
SECTION A: Foundations and Basic Commitments

AA	School Division Legal Status
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AD	Educational Philosophy
AE	School Division Goals and Objectives
AF	Comprehensive Plan
AFA	Evaluation of School Board Operational Procedures

SCHOOL DIVISION LEGAL STATUS

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

Adopted: August 1995
 Reviewed: December 8, 1998
 Revised: July 10, 2001, May 11, 2004
 Reviewed: August 27, 2009
 Revised: September 10, 2013

Legal Refs.: Constitution of Virginia, article VIII, §§ 1, 5, 7.

Code of Virginia, 1950, as amended, §§ 22.1-2, 22.1-28, 22.1-71.

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

NONDISCRIMINATION

The Rappahannock County School Board is committed to nondiscrimination with regard to sex, sexual orientation, gender, gender identity, race, color, ethnic or national origin, disability, religion, ancestry, age, marital status, pregnancy, childbirth or related medical conditions, military status, genetic information or any other characteristic protected by law. This commitment prevails in all of its policies and practices concerning staff, students, educational programs and services, and individuals and entities with whom the Board does business.

Adopted: August 8, 1995

Reviewed: December 8, 1998

Revised: May 11, 2004

Reviewed: August 27, 2009

Revised: September 10, 2013, August 11, 2020, July 13, 2021, July 12, 2022, July 9, 2024

Legal Refs.: 20 U.S.C. §§ 1681-1688.

29 U.S.C. § 794.

42 U.S.C. §§ 2000d-2000d-7, 2000e-2000e-17, 2000ff-1.

34 C.F.R. 106.9.

Constitution of Virginia, article I, section 11.

Code of Virginia, 1950, as amended, §§ 2.2-3900, 2.2-3901, 2.2-3902, 2.2-3904, 2.2-3905, 2.2-3095.1, 22.1-23.3, 22.1-26.2, 22.1-295.2.

Cross Refs.: FECBB

GB

GBA/JFHA

JB

Accommodations for Individuals with Disabilities

Equal Employment Opportunity/Nondiscrimination

Prohibition Against Harassment and Retaliation

Equal Educational Opportunities/Nondiscrimination

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

Rappahannock County School Board:

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

Adopted: August 8, 1995

Reviewed: December 8, 1998

Revised: November 12, 2002, May 13, 2003, May 11, 2004, January 9, 2007, September 10, 2013, July 13, 2021, September 14, 2021

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-23.3, 22.1-78.

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

SCHOOL DIVISION GOALS AND OBJECTIVES

Generally

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

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

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

Standards of Quality and Objectives

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

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

Standards of Quality--Programs and Services

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

Adopted: August 8, 1995

Reviewed: December 8, 1998, May 11, 2004

Revised: August 9, 2005

Reviewed: September 10, 2013

Revised: October 14, 2014, March 12, 2019, July 13, 2021

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-23.3, 22.1-253.13:1, 22.1-253.13:8.

COMPREHENSIVE PLAN

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

The divisionwide comprehensive plan includes

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

Effective with the 2024-2025 school year, the divisionwide comprehensive plan also includes a divisionwide literacy plan for pre-kindergarten through grade eight in accordance with Virginia law and as identified in Policy AG Literacy Plan.

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

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

Adopted: May 11, 2004

Revised: November 9, 2004, August 9, 2005, October 2007

Reviewed: September 10, 2013

Revised: October 14, 2014, March 12, 2019, July 11, 2023, July 9, 2024

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

Cross Ref.: AG Literacy Plan

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

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

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

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

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

Adopted: August 8, 1995

Reviewed: December 8, 1998

Revised: May 11, 2004

Reviewed: August 27, 2009, September 10, 2013

Revised: October 14, 2014, March 12, 2019

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

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

LITERACY PLAN

The Rappahannock County School Board adopts a divisionwide literacy plan for grade levels pre-kindergarten through grade eight as part of its divisionwide comprehensive plan identified in Policy AF Comprehensive Plan. The School Board uses programs from the lists developed by the Virginia Department of Education (the Department) or seeks approval from the Department for the use of alternative programs that consist of evidence-based literacy instruction and align with science-based reading research.

The School Board posts, maintains, and updates as necessary on the School Board's website a copy of its divisionwide literacy plan and the job description and contact information for any reading specialist employed by the division pursuant to Virginia Code § 22.1-253.13:2(G) and for any dyslexia specialist employed by such school division. The School Board submits its divisionwide literacy plan to the Department.

The divisionwide literacy plan includes:

- A program of literacy instruction that is aligned with science-based reading research and provides evidence-based literacy instruction to students in kindergarten through grade eight;
- The School Board's alignment with (a) literacy professional development, (b) core reading and literacy curriculum for students in kindergarten through grade five, and (c) screening, supplemental instruction, and interventions for students through grade eight with evidence-based literacy instruction practices aligned with science-based reading research;
- how the School Board supports parents in their support of the literacy development of their children;
- reading intervention services provided to students in kindergarten through grade eight who demonstrate substantial deficiencies based on their individual performance on the Standards of Learning reading assessment or a literacy screener provided by the Department; and
- identification of which core literacy curricula, supplemental instructional practices and programs, and intervention programs from the list developed by the Department or alternative programs approved by the Department that consist of evidence-based literacy instruction and align with science-based reading research are used in each grade level, kindergarten through 12, at each of the schools within the division.

Adopted: July 9, 2024

Legal Ref: Code of Virginia, 1950, as amended, §§ 22.1-1, 22.1-253.13:1, 22.1-253.13:2, and 22.1-253.13:6.

Cross Ref.:	AF	Comprehensive Plan
	GCA	Reading Specialists
	GCL	Professional Staff Development
	IA	Instructional Goals and Objectives
	IGBD	Programs for Students with Reading Deficiencies
	IKH	Retaking SOL Assessments