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INSTRUCTIONAL GOALS AND OBJECTIVES

The Rappahannock County School Board is committed to providing a comprehensive program of instruction for grades kindergarten through 12 that is consistent with the requirements of Virginia law and meets or exceeds the Standards of Learning established by the Board of Education. Students are expected to achieve the educational objectives established by the school division at appropriate age and grade levels.

The division's program of instruction emphasizes:

- skills of communication including 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, US, and world history;
- economics, government, foreign languages, and international cultures;
- health and physical education;
- Environmental issues;
- geography necessary for responsible participation in American society and in the international community;
- fine arts, which may include, but 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 Superintendent is responsible for implementing this policy consistent with applicable Board of Education guidelines. This policy and implementing regulations will be reviewed periodically to ensure alignment with the Virginia Standards of Learning, the Standards of Quality, and other legal requirements.

Adopted: August 8, 1995

Revised: October 13, 1998

Reviewed: April 13, 1999

Revised: August 8, 2000

Reviewed: August 9, 2005

Revised: May 14, 2013

Reviewed: May 12, 2015

Revised: October 11, 2016, October 10, 2017, September 11, 2018, August 11, 2020, July 13, 2021

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-78-79, 22.1-23.3, 22.1-215.2, 22.1-237.1, 237.5, 22.1-253.13:1.

Cross Ref.:	AE	School Division Goals and Objectives
	AG	Literacy Plan
	IGAD	Career and Technical Education
	IGBE	Remedial and Summer Instructional Program
	IGBI	Advanced Placement Classes and Special Programs
	IGBD	Programs for Students with Reading Deficiencies
	IJD	College and Career Readiness
	IK	Academic Planning and Course Selection
	JHCF	Student Wellness
	LEB	Advanced/Alternative Courses for Credit

NOTIFICATION OF LEARNING OBJECTIVES

I. Annual Notice

At the beginning of each school year, each school within the Rappahannock County 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
 - the requirements for graduation pursuant to the standards for accreditation and
 - 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: May 8, 2001

Revised: July 10, 2001, May 13, 2003, November 9, 2004, October 10, 2006, August 14, 2012

Reviewed: May 12, 2015

Revised: October 11, 2016, March 12, 2019, October 8, 2024

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

8 VAC 20-131-270.

Cross Refs.: IGBC
IKF

Parental Involvement
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: August 8, 1995

Reviewed: April 13, 1999, August 9, 2005

Revised: November 11, 2008

Reviewed: May 12, 2015

Revised: March 12, 2019, May 14, 2024

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

Cross Ref.: 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. The School Board offers in-person instruction to each student enrolled in an elementary or secondary school in the division for at least 990 teaching hours except as otherwise permitted by Va. Code § 22.1-98.C.4 or Article 3 of Chapter 14 of Title 22.1 of the Code of Virginia. Days on which a school or 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 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 in the division or in an unscheduled remote learning day for a school or schools in the 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.

If severe weather conditions or other emergency situations result in the closing of any school in the school division for in-person instruction, the school division may declare an unscheduled remote learning day whereby the school provides instruction and student services that are consistent with guidelines established by the Department of Education to ensure the equitable provision of such services. No more than 10 unscheduled remote learning days will be declared in a school year unless the Superintendent of Public Instruction grants an extension or the division requests and receives a waiver from the Board of Education in accordance with applicable guidelines.

School Calendar

The School Board establishes the division's calendar in accordance with state law. It also establishes 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.

Joint or Regional Schools

School boards operating joint or regional high schools, including regional charter schools, offering a specialized curriculum leading to a high school diploma and a postsecondary credential, such as industry certification, career certificate, or degree may, by agreement, establish alternative schedules for the delivery of instruction. Those schedules may include alternatives to standard school day and year requirements, subject to the issuance of any necessary waivers by the Board of Education and relevant Board of Education regulations.

Certification

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

Adopted: August 8, 1995

Revised: September 8, 1998

Reviewed: April 13, 1999

Revised: November 12, 2002, May 13, 2003, October 10, 2006, November 11, 2008

Reviewed: May 12, 2015

Revised: November 10, 2015, September 11, 2018, June 11, 2019, July 14, 2020, July 13, 2021, July 12, 2022, May 14, 2024, July 14, 2026

Legal Ref.: Code of Virginia, 1950, as amended §§ 22.1-26, 22.1-79.1, 22.1-98, 22.1-200.2.

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

MOMENT OF SILENCE

One minute of silence is observed in each classroom in the division every day.

During such period of silence, the teacher responsible for each classroom takes care that all pupils remain seated and silent and make no distracting display so that each pupil may, in the exercise of individual choice, meditate, pray, or engage in any other silent activity which does not interfere with, distract, or impede other pupils in the like exercise of individual choice.

Adopted: August 8, 2000
Reviewed: August 9, 2005
Revised: May 14, 2013
Reviewed: May 12, 2015
Revised: July 12, 2022

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

PLEDGE OF ALLEGIANCE

File: IEA

The Pledge of Allegiance, as established in 4 U.S.C. § 4, is recited daily in each classroom of the Rappahannock County school division.

During the recitation of the Pledge, students 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 is compelled to recite the Pledge if the student or the student's parent or legal guardian objects on religious, philosophical, or other grounds to the student's 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 are made for students who are unable to comply with the procedures described herein due to disability.

Adopted: October 9, 2001

Reviewed: August 27, 2009, May 12, 2015, April 13, 2021

Legal Refs: 4 U.S.C. § 4.

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

Cross Refs.: JFC Student Conduct

NATIONAL MOTTO

File: IEB

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

Adopted: June 11, 2002

Reviewed: August 27, 2009; May 12, 2015

Revised: August 11, 2020

Legal Ref: Acts 2003, c. 902.

BILL OF RIGHTS OF THE
CONSTITUTION OF THE UNITED STATES

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

Adopted: September 9, 2003

Reviewed: August 27, 2009, May 12, 2015

Revised: July 12, 2022

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 states clearly and specifically what students are expected to know and be able to do by grade level and course. Rappahannock County School Board curricula meets or exceeds the requirements of and are aligned with the Standards of Learning.

Adopted: August 8, 1995

Reviewed: April 13, 1999

Revised: November 12, 2002, November 11, 2008, May 14, 2013

Reviewed: May 12, 2015

Revised: July 12, 2022

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

Cross Ref.: AF Comprehensive Plan

CAREER AND TECHNICAL EDUCATION

The Rappahannock County 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 comprehensive 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 High School to Work Partnerships to the division's career and technical education administrator or the administrator's designee, in collaboration with the school counselor office of each high school in the school division, and educate high school students about opportunities available through High School to Work Partnerships.

The School Board may enter into agreements for postsecondary course credit, credential, certification, or license attainment, referred to as College and Career Access Pathways Partnerships, with comprehensive community colleges or other public institutions of higher education or educational institutions that offer a career and technical education curriculum. College and Career Access Pathways Partnerships specify

- the options for students to take courses as part of the career and technical education curriculum that lead to course credit or an industry-recognized credential, certification, or license concurrent with a high school diploma;
- the credit, credentials, certifications, or licenses available for such courses; and
- available options for students to participate in pre-apprenticeship and apprenticeship programs at comprehensive community colleges concurrent with

the pursuit of a high school diploma and receive college credit and high school credit for successful completion of any such program.

Adopted: August 8, 1995

Revised: September 8, 1998

Reviewed: April 13, 1999

Revised: July 10, 2001, November 12, 2002, November 9, 2004, October 9, 2007, August 14, 2012

Reviewed: May 12, 2015

Revised: October 10, 2017, September 11, 2018, June 11, 2019

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 EDUCATION/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 Rappahannock County 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. Any physical education class offered to students in grades seven and eight includes at least one hour of personal safety training per school year in each such grade level that is developed and delivered in partnership with the local law-enforcement agency and consists of situational safety awareness training and social media education.

Adopted: August 8, 1995

Reviewed: April 13, 1999

Revised: November 12, 2002, November 11, 2008

Reviewed: May 12, 2015

Revised: September 11, 2018, March 12, 2019, July 12, 2022

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, TOBACCO, GAMBLING, AND ELECTRONIC DEVICES

Rappahannock County School Board provides instruction concerning:

- drugs and drug abuse;
- the public safety hazards and dangers of alcohol abuse, underage drinking, underage marijuana use, and drunk driving;
- the health and safety risks of using tobacco products, hemp products intended for smoking, nicotine vapor products, and alternative nicotine products;
- gambling and the addictive potential thereof; **and**
- time spent using electronic devices such as computers, cell phones, and other smart devices and the addictive potential thereof.

Instruction on Opioid Overdose Prevention and Reversal in Secondary School

The Rappahannock County School Board provides a program of instruction on opioid overdose prevention and reversal in each secondary school with grades nine through 12, which includes instruction in identifying the signs of possible opioid overdose and training in the administration of an opioid antagonist for the reversal of a potentially life-threatening opioid overdose. This program is provided in grades nine through 12.

Adopted: August 8, 1995

Reviewed: April 13, 1999

Revised: July 10, 2001

Reviewed: August 27, 2009, May 12, 2015

Revised: June 11, 2019, July 13, 2021, July 12, 2022, July 15, 2025, July 14, 2026

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-206, and 22.1-206.01, 18,2-371.2.

Cross Ref:	EBBC	Opioid Antagonists
	GBEC/JFCH/KGC	Tobacco Products and Nicotine Vapor Products
	IGAE/IGAF	Health Education/Physical Education
	JFC	Student Conduct
	JFCF	Drugs in School
	JFCI	Substance Abuse—Student Assistance Program
	JHCD	Administering Medicines to Students
	KGD	Notification of School-Connected Overdose

FAMILY LIFE EDUCATION (FLE)

Generally

The Rappahannock County School Board provides Family Life Education (FLE) based on the FLE Standards of Learning (SOL) and curriculum guidelines developed by the Board of Education. The SOL objectives related to dating violence and the characteristics of abusive relationships 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, human trafficking, and the law and meaning of consent. Such age-appropriate elements of effective and evidence-based programs on the prevention of sexual violence may include instruction that increases student awareness of the fact that consent is required before sexual activity. 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 incorporates age-appropriate elements of effective and evidence-based programs on the harmful physical and emotional effects of female genital mutilation; associated criminal penalties; and the rights of the victim, including any civil action pursuant to Va. Code § 8.01-42.5.

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, and in any such curriculum offered in high school, human trafficking of children.

The School Board reviews its family life education curricula at least once every seven years, evaluates whether the curricula reflects contemporary community standards, and revises the curricula if necessary.

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. A complete copy of all printed materials not subject to copyright protection and a description of all audio-visual materials is made available through any available parental portal and kept in the school library or office and made available for review to any parent or guardian during school office hours before and during the school year. The audio-visual materials are made available to parents for in-person review, upon request, on the same basis as printed materials are made available.

The School Board develops and distributes to the parents or guardians of students participating in the FLE program and posts for public viewing on the division's website 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: August 8, 1995

Reviewed: April 13, 1999

Revised: November 12, 2002, November 10, 2009

Reviewed: May 12, 2015

Revised: November 10, 2015, October 11, 2016, October 10, 2017, September 11, 2018, June 11, 2019, August 11, 2020, April 13, 2021, July 12, 2022

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-207.1, 22.1-207.1:1, 22.1-207.2.

Cross Refs.: BCF
IIA
INB
KLB

Advisory Committees to the School Board
Instructional Materials
Teaching About Controversial Issues
Public Complaints About Learning Resources

The Rappahannock County 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 is cooperatively developed with students, parents and the community. Specific character traits emphasized may include trustworthiness, respect, responsibility, fairness, caring and citizenship.

Character education is 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 also addresses the inappropriateness of bullying, as defined in Va. Code § 22.1-276.01. Parents have the right to review any audio-visual materials that contain graphic sexual or violent content used in any anti-bullying program. Prior to the use of any such material, the parent of a child participating in such a program is provided written notice of the parent's right to review the material and the right to excuse the child from participating in the part of such program utilizing such material.

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 does 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: August 10, 1999

Revised: August 8, 2000, September 9, 2003, August 9, 2005, October 10, 2006,
August 14, 2012

Reviewed: May 12, 2015

Revised: October 11, 2016, March 12, 2019, June 11, 2019, July 13, 2021, July 14,
2026

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-23.3, 22.1-207.2:1, 22.1-208.01.

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

DRIVER EDUCATION

The Rappahannock County 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;
- the dangers of distracted driving, speeding, and reckless driving, including driving at excessive speeds;
- motorcycle awareness;
- 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 program also includes an additional minimum 90-minute parent/student driver education component as part of the classroom portion of the driver education curriculum. However, no student who is (1) at least 18 years of age, (2) an emancipated minor, or (3) an unaccompanied minor who is not in the physical custody of the student's parent or guardian is required to participate in the parent/student driver education component. The parent/student driver program emphasizes (i) parental responsibilities regarding juvenile driver behavior, (ii) juvenile driving restrictions pursuant to the Code of Virginia, (iii) the dangers of driving while intoxicated and underage consumption of alcohol, and (iv) the dangers of distracted driving, speeding, and reckless driving, including driving at excessive speeds.

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: August 8, 1995
Revised: September 8, 1998
Reviewed: April 13, 1999
Revised: August 10, 1999, August 8, 2000, November 12, 2002, October 9, 2007,
November 10, 2009
Reviewed: May 12, 2015
Revised: November 10, 2015, October 10, 2017, July 13, 2021, July 12, 2022, July 15,
2025, July 14, 2026

Legal Ref.: 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
	JN	Student Fees, Fines, and Charges

ALTERNATIVES TO ANIMAL DISSECTION

The Rappahannock County 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: June 14, 2005

Reviewed: May 12, 2015

Revised: March 12, 2019

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

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

PROGRAMS FOR STUDENTS WITH DISABILITIES

Generally

The Rappahannock County School Board provides a free, appropriate public education for all children and youth with disabilities, ages 2 through 21, inclusive, who are residents of Rappahannock or who are not residents of Rappahannock 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 implemented for each child with a disability served by the Rappahannock County School Board. The program is developed in a meeting of the child's IEP team, which includes the child's teachers, parent, 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 parent or school division in accordance with State and federal law and regulations. This IEP is reviewed at least annually.

Parents of students with disabilities are provided guidance from the Virginia Department of Education regarding the Applied Studies Diploma and its limitations at a student's annual IEP program meeting corresponding to grades three through 12 when curriculum or statewide assessment decisions are being made that impact the type of diploma for which the student can qualify.

The IEP includes areas and requirements specified by state and federal statutes and regulations, including, but not limited to the following:

Postsecondary Transition and Support Services

Any IEP meeting for a student with a disability that is held for the purpose of postsecondary transition planning includes consideration and documentation of any information relating to such student's needed postsecondary transition services that may be necessary or relevant to coordinating and facilitating the successful and efficient transition of the student from secondary school to an institution of higher education.

Support During Emergency Situations and Evacuations

If deemed appropriate by the IEP team, the IEP may contain language addressing individualized accommodations and supports for the student during emergency situations and evacuations. For an initial IEP, the IEP team will discuss whether or not the student requires such accommodations and supports.

Special Education Parent/Family Liaison

The School Board designates a faculty member to serve as a special education parent/family liaison, who serves as a resource to parents and families to understand and engage in

- (i) the referral, evaluation, reevaluation, and eligibility process if they suspect that their child has a disability and
- (ii) the IEP process and works in collaboration with the special education family support centers established by the Parent Training and Information Center of the Commonwealth pursuant to Virginia Code § 22.1-214.5.

The School Board posts the name of the designated special education parent/family liaison publicly on its website.

Parental Notification of Dual Enrollment Rights and Obligations

During the annual IEP planning process prior to any year in which an enrolled student with a disability is entering the eleventh or twelfth grade, the student's IEP team provides to the student's parent, a written notice of the student's rights and obligations relating to dual enrollment courses. Such notice is consistent with the Board of Education's model notice and includes detailed information on the process for ensuring the student is receiving both a free and appropriate education as a student enrolled in a public secondary school and the necessary educational accommodations as a student enrolled in a comprehensive community college, pursuant to applicable federal laws.

Explanation of Procedural Safeguards

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

Child Find

The Rappahannock County 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: August 8, 1995

Reviewed: April 13, 1999

Revised: November 12, 2002

Reviewed: August 27, 2009, May 12, 2015

Revised: April 12, 2022, July 15, 2025

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, 22.1-214, 22.1-214.4, 22.1-214.5, 22.1-215, 22.1-215.3, 22.1-217, 22.1-217.02, 22.1-217.03, 22.1-217.04, 22.1-217.2, 22.1-217.4, 22.1-274.7, 22.1-253.13:2, 22.1-253.13:4.

8 VAC 20-81-10.

8 VAC 20-81-30.

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.

Cross Refs.:	IAA	Notification of Learning Objectives
	IGBI	Advanced Placement Classes and Special Programs
	IKF	The Virginia Assessment Program and Graduation Requirements
	JO	Student Records
	LEB	Advanced/Alternative Courses for Credit

PROGRAMS FOR GIFTED STUDENTS

The Rappahannock County School Board approves a comprehensive plan for the education of gifted students that includes the components identified in Board of Education regulations. The development process for the plan includes opportunities for public review of the school plan. The plan for the education of gifted students is accessible through the division's website and 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 provides written notification to and seeks 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 to 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 superintendent and the School Board.

Adopted: August 8, 1995

Revised: September 8, 1998

Reviewed: April 13, 1999

Revised: August 10, 1999, November 12, 2002, November 9, 2004, November 11, 2008, August 14, 2012

Reviewed: May 12, 2015

Revised: April 12, 2022

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-16, 22.1-18.1, 22.1-253.13:1.

8 VAC 20-40-40.

8 VAC 20-40-55.

8 VAC 20-40-60.

Cross Refs.: BCF
IKEB

Advisory Committees to the School Board
Acceleration

PARENT AND FAMILY ENGAGEMENT

Generally

The Rappahannock County School Board recognizes that the education of each student is a responsibility shared by the school and the student's family. The Rappahannock County 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.

Parent and Family Engagement

In keeping with these beliefs, the Rappahannock County School Board cultivates and supports active parent and family engagement in student learning. The Rappahannock County 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; **and**
- 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 Rappahannock County 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/participating in Title I Advisory Committee Meetings, responding to Title I Program Surveys, and providing direct input to building administrators, staff, and/or the Title I Coordinator.

Parental Involvement in School Review and Improvement

The Rappahannock County 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 providing input to and/or serving on school and division-wide committees such as school improvement teams, the six-year plan committee and the division-wide goal-setting team.

Division Responsibilities

The Rappahannock County 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 Rappahannock County 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

Parent and Family Engagement Policies—Schools

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: August 8, 1995

Reviewed: April 13, 1999

Revised: November 12, 2002, February 11, 2003

Reviewed: August 27, 2009, May 12, 2015

Revised: October 10, 2017, July 13, 2021

Legal Ref.: 20 U.S.C. §§ 6312, 6318.

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

Cross Ref.:	AD	Educational Philosophy
	BCF	Advisory Committees to the School Board
	IAA	Notification of Learning Objectives
	IKA	Parental Assistance with Instruction

RAPPAHANNOCK COUNTY PUBLIC SCHOOLS
LOCAL EDUCATIONAL AGENCY
DIVISIONWIDE PARENT & FAMILY ENGAGEMENT POLICY

PART I. GENERAL EXPECTATIONS AND OBJECTIVES

The Rappahannock County Public School Division agrees to implement the following statutory requirements:

- A. **Involve parents and family members** in jointly developing the local educational agency's Title I, Part A plan under section 1112, and the development of school support and improvement plans under section 1111(d).
- B. **Provide the coordination, technical assistance, and other support necessary** to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities. These activities must improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- C. **Coordinate and integrate** parent and family engagement strategies to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs;
- D. **Conduct**, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—
 - Barriers to greater participation by parents/families in activities authorized by this section (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;
- E. **Use the findings of such evaluation** to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the parent and family engagement policies described in this section; and
- F. **Involve parents in the activities of the schools**, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the LEA to

adequately represent the needs of the population. This advisory board will help develop, revise, and review the parent and family engagement policy.

G. Implement an effective means of outreach to parents of English learners, in a language the parents can understand, to inform them regarding how they can—

- be involved in the education of their children; and
- be active participants in assisting their children to—
 - attain English proficiency;
 - achieve at high levels within a well-rounded education; and
 - meet the challenging State academic standards expected of all students

PART II. DESCRIPTION OF HOW DIVISION WILL IMPLEMENT REQUIRED DIVISION WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Rappahannock County Public Schools will take the following actions to involve parents in the joint development of its division wide parental involvement plan under section 1112 of the ESEA.
 - RCES will host an information table on the day of the school's Open House.
 - Curriculum information will be made available to all parents on the school division website.
 - Assessment information will be made available to all parents on the school division website.
 - The division will establish a Title I Advisory Council, which will establish a meeting schedule that will be approved by the Council members.
 - Meeting agendas and minutes will be available via the school website.
2. Rappahannock County Public Schools will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Title I Advisory Council meetings will be open to all parents.
 - The Title I Advisory Council will provide a process to allow parents to review available data with school staff and to provide input to assist the school in modifying and updating School Improvement Plans.
 - The Title I Advisory Council will provide ongoing communication and monitoring of the progress and goals of the Title I program

3. Rappahannock County Public Schools will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- The Title I Advisory Council will work with the Title I reading specialist and building level administration to suggest and plan parental involvement activities.
- RCES will conduct at least one Family Literacy Night program.

4. Rappahannock County Public Schools will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs by:

- Rappahannock County Public Schools will work collaboratively with the Rappahannock County Preschool Programs/VPI to provide parents with kindergarten readiness opportunities
- Title I funds will be available to provide leveled reading materials for Rappahannock County Department of Social Services

5. Rappahannock County Public Schools will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (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 school division will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- The Title I Advisory Committee will conduct a parent survey each May to determine the level of participation and to identify barriers that have prevented participation. Parent surveys will be school-based and offered in both English and Spanish. Each school's Title I Advisory Council will use the results of the survey to develop a parental involvement goal for the next school year.

6. Rappahannock County Public Schools will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- a) The school division will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school division or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- the State’s academic content standards,
 - the State’s student academic achievement standards,
 - the State and local academic assessments including alternate assessments,
 - the requirements of Part A,
 - how to monitor their child’s progress, and
 - how to work with educators.
- b) The school division will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- Literacy activities will be developed by reading specialists.
 - Pamphlets will be distributed by each school to parents of children registering for kindergarten.
 - Literacy web links will be available on the school website.
 - Notices of parental involvement activities will be available in Spanish as needed.
- c) The school division will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- Working with parents and community outreach will be a component of the division’s beginning teacher mentoring program
 - The Title I Coordinator will offer parental involvement topics for workshops and faculty meetings.
- d. The school division will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- **Rappahannock County Public Schools will establish and publish a school calendar for parent/teacher conferences.**
- **School and teacher websites will provide schedules, class work, homework, school events, supply lists, and contact information.**
- **The school's parental involvement policy will be available on the school website.**
- **Information regarding how to access division curriculum and state standards will be available on the school website.**
- **Information on how parents can help their children improve performance on Virginia Standards of Learning tests will be provided to parents via school newsletters and school websites.**
- **Other reasonable support for parental involvement activities will be provided as parents may request per section 1116.**

PART III: ANNUAL CALENDAR OF TITLE I EVENTS:

- **August- Open House- Dissemination of Title I information**
- **August-September: Individual Parent Meetings to Explain Compact by Appointment**
- **September/October- Title I Advisory Council Meeting- Planning for Year based on survey results**
- **Spring- Family Literacy Night**
- **April- Title I Advisory Council Meeting- Presentation of Title I Application for parent input on funding**
- **Two additional parent nights will be scheduled for Title I parents only**
- **One School One Book will be held in conjunction with the statewide event**
- **May- Distribute Title I Survey**

PART IV: ADOPTION

This LEA's Parental and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by October 28, 2021 virtual meeting.

This regulation was adopted by the Rappahannock County Public Schools on November 9, 2021 and will be in effect for the period of two years. The LEA will make this this regulation available to all parents of participating Title I, Part A children on or before December 1, 2023.

(Signature of Superintendent)

(Date)

**(Parent Signature)*

(Title I Coordinator)

*On file with Title I Coordinator

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: August 8, 1995

Revised: September 8, 1998

Reviewed: April 13, 1999

Revised: August 8, 2000, November 12, 2002, September 9, 2003, November 9, 2004, October 10, 2006

Reviewed: May 12, 2015

Revised: June 12, 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

ENGLISH LEARNERS

Generally

The Rappahannock County 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.

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.

Assessments

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

Notification of Programs for English Learners

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.

Notification of Availability of Testing Accommodations

Each high school principal or principal's designee notifies each English learner of the availability of testing accommodations available for industry certifications, state licensure examinations, national occupational competency assessments, the Armed Services Vocational Aptitude Battery and the Virginia workplace readiness skills assessment prior to the student's participation in any such certification, examination, assessment, or battery.

Adopted: August 8, 1995

Reviewed: April 13, 1999

Revised: August 10, 1999, May 11, 2004

Reviewed: August 27, 2009, May 12, 2015

Revised: October 10, 2017, June 11, 2019

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

Code of Virginia, 1950, as amended, §§ 22.1-5, 22.1-253.13:4.

Cross Ref.: IA Instructional Goals and Objectives
IGBC Parent and Family Engagement

OFF-SITE INSTRUCTION AND VIRTUAL COURSES

Homebound Instruction

The Rappahannock County School Division 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, or licensed clinical psychologist. The Superintendent establishes procedures for determining eligibility, coordinating instruction, and ensuring appropriate services are provided.

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 in alignment with Board of Education regulations. 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 by the Board of Education.

Adopted: August 8, 1995

Revised: October 13, 1998

Reviewed: April 13, 1999

Revised: August 9, 2005

Reviewed: May 12, 2015

Revised: October 11, 2016, September 11, 2018, July 11, 2023, July 14, 2026

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

8 VAC 20-132-40, 8 VAC 20-132-110, 8 VAC 20-132-170.

Cross Ref.: IGBGA
IKFD

Online Courses and Virtual School Programs
Alternative Paths to Attaining Standard Units of Credit

HOMEBOUND INSTRUCTION
MEDICAL CERTIFICATION OF NEED

IGBG-R1

Homebound instruction shall be made available to students who are **confined** at home or in a health care facility for periods that would prevent normal school attendance (8VAC20-131-180). The term “**confined at home or in a health care facility**” means the student is unable to participate in the normal day-to-day activities typically expected during school attendance; and, absences from home are infrequent, for periods of relatively short duration, or to receive health care treatment. Students receiving homebound instruction may not work or participate in extra-curricular activities, non-academic activities (such as field trips), or community activities unless these activities are specifically outlined in the students medical plan of care or the Individualized Education Program (if applicable).

To be completed by the licensed physician or licensed clinical psychologist* providing care to the student for the condition for which services are requested.

1. Name of Student: _____

2. Name of School: _____ Grade: _____

3. Nature and extent of illness: _____

4. Date of examination or diagnosis of this illness: _____

5. Is the student confined at home or in a health care facility? ☐ YES ☐ NO

6. Is the illness/treatment intermittent in nature (e.g., sickle cell anemia, chemotherapy for childhood cancer)? ☐ YES ☐ NO

7. Could this child attend school if accommodations are made by the school? ☐ YES ☐ NO

If yes, please list the accommodations required. If no, please explain _____

8. Estimated date of return to school: _____

9. Explain ongoing treatment and/or therapy being provided: _____

10. Frequency of treatment: _____

Signature of Licensed Physician/Clinical Psychologist

Date

Print Physician/Psychologist Name

Telephone Number

Office Address

City, State and Zip Code

(OVER)

Students may receive instruction in the home, a health care facility, or any other approved facility as agreed upon by the school division and parent or student who has reached the age of majority (eligible student).

If it is necessary for homebound instruction to continue beyond nine weeks, an extension or re-authorization form, including treatment plan, progress towards treatment goals, and specific plans to transition the student back to the school setting, will be required.

To be completed by the parent/guardian or eligible student.

Name of Parent/Guardian or Eligible Student: _____

Home Phone: _____ Work phone: _____

Cell Phone: _____

Street Address: _____

City: _____ State: _____ Zip Code: _____

Acknowledgement/Release: I acknowledge this request and agree with the need for homebound services. I further acknowledge that the requested homebound services for students receiving special education services shall be subject to review by the student's IEP team pursuant to the Individuals with Disabilities Education Act. I will provide an environment conducive to learning, ensure that a responsible adult is in the home for the duration of instruction, or provide transportation to another agreed upon facility. I will keep appointments with the homebound teacher or contact the teacher or homebound coordinator if an appointment must be missed.

I understand that the local school division has established policies and procedures for homebound instruction that provide more detail than this certificate of need.

By my signature, I authorize the release and exchange of medical information between the health care provider, listed on the reverse side, or his/her designee, and school division personnel. My signature provides the health care provider(s) with the authorization necessary to disclose protected health information and records regarding said student as it pertains to the condition for which homebound instructional services are being requested. This authorization may be withdrawn at anytime in writing.

Please note: This form, including parental permission to contact the treating physician or psychologist, must be fully completed in order for the student to be considered for homebound services. If you have questions about completing this form, please contact:

_____.

Signature of Parent/Guardian or Eligible Student

Date

* The Code of Virginia § 54.1-2957.02 states "whenever any law or regulation requires a signature, certification, stamp, verification, affidavit or endorsement by a physician, it shall be deemed to include a signature, certification, stamp, verification, affidavit or endorsement by a nurse practitioner."

ONLINE COURSES AND VIRTUAL SCHOOL PROGRAMS

The Rappahannock County 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 are exempt from the Virginia Public Procurement Act.

Information regarding online courses and programs that are available through the school division is posted on the division's website. The information includes 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 must be enrolled in a public school in Virginia as provided in Va. Code § 22.1-3.1. The student's parent or guardian must 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 Rappahannock County school division is not 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: August 14, 2012

Reviewed: May 12, 2015

Revised: June 11, 2019, July 15, 2025

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-23.6, 22.1-212.24, 22.1-212.25, 22.1-212.26, 22.1-212.27, 22.1-215, 22.1-296.1, 22.1-296.2, and 22.1-296.4.

Cross Refs.:	DJF	Purchasing Procedures
	GCDA	Effect of Criminal Conviction or Founded Complaint of Child Abuse or Neglect
	IGBA	Programs for Students with Disabilities
	IGBG	Off-Site Instruction and Virtual Courses

ALTERNATIVE SCHOOL PROGRAMS

The Rappahannock County School Board establishes alternative educational programs within existing schools or at separate sites as needed. No person of school age meeting the residency requirements of Va. Code § 22.1-3 is charged tuition for enrollment in an alternative program offered as a regional or divisionwide initiative by the School Board.

Adopted: August 8, 1995

Reviewed: April 13, 1999

Revised: August 10, 1999

Reviewed: August 9, 2005, May 12, 2015

Revised: April 13, 2021

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: August 10, 1999

Revised: November 9, 2004

Reviewed: August 27, 2009

Revised: August 14, 2012

Reviewed: May 12, 2015

Revised: October 10, 2017, September 11, 2018

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

Cross Ref.: IGAD
LEB

Career and Technical Education
Advanced/Alternative Courses for Credit

ADVANCED PLACEMENT CLASSES AND SPECIAL PROGRAMS

Students and their parents shall be notified of the availability of dual enrollment, advanced placement classes, the IB program, and the Academic Year Governor's School Programs, and the qualifications or provisions for acceptance into such programs, financial considerations, and enrollment by advertisement in the local student handbook, review of the handbook during back-to-school week, career counseling/scheduling sessions, Program of Studies, and notification during daily announcements.

Additionally, the RCHS Guidance Department staff will notify students and parents of the opportunity to complete coursework at the community college and the ability to earn an associate's degree or a general studies certificate. Discussion of such opportunities shall be available to all students as early as their freshman year and discussion will continue through high school. This information including cost and program offerings will also be made available through the student program of studies.

Student Program of Studies and the student handbook will be furnished to all students entering grades 8-12 and be available on the school website.

Adopted: May 12, 2015

ADVANCED OR ACCELERATED MATHEMATICS

Annual Notification

The parents of each student in grades five through eight is notified annually of the following:

- Criteria and process for enrollment in advanced or accelerated mathematics, including automatic enrollment and parental opt-out, as set forth in this policy;
- The importance of middle school mathematics coursework;
- The impact of middle school mathematics coursework on the high school mathematics coursework sequence; and
- The mathematics courses available within the Rappahannock County School Division.

Automatic Enrollment and Option for Parental Opt-Out

Students in grades five through eight who earn a grade-level upper quartile scale score on the end-of-year Standards of Learning mathematics assessments will be automatically enrolled in an available advanced or accelerated mathematics course in the next school year. Parents of such a student may opt-out their student from such automatic enrollment.

Eligibility for Enrollment

Besides the automatic enrollment option referenced above, students may be eligible for enrollment in an available advanced or accelerated mathematics course upon teacher recommendation, parental recommendation, student preference, or student aptitude as demonstrated through other means of evaluation than the Standards of Learning mathematics assessment, such as grades, other standardized testing, portfolios, or observation.

Adopted: July 15, 2025

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-207.9, 22.1-253.13:1, 22.1-253.13:3.

Cross Ref.:	IA	Instructional Goals and Objectives
	IKF	The Virginia Assessment Program and Graduation Requirements

STUDENT ORGANIZATIONS

Generally

Public school facilities are devoted primarily to instructional programs and school-sponsored activities. Curriculum-related student organizations are an extension of the regular school program. Their function is to enhance the participants' educational experience and supplement course materials. The activities of these organizations should bear a clear relationship to the regular curriculum.

Secondary school students may organize and conduct meetings of noncurriculum-related groups. Any secondary school which permits one or more noncurriculum-related student group to meet on school premises during noninstructional time provides equal access to any students who wish to conduct a meeting without discrimination on the basis of the religious, political, philosophical, or other content of the speech at such meetings.

Noncurriculum-related student groups may use school facilities provided that

- the group's meetings are voluntary and student-initiated;
- the group is not sponsored by the school, the government, or any government agent or employee;
- agents or employees of the school or government are present at religious meetings only in a nonparticipatory capacity;
- meetings do not materially and substantially interfere with the orderly conduct of educational activities at the school; and
- nonschool persons do not direct, conduct, control, or regularly attend activities of the group.

Meetings of Student Organizations

The principal of each school determines the times and places which are available for the meetings of student organizations. The principal also develops procedures for scheduling meetings of student organizations. Meeting times are limited to non-instructional time.

Faculty Involvement

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

Noncurriculum-related student organizations do not have a faculty sponsor. However, a member of the school's staff attends every meeting or activity of such organizations in a nonparticipatory capacity for purposes of general supervision. The organization is responsible for assuring the presence of a staff member for its meetings.

No school employee is compelled to attend a meeting of any student organization if the content of such meeting is contrary to the beliefs of that school employee.

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 is grounds for disciplinary action.

Adopted: August 8, 1995
Revised: October 13, 1998
Reviewed: April 13, 1999, August 9, 2005
Revised: August 14, 2012
Reviewed: May 12, 2015
Revised: April 12, 2022

Legal Refs.: 20 U.S.C. § 4071.

Code of Virginia, 1950, as amended, § 22.1-23.3.

Cross Refs.: KF Distribution of Information/Materials
 KG Community Use of School Facilities

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: August 8, 1995

Reviewed: April 13, 1999

Revised August 10, 1999, November 9, 2004, October 10, 2006

Reviewed May 12, 2015

Revised: November 10, 2015, September 11, 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

CLASS SIZE

The Rappahannock County 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 Rappahannock County 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: August 8, 1995

Reviewed: April 13, 1999

Revised: November 12, 2002, November 9, 2004

Reviewed: August 27, 2009, May 12, 2015

Revised: October 11, 2016

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

SEXUALLY EXPLICIT INSTRUCTIONAL MATERIALS

Purpose

This policy establishes clear procedures for (i) the identification of instructional materials with sexually explicit content, (ii) parental notifications of any instructional materials with sexually explicit content, (iii) parental review of instructional materials with sexually explicit content, and (iv) the provision in a non-punitive manner of alternative instructional materials that do not include sexually explicit content for any student whose parent so requests.

Definitions

“Instructional material” and “instructional materials” mean any content used by one or more students for an educational purpose in connection with Rappahannock Public Schools regardless of (a) its format, whether printed, representational, audiovisual, electronic, or digital (such as materials, social media content, and software applications accessible through the internet), or (b) the time, place and manner in which the content is used. Library materials are considered instructional materials when used (a) for completion of an assignment from Rappahannock County Public Schools, or (b) as part of an academic or extracurricular education program conducted by Rappahannock County Public Schools. They include any division, school, and/or classroom purchased or created assessments. They do not include standardized national or state assessments, such as ACT, SAT, NAEP (National Assessment of Educational Progress), AP (Advanced Placement) or SOL (Standards of Learning) exams.

“Parent” or “parents” means any parent, guardian, legal custodian, or other person having control or charge of a child.

“Sexually explicit content,” as defined by Va. Code § 2.2-2827, means (a) any description of or (b) any picture, photograph, drawing, motion picture film, digital image or similar visual representation depicting sexual bestiality, a lewd exhibition of nudity, as defined in this policy, sexual excitement, sexual conduct or sadomasochistic abuse, as defined in this policy, coprophilia, urophilia, or fetishism. Instructional materials shall not be designated as sexually explicit based solely on the sexual orientation of the characters therein.

Sexually Explicit Instructional Materials

Rappahannock County School Board ensures that at least thirty (30) days prior to the use of any instructional materials with sexually explicit content, written notice is provided to parents that (i) specifically identifies the instructional materials with sexually explicit content, (ii) informs parents of their right to review such instructional materials, and (iii) informs parents of their right to have their child use, in a non-punitive manner, alternative, instructional materials that do not include sexually explicit content.

The Superintendent is responsible for creating, implementing, and periodically updating procedures for implementing this policy. Those procedures will include

- a process for identifying instructional materials, including supplementary materials, with sexually explicit content;
- a process for identifying, prior to the start of each school year, any instructional material that includes sexually explicit content that may be used during the upcoming school year;
- a process by which principals will provide written notice to parents at least 30 days prior to the use of any instructional materials with sexually explicit content, that (a) specifically identifies the instructional materials with sexually explicit content, (b) informs parents of their right to review such instructional materials, and (c) informs parents of their right to have their child use, upon request, in a non-punitive manner, alternative instructional materials that do not include sexually explicit content;
- a process by which parents may change their decision with respect to the use of alternative instructional materials by providing written notice;
- a process for maintaining a current list of instructional materials with sexually explicit content by grade and subject matter on the division's website; and
- a process for online access for parental review of instructional materials that include sexually explicit content unless such review is not technically feasible or is prohibited by copyright protection. The process shall include provisions requiring schools to have instructional materials including sexually explicit content available for review by parents.

Adopted: August 8, 1995

Reviewed: April 13, 1999

Revised: November 12, 2002, November 11, 2008, November 10, 2009

Reviewed: May 12, 2015

Revised: November 10, 2015, March 12, 2019, November 8, 2022, July 14, 2026

Legal Ref.: 20 U.S.C. § 1232h., 34 CFR Part 9

Code of Virginia, 1950, as amended, §§ 2.2-2827, 18.2-390, 22.1-1, 22.1-16.8.

8 VAC 20-720-160.

Cross Ref.:	IGAH	Family Life Education
	IGBC	Parent and Family Engagement
	IIAA	Textbook Selection, Adoption, and Purchase
	IIBAB	Supplementary Materials Selection and Adoption
	IIBD	School Libraries/Media Centers
	IIBEA/GAB	Acceptable Computer System Use
	INB	Teaching About Controversial Issues
	JOB	Administration of Surveys and Questionnaires
	KLB	Public Complaints About Learning Resources

Rappahannock County Public Schools
Referral Form for Potential Sexually Explicit Materials

This referral form is intended to inform the principal of instructional materials that may contain sexually explicit content. Upon receiving this form, the principal may convene a team of educators to review the material with a recommendation that a 30-day notice be sent to parents and the instructional material be listed on the school's website as required by the Code of Virginia Section 2.2-2827 and definitions in Section 18.2-390 (attached) and school board policies IIA and IIAB.

Referral made by: _____

Name of instructional material being reviewed:

Name of course for which this material is being considered:

Does the instructional material contain a description of or any picture, photograph, drawing, motion picture film, digital image, or similar visual representation depicting (check all that apply):

- Sexual bestiality
- Lewd exhibition of nudity
- Sexual excitement
- Sexual conduct
- Sadomasochistic abuse
- Coprophilia
- Urophilia
- Fetishism

Brief description of the content including page numbers if contained in a lengthy reading, attachments if appropriate, or times noted in a video.

*This material must not be used until approved by the principal. If a 30-day notice is needed then the material cannot be used until 30 days from the time the notice is sent home.

*If this material is approved but does contain sexually explicit content, a parent may choose to have their child opt out. An alternative assignment using instructional materials that do not contain sexually explicit material must be provided for the student.

Please do not write below the line. For principal's use only.

____ This instructional material does not contain sexually explicit content and is approved for use.

____ This instructional material does contain sexually explicit content and is not approved for use.

____ This instructional material does contain sexually explicit content and is approved for use. Notification letter will be sent home on _____. The teacher may begin using the materials on _____. The teacher should have alternative materials available for students opting out.

Principal's Signature _____

Date _____

§ 18.2-390. Definitions.

As used in this article:

- (1) "Juvenile" means a person less than 18 years of age.
- (2) "Nudity" means a state of undress so as to expose the human male or female genitals, pubic area or buttocks with less than a full opaque covering, or the showing of the female breast with less than a fully opaque covering of any portion thereof below the top of the nipple, or the depiction of covered or uncovered male genitals in a discernibly turgid state.
- (3) "Sexual conduct" means actual or explicitly simulated acts of masturbation, homosexuality, sexual intercourse, or physical contact in an act of apparent sexual stimulation or gratification with a person's clothed or unclothed genitals, pubic area, buttocks or, if such be female, breast.
- (4) "Sexual excitement" means the condition of human male or female genitals when in a state of sexual stimulation or arousal.
- (5) "Sadomasochistic abuse" means actual or explicitly simulated flagellation or torture by or upon a person who is nude or clad in undergarments, a mask or bizarre costume, or the condition of being fettered, bound or otherwise physically restrained on the part of one so clothed.
- (6) "Harmful to juveniles" means that quality of any description or representation, in whatever form, of nudity, sexual conduct, sexual excitement, or sadomasochistic abuse, when it (a) predominantly appeals to the prurient, shameful or morbid interest of juveniles, (b) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable material for juveniles, and (c) is, when taken as a whole, lacking in serious literary, artistic, political or scientific value for juveniles.
- (7) "Knowingly" means having general knowledge of, or reason to know, or a belief or ground for belief which warrants further inspection or inquiry of both (a) the character and content of any material described herein which is reasonably susceptible of examination by the defendant, and (b) the age of the juvenile, provided however, that an honest mistake shall constitute an excuse from liability hereunder if the defendant made a reasonable bona fide attempt to ascertain the true age of such juvenile.
- (8) "Video or computer game" means an object or device that stores recorded data or instructions, receives data or instructions generated by a person who uses it, and, by processing the data or instructions, creates an interactive game capable of being played, viewed, or experienced on or through a computer, television gaming system, console, or other technology.

Code 1950, § 18.1-236.6; 1970, c. 560; 1975, cc. 14, 15, 492; 1976, c. 504; 2006, c. [463](#).

Additional Definitions:

Coprophilia—abnormal interest and pleasure in feces and defecation

Urophilia—a fetish for or sexual dependency on either the smell and/or taste of urine or the sight and sound of someone urinating

Fetishism—a form of sexual behavior in which gratification is linked to an abnormal degree to a particular object, activity, part of the body, etc.

Rappahannock County Public Schools
Instructional Materials Review Checklist

Purpose:

This form is a tool to guide curriculum/supplementary materials review teams in deciding whether or not instructional materials contain “sexually explicit content” according to the Code of Virginia Section 2.2-2827 and definitions in Section 18.2-390 (attached).

Note: This tool may be used to help determine whether a 30 day notice must be sent to parents and if the materials should be listed on the district’s website. This tool is not to decide whether or not instructional materials should be taught; however the principal may consider this tool for final approval of instructional materials.

Name of instructional material being reviewed:

Name of course for which this material is being considered:

Does the instructional material contain a description of or any picture, photograph, drawing, motion picture film, digital image, or similar visual representation depicting:

- Sexual bestiality
- Lewd exhibition of nudity
- Sexual excitement
- Sexual conduct
- Sadomasochistic abuse
- Coprophilia
- Urophilia
- Fetishism

Name(s) of curriculum/instructional material reviewers	Based on the checklist (page 1) and definitions (page 2), if used, will this instructional material require parental notification and listing on the RCPS website?	Date(s) Reviewed	Signature of reviewer
	• Yes • No If yes indicate which from the above list applies:		
	• Yes • No If yes indicate which from the above list applies:		
	• Yes • No If yes indicate which from the above list applies:		

§ 18.2-390. Definitions.

As used in this article:

- (1) "Juvenile" means a person less than 18 years of age.
- (2) "Nudity" means a state of undress so as to expose the human male or female genitals, pubic area or buttocks with less than a full opaque covering, or the showing of the female breast with less than a fully opaque covering of any portion thereof below the top of the nipple, or the depiction of covered or uncovered male genitals in a discernibly turgid state.
- (3) "Sexual conduct" means actual or explicitly simulated acts of masturbation, homosexuality, sexual intercourse, or physical contact in an act of apparent sexual stimulation or gratification with a person's clothed or unclothed genitals, pubic area, buttocks or, if such be female, breast.
- (4) "Sexual excitement" means the condition of human male or female genitals when in a state of sexual stimulation or arousal.
- (5) "Sadomasochistic abuse" means actual or explicitly simulated flagellation or torture by or upon a person who is nude or clad in undergarments, a mask or bizarre costume, or the condition of being fettered, bound or otherwise physically restrained on the part of one so clothed.
- (6) "Harmful to juveniles" means that quality of any description or representation, in whatever form, of nudity, sexual conduct, sexual excitement, or sadomasochistic abuse, when it (a) predominantly appeals to the prurient, shameful or morbid interest of juveniles, (b) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable material for juveniles, and (c) is, when taken as a whole, lacking in serious literary, artistic, political or scientific value for juveniles.
- (7) "Knowingly" means having general knowledge of, or reason to know, or a belief or ground for belief which warrants further inspection or inquiry of both (a) the character and content of any material described herein which is reasonably susceptible of examination by the defendant, and (b) the age of the juvenile, provided however, that an honest mistake shall constitute an excuse from liability hereunder if the defendant made a reasonable bona fide attempt to ascertain the true age of such juvenile.
- (8) "Video or computer game" means an object or device that stores recorded data or instructions, receives data or instructions generated by a person who uses it, and, by processing the data or instructions, creates an interactive game capable of being played, viewed, or experienced on or through a computer, television gaming system, console, or other technology.

Code 1950, § 18.1-236.6; 1970, c. 560; 1975, cc. 14, 15, 492; 1976, c. 504; 2006, c. [463](#).

Additional Definitions:

Coprophilia—abnormal interest and pleasure in feces and defecation

Urophilia—a fetish for or sexual dependency on either the smell and/or taste of urine or the sight and sound of someone urinating

Fetishism—a form of sexual behavior in which gratification is linked to an abnormal degree to a particular object, activity, part of the body, etc.

Enter Date Here

Dear Parent,

Pursuant to Virginia Code §22.1-16.8, the school board amended policies IIA and IIAB in November 2022 which states that parents must be notified at least 30 days in advance of any instructional materials, including supplementary materials, that include sexually explicit content. The updated policies also include the parent's right to review all materials containing sexually explicit content and inform the parent of their right to request that their child be given alternative instructional materials/assignments that do not include sexually explicit content.

This semester, your child is enrolled in **CLASS NAME HERE**. The purpose of this letter is to inform you of instructional materials containing sexually explicit content that will be used and discussed in this class.

Description of content here: Be sure to include name/title, the author, and brief description of content.

Please indicate below if you give consent for your child to participate in all activities using this instructional material. If you do not give consent at this time, please choose one or more of the following choices in Section B below. Any of these options may be requested in writing at any time.

Sincerely,

Principal's Name Here

Parent Name _____

Student Name _____

_____ I give consent for my child to use the instructional materials described in this letter and to participate in all classroom activities associated with this content.

Signature of Parent/Guardian

Date _____

Section B (Complete this section only if you do NOT give consent above.)

If you do NOT give consent, please indicate your request below. You may choose more than one.

_____ I request to review the materials described in this letter.

_____ I request a meeting with my child's teacher and Principal's Name Here.

_____ I request that my child opt out of all activities and discussions pertaining to this content. I also request that my child not use any materials related to this content and be provided with alternative materials and assignments that do not contain sexually explicit content.

Signature of Parent/Guardian

Date _____

TEXTBOOK SELECTION, ADOPTION AND PURCHASE

Selection of Textbooks and High-Quality Instructional Materials

The Rappahannock County School Board may adopt textbooks and high-quality instructional materials (HQIM), 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 textbooks and HQIM which are not on the state-adopted list in accordance with the Board of Education regulations.

In approving textbooks and HQIM, 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 individuals 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.

Procurement of Textbooks and HQIM Approved by the Board of Education

The Rappahannock County School Board may either enter into written term contracts or issue purchase orders with publishers of textbooks and HQIM approved by the Board of Education in alignment with Va. Code § 22.1-241.

Contracts and purchase orders with publishers of textbooks and HQIM approved by the Board of Education shall require the publisher to furnish electronic files of the textbooks and HQIM 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 and HQIM approved by the Board of Education for use in grades 6-12 shall allow for the purchase of printed textbooks and HQIM, printed textbooks and HQIM with electronic files, or electronic textbooks and HQIM 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 and HQIM needed to supply the public schools in the school division. The publishers shall ship the textbooks and HQIM to the School Board. The purchase price

of such textbooks and HQIM shall be paid directly to the publishers by the School Board.

Procurement of Locally-Approved Textbooks and HQIM

In approving textbooks and HQIM 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 and HQIM in terms of instructional planning and support when the textbooks pertain to Virginia Standards of Learning subjects.

The publishers of such textbooks and HQIM shall:

- provide the School Board with certification that the content of the materials 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 and HQIM other than those approved by the Board of Education is not exempt from the Virginia Public Procurement Act.

HQIM Liaison

The Rappahannock County School Board designates a faculty member to serve as the HQIM liaison. The liaison receives support from the Department of Education to serve as a resource for the division and its schools to select and implement textbooks and other HQIM and aligned professional learning resources.

Adopted: August 8, 1995

Reviewed: April 13, 1999

Revised: November 12, 2002, November 11, 2008, November 10, 2009

Reviewed: May 12, 2015

Revised: November 10, 2015, June 14, 2016, July 14, 2026

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-238, 22.1-253.13:2, 22.1-241.

8 VAC 20-720-170.

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

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. Teachers must follow the superintendent's procedures required by Policy IIA Instructional Materials when selecting supplemental materials.

Adopted: August 8, 1995

Reviewed: April 13, 1999

Revised: November 12, 2002, November 11, 2008

Reviewed: May 12, 2015

Revised: November 10, 2015, March 12, 2019, November 8, 2022

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

8 VAC 20-720-160.

Cross Refs.:	IIA	Instructional Materials
	IIAA	Textbook Selection, Adoption, and Purchase
	IIBD	School Libraries/Media Centers
	IIBEA/GAB	Acceptable Computer System Use
	INB	Teaching About Controversial Issues
	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: August 8, 1995

Revised: October 13, 1998

Reviewed: April 13, 1999, August 9, 2005, May 12, 2015

Revised: June 12, 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 maintains an organized library media center as the resource center of the school and provides a unified program of media services and activities for students and teachers before, during and after school. The library media center contains 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: August 8, 1995

Reviewed: April 13, 1999

Revised: November 12, 2002

Reviewed: August 27, 2009

Revised: May 14, 2013

Reviewed: May 12, 2015

Revised: June 12, 2018, April 11, 2023

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

8 VAC 20-131-190.

Cross Refs.: IIA
IAB

Instructional Materials
Supplementary Materials Selection and Adoption

ACCEPTABLE COMPUTER SYSTEM USE

The School Board provides a computer system, including access to the internet, to promote educational excellence by facilitating learning, 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, interactive whiteboards/panels, audio-visual equipment, multimedia devices, workstations, remote network access, cloud services, 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 division 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 and the Technology Use Guidelines established by the Superintendent.

The Superintendent is responsible for establishing Technology Use Guidelines, containing the appropriate uses, ethics and protocols for use of the computer system. The Superintendent is also responsible for reviewing and updating, as necessary, the Guidelines at least every two years. 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;
- (6) provisions designed to prevent unauthorized online access by minors, including "hacking" and other unlawful online activities;
- (7) 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;
- (8) provisions prohibiting the unauthorized disclosure, use, and dissemination of photographs and/or personal information of or regarding minors; and
- (9) a component of internet safety for students that is integrated in the division's instructional program that includes instruction on key modern digital safety topics, including online scams, misinformation, and content generated by artificial intelligence.

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.

No employee or agent of the School Board or person or entity contracting with the School Board may download or use any application, including TikTok or WeChat, or access any website developed by ByteDance Ltd. or Tencent Holdings Ltd. on any device or equipment issued, owned, or leased by the School Board, including mobile phones, desktop computers, laptop computers, tablets, or other devices capable of connecting to the Internet.

The failure of any user to follow the terms of this policy or the Technology Use Guidelines may result in loss of computer system privileges, disciplinary action, and/or appropriate legal action. Users of the system agree to indemnify the School Board for

any losses, costs, or damages relating to or arising out of any violation of this policy or the Technology Use Guidelines.

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 reviews and amends, if necessary, this policy every two years.

Adopted: October 13, 1998

Reviewed: April 13, 1999

Revised: August 8, 1999, July 10, 2001, October 9, 2001, June 14, 2005, October 10, 2006, November 10, 2009

Reviewed: May 12, 2015, September 13, 2016

Revised: March 12, 2019, June 11, 2019, July 13, 2021, April 11, 2023, July 11, 2023, July 15, 2025, July 14, 2026

Legal Ref: 18 U.S.C. §§ 1460, 2256.

47 U.S.C. §§ 54.520, 254.

Code of Virginia, 1950, as amended, §§ 2.2-5514.1, 18.2-372, 18.2-374.1:1, 18.2-390, 22.1-23.3, 22.1-70.2, and 22.1-78.

Cross Ref.:	ECAB	Vandalism
	EGAA	Reproduction and Use of Copyrighted Materials
	ET (Optional)	Educational Technology Foundations and Public School Foundations
	GBA/JHFA	Prohibition Against Harassment and Retaliation
	GCPD	Professional Staff Discipline
	GCQB	Staff Research and Publishing
	JECB (Option 1)	Admission of Nonpublic Students for Part-Time Enrollment
	JFC	Student Conduct
	JFCM	Student Cell Phone and Smart Device Possession and Use
	JRCA	School Service Providers' Use of Student Personal Information
	LBD	Home Instruction

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 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 is denied the opportunity to participate in a field trip because of a lack of funds.

Trips are approved by the superintendent or superintendent's designee pursuant to regulations developed by the superintendent. Approval must be obtained before commitments are made to students, parents, or commercial establishments. The superintendent makes 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 Rappahannock County 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: August 8, 1995

Reviewed: April 13, 1999, August 9, 2005, May 12, 2015

Revised: April 13, 2021

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

8 VAC 20-70-190.

8 VAC 20-720-80.

Cross Ref.:	JFCB	Sportsmanship, Ethics and Integrity
	JL	Fund Raising and Solicitation
	JN	Student Fees, Fines, and Charges

File: IICA-R

RAPPAHANNOCK COUNTY PUBLIC SCHOOLS
FIELD TRIPS AND CLASS-SPONSORED TRIPS

I. PURPOSE

This regulation establishes procedures and parameters governing all school-sponsored field trips and class-sponsored trips conducted under the authority of Policy IICA, with particular attention to extended, overnight, and out-of-state class trips that involve student fundraising and class activity fund accounts. The regulation is intended to ensure fiscal transparency, equitable access, instructional alignment, appropriate supervision, and community accountability for all student travel experiences.

II. DEFINITIONS

- A. **Routine Field Trip.** A single-day, school-sponsored outing during the regular school day that supports instructional objectives and is funded through division per-pupil allocations, school activity accounts, or nominal student fees. Examples include museum visits, college tours, and career exploration days.
- B. **Extended Field Trip.** Any school-sponsored trip requiring overnight travel or lasting more than one school day, regardless of funding source. Examples include VHSL state competitions, academic team tournaments, and CTE-related industry visits requiring overnight lodging.
- C. **Class-Sponsored Trip.** An extended trip organized on behalf of a specific class or graduating cohort, funded in whole or in part through class activity fund accounts, student-led fundraising, and/or student deposits. Examples include senior class trips and class-sponsored excursions. Class-sponsored trips are distinct from routine or extended field trips in that they typically involve multi-year fundraising campaigns, significant per-student costs, and celebratory or experiential purposes that may complement but extend beyond the standard instructional program.
- D. **Class Activity Fund Account.** A sub-account within the school's student activity fund designated for a specific class or cohort, maintained in accordance with Virginia Code § 22.1-122 and School Board policy on student activity funds. All deposits, fundraising revenue, and expenditures are recorded and subject to annual audit.
- E. **Trip Sponsor.** The certificated RCPS employee designated as the primary organizer and responsible party for the trip. The trip sponsor serves as teacher-in-charge and is accountable for compliance with this regulation.
- F. **Chaperone.** An adult approved by the principal to accompany and supervise students during the entirety of the trip. Chaperones may include RCPS employees, and under the conditions set forth in Section VIII, parent/guardian volunteers.

III. APPROVAL REQUIREMENTS

A. Routine Field Trips

- Day trips shall be approved by the school principal using the Field Trip Request Form.
- Approval must be obtained prior to advertising the trip to students or parents.
- The request form shall document the curricular connection to the Virginia Standards of Learning or applicable program objectives.

B. Extended Field Trips

- Overnight or multi-day trips shall be approved by both the school principal and the Superintendent or designee.
- Requests must be submitted at least sixty (60) calendar days in advance of the proposed departure date.

C. Class-Sponsored Trips

Class-sponsored trips require a tiered approval process due to their scale, cost, and fundraising implications. The trip sponsor must obtain initial approval at least six (6) months prior to the proposed departure date; eight (8) to twelve (12) months is strongly preferred to allow adequate time for fundraising, family planning, and vendor contracting.

1. **Preliminary Proposal (6+ months prior; 8–12 months preferred).** The trip sponsor shall submit a written preliminary proposal to the principal and the Superintendent or designee using the Class-Sponsored Trip Proposal Packet (Exhibit IICA-E). The proposal shall include:
 - Proposed destination(s), dates, and duration
 - Estimated total cost and per-student cost
 - Proposed fundraising plan, including timeline and projected revenue by activity
 - Proposed student deposit amount and payment schedule
 - Educational or experiential objectives aligned with the division's strategic framework
 - Proposed excursions and activities included in the trip cost
 - Draft communication plan for students and parents
 - Proposed chaperone-to-student ratio and staffing plan
 - Name and credentials of any contracted travel agency or vendor
2. **School Board Notification (120+ days prior).** The Superintendent shall present the approved proposal to the School Board for informational purposes at a regular meeting. The Board may provide direction or request modifications prior to final financial commitments being made.
3. **Final Approval (90+ days prior).** The Superintendent shall grant final written approval after confirming that fundraising targets have been met or are on track, contractual commitments are sound, insurance and liability coverage is adequate, and all regulatory requirements of this regulation have been satisfied. The completed Class-Sponsored Trip Proposal Packet (Exhibit IICA-E) shall be on file prior to final approval.

IV. FINANCIAL TRANSPARENCY AND FUNDRAISING

A. Budget Development and Disclosure

4. Prior to the commencement of any fundraising activity, the trip sponsor shall prepare a detailed trip budget that identifies the total estimated cost, the per-student share, the amount to be covered by class fundraising, and any expected student or family deposit.
5. The budget shall clearly distinguish between costs that are included in the base trip price (transportation, lodging, meals) and costs for optional excursions, activities, or add-ons.
6. The budget, including an itemized breakdown of what the student deposit covers and what fundraised dollars will fund, shall be distributed in writing to all participating students and their parents/guardians at the outset of the fundraising campaign.
7. A mid-campaign financial update and a post-trip final accounting shall be provided to all participating families and filed with the school principal and the Chief Financial Officer.

B. Fundraising Parameters

8. All fundraising activities must be approved in advance by the school principal and must comply with Policy JL (Fundraising and Solicitation) and all applicable health, safety, and wellness policies.
9. Fundraising revenue shall be deposited into the designated class activity fund account and recorded in the school's financial management system within five (5) business days of collection.
10. The trip sponsor shall maintain a ledger of all fundraising activities that includes the date, type of activity, gross revenue, cost of goods/supplies, net revenue, and the cumulative account balance. This ledger shall be available for review by the principal, the CFO, or any parent/guardian of a participating student upon request.
11. No fundraising activity shall be conducted during instructional time without the prior written approval of the principal.
12. Fundraising activities must not create an undue burden on staff, students, or the community. The principal may limit the number or frequency of fundraising activities to avoid fundraiser fatigue.

C. Student Deposits and Equitable Access

13. When a student deposit is required, the amount shall be established in advance and communicated in writing to all families. The deposit amount shall represent a reasonable share of the per-student cost, with the balance expected to be offset by class fundraising efforts.
14. No student shall be denied participation in a class-sponsored trip solely due to inability to pay the required deposit. The trip sponsor and principal shall develop a confidential process for families to request financial assistance, which may include tuition waivers, payment plans, or allocation of fundraised surplus.
15. Deposit and refund policies—including deadlines and conditions under which deposits are non-refundable—shall be communicated in writing to families prior to the collection of any funds.

D. Surplus Funds

Any funds remaining in the class activity fund account after all trip-related expenses have been settled shall be handled in accordance with School Board policy on student activity funds. Options may include transfer to the general student activity fund, allocation to the next graduating class, or donation to a school program as determined by the principal in consultation with the Superintendent.

V. INSTRUCTIONAL IMPACT

16. Class-sponsored trips shall be designed to minimize the loss of instructional time. Trips shall not exceed five (5) school days of missed instruction without specific approval by the Superintendent and notification to the School Board.
17. Trips shall not be scheduled during Standards of Learning (SOL) testing windows, final examination periods, or the first or last two weeks of the school year unless specifically approved by the Superintendent.
18. The trip sponsor shall coordinate with classroom teachers to ensure that participating students receive advance notice of assignments, assessments, or instructional content that will be missed, and that a reasonable plan for make-up work is in place prior to departure.
19. All class-sponsored trips shall incorporate an educational, cultural, or career-related component. The trip proposal shall identify specific learning objectives and describe how the experiential component complements the students' educational program. Examples include cultural immersion, geographic/environmental education, historical site exploration, career exposure, community service, or leadership development.
20. Upon return, the trip sponsor should facilitate a reflection activity (presentation, journal, report, or debrief) that connects the trip experience to learning objectives.

VI. TRANSPORTATION AND VENDOR REQUIREMENTS

21. All transportation shall comply with Virginia Department of Education regulations. Students may not be transported in personal vehicles. Transportation must be provided via school vehicles, licensed charter carriers, or commercial carriers (air, cruise, rail) contracted through approved vendors.
22. The trip sponsor shall verify that all contracted vendors (travel agencies, charter bus companies, cruise lines, excursion providers) carry adequate liability insurance and meet applicable licensing requirements.
23. Copies of vendor contracts, certificates of insurance, and proof of licensing shall be submitted to the principal and the Superintendent or designee prior to final approval.
24. The division's procurement procedures shall apply to all vendor contracts associated with class-sponsored trips.

VII. HEALTH, SAFETY, AND EMERGENCY PREPAREDNESS

25. The trip sponsor shall notify the school nurse at least thirty (30) days prior to departure and provide a list of all participating students. The nurse shall communicate any relevant medical information, medication protocols, or special health accommodations to the trip sponsor and designated medical chaperone.
26. A first aid kit and any student-specific emergency medications (EpiPens, inhalers, insulin) shall accompany the group. At least one chaperone shall be trained in first aid and CPR.
27. The trip sponsor shall prepare and distribute to all chaperones a written emergency communication plan that includes local emergency contacts, the school's emergency

contact, parent/guardian contact information for each student, and a protocol for medical emergencies, natural disasters, and early return.

28. For international or cruise travel, the trip sponsor shall verify passport and documentation requirements for all participants and confirm that no active U.S. State Department travel advisories or CDC health warnings apply to the destination(s).
29. All participating students must have a signed parental permission form, medical information release, emergency contact form, and assumption-of-risk acknowledgment on file prior to departure.

VIII. CHAPERONE SELECTION AND EXPECTATIONS

A. Required Chaperone Ratio

30. The minimum chaperone-to-student ratio for class-sponsored trips shall be one (1) chaperone for every ten (10) students, with no fewer than two (2) chaperones per trip regardless of group size.
31. At least one chaperone per trip shall be a school-based administrator or the Superintendent's designee, who shall serve as the administrative lead with authority to make real-time decisions regarding student conduct, safety, and emergency response.

B. Employee Chaperones

32. RCPS employees shall serve as the primary chaperone pool for all class-sponsored trips. Employee chaperones are considered to be performing an assigned duty and shall be compensated or provided leave in accordance with applicable School Board policy and contractual provisions.
33. Chaperone costs (transportation, lodging, meals) for RCPS employees serving in an official capacity shall be included in the trip budget and funded through the class activity fund account or division funds, as applicable.

C. Parent/Guardian Chaperones

34. Parents or guardians of participating students may serve as supplemental chaperones at the discretion of the principal and trip sponsor, subject to the following conditions:
 - The parent/guardian must complete the division's volunteer screening process, including a background check, prior to the trip.
 - Parent/guardian chaperones shall sign a written agreement to comply with all School Board policies, the student code of conduct, and the trip sponsor's supervision expectations.
 - Parent/guardian chaperones do not have independent disciplinary authority over students.

D. Self-Funded Attendees

35. A parent/guardian who is not serving as an official chaperone but who wishes to attend the same trip destination at their own expense may do so, provided that:
 - The parent/guardian notifies the trip sponsor and principal in writing in advance.
 - The parent/guardian makes all travel and lodging arrangements independently.

- The parent/guardian understands and acknowledges in writing that they are traveling in a private capacity, are not acting as an agent of the school division, and are not responsible for the supervision of any student other than their own child.
- Self-funded attendees shall not be included in the official chaperone count for purposes of meeting the required ratio.

E. Community Members and Public Officials

Individuals who hold dual roles—for example, a public official who also serves as an RCPS adjunct employee or a community member who is both a parent and an elected official—may serve as chaperones under the same terms as any other eligible RCPS employee or parent volunteer, provided the applicable screening and approval requirements are met. The trip sponsor shall clearly document the capacity in which each chaperone is serving (employee, parent volunteer, or self-funded attendee).

IX. STUDENT CONDUCT

36. All School Board policies and the Standards of Student Conduct apply to students for the duration of the trip, including travel to and from the destination.
37. Students may be excluded from participation in a class-sponsored trip based on disciplinary history, in accordance with Policy JFC (Student Conduct). The principal shall make exclusion determinations on a case-by-case basis.
38. The trip sponsor shall conduct a mandatory pre-trip orientation for all participating students and parents that covers behavioral expectations, itinerary, emergency procedures, and the consequences for violations of the code of conduct while on the trip.
39. If a student is removed from a trip for disciplinary reasons, the parent/guardian shall be responsible for arranging and funding the student's return transportation. This expectation shall be communicated in writing and acknowledged by the parent/guardian prior to the trip.

X. COMMUNICATION AND REPORTING

40. The trip sponsor shall provide parents/guardians with a written trip packet at least thirty (30) days prior to departure that includes the complete itinerary, packing list, communication plan, emergency contacts, and a summary of the trip budget showing how funds were raised and allocated.
41. During the trip, the trip sponsor or designee shall provide at least one daily update to the school principal and shall have a method of communication available for parent/guardian inquiries.
42. Within thirty (30) calendar days following the trip, the trip sponsor shall submit to the principal and the CFO a final financial report that includes total revenue by source (fundraising category, student deposits, transfers), total expenditures by category, and the remaining fund balance.
43. A summary of the trip—including participation numbers, educational outcomes, and financial results—shall be presented to the Superintendent for inclusion in the next regular Board report.

XI. INSURANCE AND LIABILITY

44. The Superintendent or designee shall verify that adequate liability insurance coverage exists for all class-sponsored trips, including coverage for travel to international destinations or cruise travel, if applicable.
 45. Parents/guardians shall be encouraged to obtain personal travel insurance for their student. Information on available travel insurance options shall be included in the trip packet.
-

Adopted: _____

Revised: _____

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78, 22.1-122, 22.1-176.

8 VAC 20-70-190.

8 VAC 20-110-50.

Cross Refs.:

IICA	Field Trips
JFC	Student Conduct
JL	Fundraising and Solicitation
JN	Student Fees, Fines and Charges
DGC	Activity Funds
EEA	Student Transportation Services

Rappahannock County Public Schools Field Trip Permission Form

Dear Parent or Guardian,

Please read the information on this form, then sign and return the permission slip at the bottom of this form by _____.

Field Trip Information:

Date: _____ Location: _____

Purpose: _____

Cost: _____

Cash or check payable to: _____

Means of Transportation: _____

Leave school: _____ Arrive back at school: _____

Note: For safety reasons, buses will only stop at the school of departure and the destination unless prior permission is granted for special stops only at the designated areas below, and only if the bus is returning from a location passing the drop-off point.

You must circle the drop-off point below and return this form prior to the trip in order for a stop to be made.

Save this part of the form for future reference.

Cut here----- Cut here

Sign this part of the form and return it to your child's teacher.

My child, _____, has my permission to attend
the trip to _____.

I give my permission for my child to receive emergency medical treatment if necessary. In an emergency,
please contact: Name: _____ Phone: _____

Parent/Guardian Signature: _____ Date: _____

----- Sign this part of the form **only** if requesting a Special Stop and return it to your child's teacher. -----

Special Stop: I would like my child to be dropped off at the drop-off point below (circle one):

Amissville Fire Hall

Top of Chester Gap (pull-off)

I understand that this stop will only be made if the bus is passing this drop-off point upon returning to the school. I also understand that by signing this form, I agree to be waiting at the above circled drop-off point at the time of arrival to pick up my child.

Parent/Guardian Signature: _____ Date: _____

RAPPAHANNOCK COUNTY PUBLIC SCHOOLS
FIELD TRIP REQUEST Form

Requested by _____ School _____

Grade/Group/Department _____ Date _____

Destination _____

Date(s) of Trip _____

Depart From _____ at _____ (Time) and will return at _____ (Time)

Number of Students _____ Number of Chaperones _____

Mode of Transportation Requested: Bus(s) _____ Car(s) _____ Number Needed _____

Drop off point if parental permission in advance: Amissville Fire Hall Chester Gap Pull-Off

Names of Teachers/Staff sponsors: (required for all field trips)

_____	_____
_____	_____
_____	_____
_____	_____

If known, addresses and telephone numbers of places to be visited:

Pupil Cost _____ Cost Includes: _____

Written Permission Is Required for all students attending.

Purpose of Field Trip (Include specific SOL objectives):

Approved by _____, Principal Date _____

Date of Superintendent Approval (*if applicable) _____

Signature of Director of Transportation _____

Approved _____ Disapproved _____ Needs Clarification _____

***ONE-TIME APPROVAL DOES NOT APPLY TO OVERNIGHT OR OUT-OF-STATE TRIPS. SPECIAL SUPERINTENDENT APPROVAL IS REQUIRED FOR ALL OVERNIGHT OR OUT-OF-STATE FIELD TRIPS.**

RAPPAHANNOCK COUNTY PUBLIC SCHOOLS
Exhibit IICA-E
CLASS-SPONSORED TRIP PROPOSAL PACKET

Purpose: This packet must be completed by the trip sponsor and submitted to the school principal and Superintendent or designee for any class-sponsored trip as defined in Regulation IICA-R. The completed packet, along with all required attachments, constitutes the official proposal for review and approval. Submit at least six (6) months prior to the proposed departure date; eight (8) to twelve (12) months is strongly preferred.

PART A: TRIP OVERVIEW

Trip Sponsor (Name/Title)	
School	
Class/Cohort	(e.g., Class of 2028)
Destination(s)	
Proposed Departure Date	
Proposed Return Date	
Total Duration	_____ calendar days / _____ school days missed
Estimated # of Students	
Travel Agency / Vendor	
Date Submitted	

PART B: EDUCATIONAL / EXPERIENTIAL OBJECTIVES

All class-sponsored trips must incorporate an educational, cultural, career-related, or leadership development component per Regulation IICA-R, Section V. Describe the learning objectives below.

Learning Objectives (What will students learn or experience?)
Specific Activities / Excursions with Educational Value
Post-Trip Reflection Plan (presentation, journal, report, etc.)

PART C: BUDGET AND COST BREAKDOWN

Provide a complete cost estimate. All figures should be based on vendor quotes or reasonable estimates. Clearly indicate what is included in the base cost vs. what is optional.

COST CATEGORY	ESTIMATED COST
Airfare / Transportation to Destination	\$
Cruise / Lodging	\$
Charter Bus (local transport)	\$
Meals (if not included in lodging)	\$
Included Excursion #1:	\$
Included Excursion #2:	\$
Included Excursion #3:	\$
Chaperone Costs (travel, lodging, meals)	\$
Travel Insurance	\$
Emergency / Medical Supplies	\$
WiFi / Communication	\$
Contingency (recommended 5–10%)	\$
TOTAL ESTIMATED TRIP COST	\$

PER-STUDENT BREAKDOWN	AMOUNT
Total Cost ÷ # of Students = Per-Student Cost	\$
Student/Family Deposit Amount	\$
Amount to be Covered by Class Fundraising	\$
# of Chaperones Funded by Class Account	

What does the student deposit specifically cover? (Be explicit — e.g., “\$600 covers the student’s share of cruise fare and airfare”)

What will fundraised dollars cover? (Be explicit — e.g., “Fundraised funds cover chaperone costs, excursions, bus charter, and supplies”)

Are there any optional add-on costs students/families may incur? (e.g., optional excursions, spending money, travel insurance)

PART D: FUNDRAISING PLAN

List all planned fundraising activities. Add rows as needed. All fundraisers require principal pre-approval per Regulation IICA-R, Section IV.B.

Fundraiser Activity	Target Date(s)	Projected Gross	Est. Expenses	Projected Net	Principal OK
TOTALS		\$	\$	\$	

Deposit Collection Schedule (dates and amounts)

Refund Policy (under what conditions are deposits refundable/non-refundable?)

Financial Hardship Plan (how will students unable to pay the deposit be accommodated?)

PART E: CHAPERONE AND SUPERVISION PLAN

# of Students	
# of Employee Chaperones	
# of Parent/Vol. Chaperones	
# of Self-Funded Attendees	
Chaperone-to-Student Ratio	(min. 1:10 required)

Administrative Lead	(admin or Superintendent designee)
----------------------------	------------------------------------

Chaperone Name	Capacity	Background Check	CPR/First Aid

Capacity: *Employee, Parent Volunteer, or Self-Funded Attendee*

PART F: VENDOR AND TRANSPORTATION INFORMATION

Travel Agency Name	
Agency Contact / Phone	
Charter Bus Company	
Airline(s)	
Cruise Line / Hotel	
Excursion Provider(s)	

Attach: Copies of vendor contracts, certificates of insurance, and proof of licensing.

PART G: HEALTH, SAFETY, AND EMERGENCY PLAN

Emergency Communication Plan (how will emergencies be communicated to school and parents?)
Travel Advisories: Have you confirmed no active State Dept. or CDC advisories for the destination(s)?
☐ Yes ☐ No ☐ N/A (domestic)

Pre-Trip Checklist

- ☐ School nurse notified at least 30 days prior with student list
- ☐ Medical information and emergency contacts collected for all students
- ☐ Parental permission forms signed and on file for all students
- ☐ Assumption-of-risk acknowledgment signed by all parents
- ☐ First aid kit packed; student-specific medications (EpiPens, inhalers) secured
- ☐ At least one chaperone CPR/First Aid certified
- ☐ Emergency contact list distributed to all chaperones
- ☐ Passport/documentation requirements verified (if applicable)
- ☐ Pre-trip orientation conducted for students and parents
- ☐ Early-return protocol and parent financial responsibility communicated in writing

PART H: PARENT / STUDENT COMMUNICATION PLAN

Describe how and when families will be informed at each stage:

Communication Milestone	Method	Target Date
Initial trip announcement		
Budget & deposit details		
Fundraising plan / calendar		

Mid-campaign financial update		
Final itinerary & trip packet		
Pre-trip orientation meeting		
Daily updates during trip		
Post-trip financial report		

APPROVAL SIGNATURES

Trip Sponsor Certification: I certify that the information in this packet is accurate and complete. I understand my responsibilities under Regulation IICA-R and agree to comply with all requirements therein.

Trip Sponsor Signature

Date

STEP 1: Principal Review

☐ Approved ☐ Approved with Modifications ☐ Not Approved

Comments:

Principal Signature

Date

STEP 2: Superintendent Preliminary Approval

☐ Approved for Board Notification ☐ Returned for Revision ☐ Not Approved

Comments:

Superintendent Signature

Date

STEP 3: School Board Notification

Date Presented to Board: _____ Board Direction/Comments:

STEP 4: Superintendent Final Approval (90+ days prior to departure)

☐ Final Approval Granted ☐ Not Approved

Comments:

Superintendent Signature

Date

COMMUNITY RESOURCE PERSONS/SCHOOL VOLUNTEERS

The Rappahannock County 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 directs the activities of parents, volunteers and other community resources at the building level.

Adopted: August 8, 1995

Reviewed: April 13, 1999

Revised: July 10, 2001, November 12, 2002

Regulation Added: August 12, 2003

Reviewed: September 15, 2009

Regulation Revised: November 10, 2009

Revised: May 14, 2013

Reviewed: May 12, 2015

Revised: October 10, 2017, April 13, 2021

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 and Crimes Against Minors Registry Information
	KQ	Commercial, Promotional, and Corporate Sponsorships and Partnerships

AGREEMENT: VOLUNTEER RESPONSIBILITIES AND GUIDELINES FOR SUCCESS

The involvement of volunteers in education is an accepted practice in most schools. The opportunity to volunteer provides interested parties with a venue to use their skills, talents, and time for the betterment of students and society. In order for a volunteer program to be successful, volunteers must understand and be willing to accept the responsibilities outlined by the school and to follow the guidelines listed below.

Guidelines for Volunteers:

1. **DEPENDABILITY:** A volunteer's importance is directly influenced by his/her ability to follow through on his/her commitment. If you cannot come on an assigned day or complete a task you've indicated you'll do, make sure you notify the staff members involved in a timely manner.
2. **PROFESSIONALISM:** A volunteer's behavior, dress, and attitude should be professional.
3. **CONFIDENTIALITY:** A volunteer has access to more information about students than the general public and therefore must practice a higher level of discretion about situations they hear or observe. Comments should never be made about individual students or staff members. Any and all information gained through volunteering should be considered confidential. (See attached Confidentiality Statement.)
4. **ABILITY TO FOLLOW PROCEDURES:** Every school has procedures for security and for the use of equipment. Volunteers must make sure they follow these practices even though they may visit the school on a regular basis and feel they are more than just members of the community. Sign-in practices, visitor badges, and limitations on equipment use are examples of procedures that shouldn't be ignored, even by a regular volunteer.
5. **APPROPRIATE INTERACTION WITH STAFF:** A volunteer must recognize that the staff member's time and attention are directed to the students – not to the volunteer. Questions and concerns should be handled when the students are not present, as should personal matters that the volunteer might wish to discuss with the teacher. Disruptions to instruction and the smooth operation of the school day by the volunteer are not permitted.

I, _____, a volunteer at _____ School, agree to follow the above guidelines in my work at the school. If I do not comply with these guidelines and the attached Confidentiality Statement, I understand that I will not be permitted to serve as a Volunteer. I also certify that I have not been convicted of a felony or any offense involving the abuse/neglect of a child.

Volunteer's Signature _____ Date _____

Principal's Signature _____ Date _____

RAPPAHANNOCK COUNTY PUBLIC SCHOOLS

Rappahannock County Public Schools
Confidentiality Statement

I understand that while I work in the Rappahannock County Public Schools, confidentiality of information is required in many instances. I also understand that it is my responsibility to assure that confidentiality is maintained. I will not discuss any confidential information, including but not limited to, student grades, health and medical information, psychological information, behavioral information, confidential employee information, and other necessary confidential information with anyone unless they have a professional school division need to know.

I understand that discussing confidential information with my family, acquaintances, and other employees without a need to know, is not acceptable. This applies, but is not limited to e-mails, and other electronic means such as Facebook, letters and other documents, conversations in person, on the phone, overheard, or other forms of communication.

I understand that a breach of this agreement can result in disciplinary action.

_____ **Signature of Volunteer**

_____ **Printed Name of Volunteer**

_____ **Date**

GUIDANCE AND COUNSELING PROGRAM

School Guidance and Counseling Services

The Superintendent ensures that 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 secondary students with 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 must provide equal access on the same basis to official recruiting representatives of the military forces of the Commonwealth and the United States.

Adopted: August 8, 1995

Reviewed: April 13, 1999, August 9, 2005

Revised: October 10, 2006

Reviewed: May 12, 2015

Revised: November 10, 2015, June 13, 2017, September 11, 2018, July 13, 2021, July 14, 2026

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-23.3, 22.1-130.1, 22.1-209.

8 VAC 20-720-50.

Cross Ref.:	IGAD	Career and Technical Education
	IJD	College and Career Readiness
	IK	Academic Planning and Course Selection
	JHC	Student Health Services
	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. Lists, as compiled annually by the Department of Education and provided to the School Board, of 1) the top 100 professions in Virginia by median pay and the education, training and skills required for each such profession and 2) the top 10 degree programs at institutions of higher education in Virginia by median pay of program graduates are included as part of each student's ACP.

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).

Information that assists high school students in making informed decisions about their futures after graduating from high school and ensures that such students are aware of the costs and benefits of different educational and certificate programs, as collected and compiled by the Virginia Department of Education in consultation with the State Council of Higher Education for Virginia, is readily available to each high school student. The information is distributed to each high school student who expresses an interest in attending an institution of higher education or completing a training program.

Adopted: September 11, 2018

Revised: August 11, 2020, July 12, 2022, April 11, 2023

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-206.2, 22.1-253.13:1, 22.1-253.13:3.

8 VAC 20-131-140.

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

ACADEMIC PLANNING AND COURSE SELECTION

Policy Statement on Academic Planning

The Rappahannock County School Board is committed to ensuring that students and parents are provided comprehensive information regarding academic planning, course selection, graduation requirements, postsecondary opportunities, and career preparation. Academic planning and course selection must align with the Standards of Learning established by the Board of Education and other applicable laws and regulations.

School counselors and appropriate staff will assist students in developing academic and career plans aligned with Board of Education guidelines and the student's goals and interests.

Course Registration Notice

At least 30 days prior to course registration deadlines, the division notifies parents of middle and high school students of those enrollment deadlines and provides information on the process for requesting changes to the student's course selections.

Administrative Procedures

The Superintendent is responsible for establishing procedures to implement this policy.

Adopted: July 14, 2026

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-78; 22.1-79.3:2; 22.1-237.1-5; 22.1-253.13:1.

Cross Ref.:	AG	Literacy Plan
	IGAD	Career and Technical Education
	IGBE	Remedial and Summer Instructional Program
	IGBI	Advanced Placement Classes and Special Programs
	IGBD	Programs for Students with Reading Deficiencies
	IJ	Guidance and Counseling Program
	IJD	College and Career Readiness
	IK	Academic Planning and Course Selection
	JHCF	Student Wellness
	LEB	Advanced/Alternative Courses for Credit

PARENTAL ASSISTANCE WITH INSTRUCTION

The Rappahannock County 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: August 8, 1995

Reviewed: April 13, 1999

Revised: May 13, 2003, November 9, 2004, November 11, 2008

Reviewed: May 12, 2015

Revised: November 10, 2015, May 14, 2024

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

Cross Ref.: IGBC Parental Involvement

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: August 8, 1995

Revised: October 13, 1998

Reviewed: April 13, 1999

Revised: November 12, 2002

Reviewed: March 23, 2010, May 12, 2015, November 10, 2015

Revised: October 11, 2016, September 11, 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
JO
JOA

Programs for Gifted Students
Student Records
Student Transcripts

ACCELERATION REGULATION FOR CREDIT-BEARING COURSES

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 not earn high school credit for the course. Such request must be made in written format and meet the established timeline.

The deadline for removal of course and grade set forth in this regulation shall be within 30 days after the end of the semester.

Adopted: May 12, 2015

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 Rappahannock County 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.

Rappahannock County 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.

Children of Certain Federal Employees

In order to facilitate the on-time graduation of children of federal employees serving under orders pursuant to Title 22 or 50 of the United States Code enrolled in kindergarten through grade 12, the superintendent or superintendent's designee

- waives specific courses required for graduation if similar coursework has been satisfactorily completed in a local education agency in the state from which the child is sent, brought, or caused to be sent or brought or provides reasonable justification for denial of such waiver. If a waiver is not granted to a student who would qualify to graduate in the state from which the student is sent, brought, or caused to be sent or brought, the school division provides an alternative means of acquiring required coursework so that graduation may occur on time; and
- accepts, in lieu of testing requirements for graduation in Virginia, (i) exit or end-of-course exams required for graduation from the state from which the student is sent, brought, or caused to be sent or brought, (ii) national norm-referenced achievement tests, or (iii) alternative testing acceptable in Virginia.

The parent serving under orders pursuant to Title 22 or 50 of the United States Code must present documents indicating that the parent is required to move in order to perform the parent's job responsibilities and such move results in the student's relocation to the school division.

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.

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 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: August 8, 1995

Revised: September 8, 1998, April 13, 1999, August 8, 2000, July 10, 2001, May 13, 2003, November 9, 2004, October 10, 2006, October 9, 2007, May 14, 2013, May 12, 2015, June 14, 2016, October 11, 2016, June 12, 2018, March 12, 2019, July 11, 2023, May 14, 2024

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-370, 22.1-371, 22.1-380, 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.

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

LOCALLY AWARDED VERIFIED CREDITS

Generally

The Rappahannock County 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 Rappahannock County 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 9, 2007

Reviewed: May 12, 2015

Revised: November 10, 2015, October 11, 2016, September 11, 2018, March 12, 2019, May 14, 2024

Legal Refs.: Code of Virginia, 1950, as amended, § 22.1-253.13:3.
8 VAC 20-131-110.

Revised Guidance Governing the Use of Locally-Awarded Verified Credits (Virginia Department of Education May 11, 2018) (attachment to Virginia Department of Education Superintendent's Memo No. 130-18 (May 11, 2018)).

RETAKING SOL ASSESSMENTS

Students in kindergarten through grade 8 are not required to retake Virginia Assessment Program tests unless they are retained in grade and have not previously passed the related tests or as otherwise permitted by the Board of Education. Students in high school are required to retake end-of-course SOL tests as determined by the Board of Education.

Adopted: May 14, 2013

Reviewed: May 12, 2015

Revised: June 14, 2016, September 11, 2018, March 12, 2019

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

8 VAC 20-131-30.

8 VAC 20-131-110.

Cross Refs.: IKF

The Virginia Assessment Program and Graduation
Requirements

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. Teachers, parents, principals, and other school leaders are provided with their students' results on any Standards of Learning assessment or Virginia Alternative Assessment Program as soon as practicable after the assessment is administered.

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 student's race or ethnicity or (ii) such disclosure is required by federal law.

Adopted: August 8, 1995

Reviewed: April 13, 1999

Revised: August 8, 2000, July 10, 2001, November 12, 2002, November 9, 2004

Reviewed: August 27, 2009, May 12, 2015

Revised: November 10, 2015, September 11, 2018, July 11, 2023

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

COLLEGE BOARD SCHOOL DAY PROGRAM

Generally

In accordance with Virginia law, the Rappahannock County School Board provides for the administration of an approved college entrance assessment program to eligible students during the school day.

Assessment Administration

Each division must participate in an approved college entrance assessment program, which may include the SAT or any similar assessment administered by the College Board. Such assessment will be administered during regular school hours. If the program is offered during the fall testing window, the division must, to the extent feasible, align the program day with the PSAT testing window and offer eligible students the opportunity to take either the SAT or the PSAT, as appropriate, during regular school hours at the high school in which the student is enrolled.

Student Eligibility

All students will be afforded the opportunity to participate in such program at least once during their 11th or 12th grade year, in the fall or spring testing window. Each student must be provided with the opportunity to participate in the assessment program at the high school in which they are enrolled.

Reasonable accommodations must be provided to students with disabilities and English learners in accordance with applicable laws and testing requirements.

Students are not required to participate in this program.

Division Responsibilities

The Superintendent or Superintendent's designee shall coordinate administration of the assessment program in accordance with applicable law and state guidelines. The division must establish administrative procedures for communicating with students and families regarding program availability, scheduling, and expectations, and develop and implement procedures for student participation and processing opt-out requests.

Adopted: July 14, 2026

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-79.10

TEACHING ABOUT CONTROVERSIAL ISSUES

The Rappahannock County 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 is 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 the student's 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: August 8, 1995

Reviewed: April 13, 1999, August 9, 2005, May 12, 2015

Revised: April 13, 2021

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

Cross Ref.: KF Distribution of Information/Materials
 JOB Administration of Surveys and Questionnaires

RELIGION IN THE SCHOOLS

The Rappahannock County School Board is neutral in matters of religion. This means that the Rappahannock County 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 Rappahannock County 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: August 8, 1995

Reviewed: April 13, 1999

Revised: July 10, 2001, November 9, 2004, June 14, 2005, October 10, 2006

Reviewed: May 12, 2015

Revised: November 10, 2015

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

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

Cross Refs.: IB Academic Freedom