded for a course in which a student earns a standard unit of credit and completes one of the following:

1. Achieves a passing score on a corresponding end-of-course SOL test.
2. Achieves a passing score on an additional test, as defined in 8 VAC 20-131-5, as a part of the Virginia Assessment Program.
3. Meets the criteria for the receipt of a locally awarded verified credit when the student has not passed a corresponding SOL test.
4. Meets the criteria for the receipt of a verified credit in history and social science by demonstrating mastery of the content of the associated course on an authentic performance assessment that complies with guidelines adopted by the Board of Education.
5. Meets the criteria for the receipt of a verified credit for English (writing) by demonstrating mastery of the content of the associated course on an authentic performance assessment that complies with guidelines adopted by the Board of Education.

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.

Virginia Assessment Program

The “Virginia Assessment Program” is a system used to evaluate student achievement that includes SOL tests and additional tests that may be approved from time to time by the Board of Education.

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.
May 14, 2013.
July 8, 2014.
May 10, 2016.
July 12, 2016.
April 10, 2018.
April 9, 2019.

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

8 VAC 20-131-5.

8 VAC 20-131-30.

8 VAC 20-131-50.

8 VAC 20-131-51.

8 VAC 20-131-110.

Guidelines for Graduation Requirements; Local Alternative Paths to Standard Units of Credit (Virginia Board of Education Oct. 2015).

Cross Refs.:	IAA	Notification of Learning Objectives
	IKFA	Locally Awarded Verified Credits
	IKFD	Alternative Paths to Attaining Standard Units of Credit
	IKH	Retaking SOL Assessments

LOCALLY AWARDED VERIFIED CREDITS

Generally

The Radford City Public School Board awards verified credits in accordance with Virginia law and Virginia Board of Education regulations.

To be eligible for locally awarded verified credits as credit accommodations, students with disabilities must meet all criteria established by Virginia law or regulation and eligibility for such credit accommodations must be established in the student's Individualized Education Program (IEP) or Section 504 plan.

Review Panels

The Radford City Public School Board appoints review panels comprised of at least three educators to consider evidence of the student's achievement. Different panels may be appointed for individual schools or groups of schools.

The review panel reviews information which provides evidence of the student's achievement of adequate knowledge of the Standards of Learning content. The panel has discretion in determining the information it considers. That information may include, but is not limited to, results of classroom assessments, 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 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 review panel is final.

Adopted: January 23, 2003.

Revisions Approved: April 25, 2003.
June 23, 2004.
December 18, 2006.
July 9, 2013.
November 12, 2013.
June 10, 2014.
November 10, 2015.
July 10, 2018.
April 9, 2019.

ALTERNATIVE PATHS TO ATTAINING STANDARD UNITS OF CREDIT

Students who enroll in high school as freshmen before July 1, 2018, as sophomores before July 1, 2019, as juniors before July 1, 2020 or as seniors before July 1, 2021 are required to earn standard and verified units of credit as specified in the regulations of the Board of Education. A “standard unit of credit” or “standard credit” is a credit awarded for a course in which the student successfully completes 140 clock hours of instruction and the requirements of the course. The Radford City Public School Board recognizes that instruction, learning and outcomes equivalent to those achieved in 140 clock hours of instruction can be attained in a variety of ways. Therefore, the School Board waives the requirement that a student receive 140 clock hours of instruction to earn a standard unit of credit as provided below. The total number of standard credits that can be achieved via the waiver option is 140. Students may earn fractional credits via waiver.

Waivers are available for all secondary courses including Board of Education approved courses, Career and Technical education courses and local elective courses. Elective courses must be approved by the School Board, be explicitly described in the division’s secondary course of study and have clearly defined and publicly available learning objectives commensurate in scope and detail with state learning standards and competencies.

In order to attain a standard unit of credit by means of a waiver of the 140 clock hour requirement

- the outcomes of the work for which standard credit is awarded must be equal to progress and learning achieved in 140 clock hours of instruction;
- upon completion of the assigned work for the course, a student must have demonstrated mastery by meeting specific objectives and performance requirements of the course that match or exceed the expectations of students who have received 140 clock hours of instruction with similar standards, competencies or objectives; and
- the evidence of mastery of the pertinent content and skills for a student receiving a waiver must be fully documented, retained securely by the school division and available for review by the Virginia Department of Education (VDOE) on request.

Procedures

Criteria for awarding a waiver of the 140 clock hour requirement for the course must be clear, objective and clearly communicated to the student and the student’s parents prior to a student embarking on the effort.

The consequences of standard credits achieved by waiver with regard to class rank, grade point average and extracurricular eligibility must also be clearly defined and communicated to students and parents before a student embarks on the effort.

A student must receive approval from the school principal before pursuing the work, task or assessment that is required to meet the waiver criteria.

Students who meet the following criteria are eligible to seek standard units of credit via waiver of the 140 clock hour requirement:

- current and prior academic performance (historical grades, SOL test results, CTE assessments/certifications),
- recommendations by instructional, administrative, and other knowledgeable staff,
- current and prior medical records/information,
- current and prior truancy records,
- current and prior discipline records and legal findings,
- recommendations by parents on a per request basis,
- extenuating circumstances as approved by the superintendent or designee.

Miscellaneous

The superintendent will identify a process for developing accommodations for students with limited English proficiency.

Pursuit of credit by waiver by students with disabilities will be prescribed by the student's Individualized Education Program (IEP) or 504 Plan.

Students who attain credit by waiver of the 140 clock hour requirement will receive a grade for the course. The course will be graded on a pass/fail basis).

The fact that a student has received credit via waiver will be reflected on the student's transcript.

A student who is pursuing credit via waiver is enrolled in the relevant course for purposes of determining eligibility for extracurricular activities.

Waiver Pathway Options

Waivers are available by three pathways.

1. Courses that award a standard credit and have less than 140 clock hours of instruction

For students attaining standard units of credit by this waiver method, the school division maintains documentation based on this policy that defines its rationale for the reduction of instructional time and substantive evidence that it provides equivalent instruction with equivalent outcomes in the reduced clock hours.

2. Independent study, work sample portfolio, demonstrated performance and locally developed or Standards of Learning assessment

Evidence of the student's learning must encompass a comprehensive assemblage of media products, artifacts, and performance that demonstrates the student has mastered academically rigorous material and meets or exceeds approved learning standards, competencies or objectives for the course.

The required content and evaluative criteria for the products must be defined prior to the advent of student work and based on the same objectives as the standard course.

The assemblage of evidence and overall process must be managed by a licensed and endorsed teacher in the area of the coursework with a series of program checkpoints throughout a specified timeline for the study. The checkpoints and timeline must be clearly articulated and communicated to the student.

The managing teacher must determine whether the work is of commensurate depth and quality as work performed in the traditional secondary classroom and meets predefined evaluative criteria communicated to the student.

The student must meet a predefined performance level on a locally-developed assessment for the coursework. This may be an oral examination, performance (e.g., recital/concert), written test or some other objective tool or process developed by the school division. Applicable Standards of Learning assessments may also be used for this purpose.

3. Demonstrated achievement via national or international assessments

The assessment must:

- have a standardized administration;
- be determined to be valid and reliable by an external body;
- be used in other states or internationally; and be scored independently of the school division.

Before a waiver may be granted under this option, the division must have completed a rigorous review of the assessment, in accordance with this policy, and determined that it is aligned with the course objectives for which the waiver is being requested. The division determines a qualifying score for awarding a standard credit that equates with mastery of the course content and skills and communicates that score to the student.

The student must provide evidence to the school principal or the principal's designee through performance, product, interview and/or school staff professional judgment that the student has some command of the course content and should be allowed to demonstrate mastery-level performance for a standard credit.

The superintendent will develop a process for determining a qualifying score for awarding a standard credit that equates with mastery of the course content and skills.

A student may attempt to achieve the qualifying score 3 times per year.

If the division selects an assessment that has a monetary cost, it will ensure equitable access to this option for all students.

Appeal Process

The superintendent shall appoint a review panel comprised of at least three educators to resolve disputes regarding the attainment of standard units of credit via waivers in accordance with this policy. Different panels may be appointed for individual schools or groups of schools.

The panel may review whether a student was properly denied permission to seek a standard unit of credit via waiver and whether a student was properly denied a standard unit of credit after having been determined to be eligible to seek the standard unit of credit via waiver

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

- award the standard credit
- deny the standard credit
- make additional assignments prior to determining whether to award the standard credit

The decision of the review panel will be final.

Continuing Role of State Assessments

While the division may use the Standards of Learning assessments for awarding a standard credit as outlined above, the Standards of Learning assessments will continue to be used in their traditional role as determiners of awarding verified credits.

Adopted: May 10, 2016.

Revision Approved: July 13, 2017.
April 10, 2018.

Legal Refs: Code of Virginia, 1950, as amended, § 22.1-253.13:4.
8 VAC 20-131-110.
Guidelines for Graduation Requirements; Local Alternative Paths to Standard Units of Credit, Virginia Board of Education (Oct. 2015).

Cross Refs: IAA Notification of Learning Objectives
IGBG Homebound, Correspondence and Alternative Means of Instruction
IGBGA On Line Courses and Virtual School Programs
IGBF English Learners
IKEB Acceleration
IKF The Virginia Assessment Program and Graduation Requirements
IKFA Locally Awarded Verified Credits
JO Student Records

ALTERNATIVE PATHS TO ATTAINING STANDARD UNITS OF CREDIT

Radford City Public Schools (RCPS) reserves the right to determine when a student is eligible to receive a waiver of the 140 clock hours in consultation with the student/guardian.

Procedure:

A student must receive approval from the school principal before pursuing the work, task, or assessment that is needed to meet the waiver criteria. In the absence of the principal, the Executive Director of Instruction/ Curriculum will determine approval of the waiver request. Requests for waivers must be submitted in writing to the building principal or Executive Director of Instruction/Curriculum in the absence of the building principal.

The number of waivers considered will be based on each individual student's circumstances.

The following criteria will be considered when determining a waiver of the 140 clock hours:

- current and prior academic performance (historical grades, SOL test results, CTE assessments/certifications),
- recommendations by instructional, administrative, and other knowledgeable staff,
- current and prior medical records/information,
- current and prior truancy records,
- current and prior discipline records and legal findings,
- recommendations by parents on a per request basis,
- extenuating circumstances as approved by the superintendent of designee.

For each course a student receives a waiver, a grade of pass/fail will be reflected on his/her transcript for such course and may or may not impact his/her grade point average and class ranking.

Students who receive a waiver for the 140 clock hours for one or more classes must request permission to participate in extracurricular events. Approval/denial will be based on each individual student's circumstances.

RCPS will consider all three pathways for waiver of the 140 clock hours:

1. Courses that award a standard credit and have less than 140 clock hours of instruction.
 - a. RCPS will keep documentation (criteria evidence) of the approval process that defines its rationale for the reduction of instructional time via this waiver method.
 - b. RCPS will provide substantive evidence that the reduced clock hours provided equivalent instruction with equivalent outcomes.

2. Independent study, work sample portfolio, demonstrated performance and locally developed or Standards of Learning assessment.
 - a. RCPS will show evidence that the student provided a comprehensive assemblage of artifacts demonstrating mastery and meeting or exceeding course expectations.
 - b. Upon approval and prior to the advent of student work, the content and evaluative criteria for an independent study, work portfolio, demonstrated performance, and/or locally developed assessments (based on the same objectives as the standard course) will be provided to the student.

- c. An RCPS teacher (licensed and endorsed in the area of the coursework) will manage the independent study, work portfolio, demonstrated performance, and/or locally developed assessments, clearly communicating to the student program checkpoints, a timeline of work completion and submission, and whether or not the completed work meets predefined and communicated evaluative criteria.
 - d. Upon completion of the course via the waiver the student will complete a locally developed assessment (oral examination, written test, or other RCPS approved objective tool or process) or a Standard of Learning assessment.
3. Demonstrated achievement via an approved national or international assessment.
- a. Assessments to be used must be:
 - i. RCPS reviewed to determine rigor and course alignment,
 - ii. Contain an RCPS assigned qualifying score for awarding a standard credit as determined by the superintendent or his/her designee, and have been clearly communicated to the student receiving the approval for the 140 clock hour waiver.
 - iii. Include a standard administration, be valid and reliable as determined by an external body, be used in other states or internationally, and be scored independently of RCPS.

A student may attempt to achieve the qualifying score a total of 3 times per year. The period in which qualifying scores may be accepted will occur during the Standards of Learning assessment period for RCPS.

RCPS will ensure equitable access to qualifying assessments for students receiving the approval for the 140 clock hour waiver.

RCPS 140 Clock Hours Waiver Appeals Process

The appeals process to resolve disputes regarding the attainment of standard units of credit waiver in accordance with this policy will be based on each individual student's circumstances. The appeals panel will include the building principal, the executive director of instruction/curriculum, the superintendent and the student's course manager. Based on the evidence reviewed, the appeals panel may:

- a. award the standard credit,
- b. deny the standard credit,
- c. make additional assignments prior to determining whether to award the standard credit.

The decision of the review panel will be final.

Adopted: May 10, 2016

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

8 VAC 20-131-110

Guidelines for Graduation Requirements; Local Alternative Paths to Standard Units of Credit, Virginia Board of Education (Oct.2015).

Cross Refs:	IAA	Notification of Learning Objectives
	IGBG	Homebound, Correspondence and Alternative Means of Instruction
	IGBGA	Online Courses and Virtual School Programs
	IGBF	Limited English Proficient Students
	IKEB	Accelerations
	IKF	Standards of Learning Tests and Graduation Requirements
	IKFA	Locally Awarded Verified Credits
	JO	Student Records

REMEDIATION RECOVERY PROGRAM

The Radford City Public School Board supports efforts to provide instructional support to those students who have demonstrated a need for such support by their failure to pass certain Standards of Learning (SOL) assessments. Therefore, the Radford City Public School Board has implemented a Remediation Recovery Program as established by the Virginia Board of Education. Remediation recovery is a program which encourages successful remediation of students who do not pass certain SOL tests in kindergarten through grade 8 and high school English and mathematics. In kindergarten through grade 12, students may participate in a remediation recovery program as establish by the Board of Education in English (reading) or mathematics or both.

Students who fail the grades 3 through 7 reading and/or mathematics tests and participate in a remediation recovery program after being promoted to the next grade will not retake the failed test or tests.

Students who fail either the grade 8 reading or mathematics test, or an end-of-course English or mathematics test, and participate in a remediation recovery program will continue to retake the applicable SOL test at the next regularly scheduled administration.

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 grade 8 who are retested because they were retained and had not previously passed the grade 8 test in reading or mathematics
- students who retake an end-of-course test as a result of failing and retaking an English or mathematics course at the high school level

Adopted: March 29, 2001.

Revisions Approved: July 12, 2001.
 June 23, 2004.
 May 14, 2013.
 July 10, 2018.

Legal Refs.: Code of Virginia, 1950, as amended, § 22.1-253.13:3.
 8 VAC 20-131-30.

Guidance Governing Certain Provisions of the Regulations Establishing Standards for Accrediting Public School in Virginia 8 VAC 20-131 (Virginia Board of Education as amended January 13, 2011).

Cross Refs.: IKF The Virginia Assessment Program and Graduation
 Requirements
 IKH Retaking SOL Assessments
 IL Testing Programs

TESTING PROGRAMS

A program of standardized testing prescribed by the Virginia Department of Education is administered annually. Standardized tests are administered according to state and local directives.

In administering tests or other assessment instruments, School Board employees do not require any public school students being tested to disclose their race or ethnicity on such tests. School division personnel, however, may obtain such information from a student's permanent record and place the information on the test or assessment.

No student or his parent is required to disclose information related to the student's race or ethnicity unless (i) the student or his parent is given an option to designate "other" for the students race or ethnicity or (ii) such disclosure is required by federal law.

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.
November 10, 2015.
July 10, 2018.
September 11, 2018.

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

TEACHING ABOUT CONTROVERSIAL ISSUES

The Radford City Public School Board recognizes that preparation for effective citizenship is one of the major purposes of education. The preparation for effective citizenship includes the study of issues that are controversial. Such study will be carried out in an atmosphere free from bias, prejudice, or coercion.

In teaching about controversial issues, teachers are expected to

- establish a learning environment where each student can study the issues within a curriculum that is appropriate to his or her knowledge and maturity; and
- provide instruction in an atmosphere that is free from bias, prejudice, or coercion.

Although the instructional program includes study of the political party system in the United States, the School Board does not endorse any political party or candidate.

Adopted: January 2, 1992.

Revisions Approved: October 20, 1994.

October 2, 1996.

May 8, 2012.

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

Cross Ref.: KF Distribution of Information/Materials

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.

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

Signature of Complainant

RELIGION IN THE SCHOOLS

The Radford School Board is neutral in matters of religion. This means that the Radford 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 neutrality does not preclude or hinder the Radford school division in fulfilling its responsibility to educate students to be tolerant and respectful of religious diversity. The division 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 approaches 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.

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.

June 10, 2014.

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.

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 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.