
SECTION A: Foundations and Basic Commitments

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SCHOOL DIVISION LEGAL STATUS

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

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

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

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

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

NONDISCRIMINATION

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

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

Legal Refs.: 20 U.S.C. §§ 1681-1688.
29 U.S.C. § 794.
42 U.S.C. §§ 2000d-2000d-7, 2000e-2000e-17, 2000ff-1.

34 C.F.R. 106.9.

Constitution of Virginia, article I, section 11.

Code of Virginia, 1950, as amended, §§ 2.2-3900, 2.2-3901, 2.2-3902.

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

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

Rappahannock County School Board:

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

Adopted: August 8, 1995

Reviewed: December 8, 1998

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

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

Cross Refs.: AC Nondiscrimination
 GA Personnel Policies Goals
 GB/JB Equal Employment Opportunity/Nondiscrimination
 GBA/JFHA Prohibition Against Harassment and Retaliation
 IGBC Parental Involvement

PHILOSOPHY OF CONTINUOUS IMPROVEMENT

Each employee is responsible for the following: promoting continuous academic improvement of students, promoting improvement of the division, and promoting self-improvement. The superintendent and all instructional leaders shall provide for ongoing planning, implementation, monitoring, and evaluation of improvement. Periodic reports concerning the improvement status of students, associates, and the division will be reported to the School Board.

Mission Statement

The overall mission or goal of the Rappahannock County Public Schools' is to prepare every student for graduation, ensuring that each student has mastered the 21st Century Skills needed to become responsible, productive workers, and citizens.

Vision Statement

In partnership with the Rappahannock community, Rappahannock County Schools are committed to inspiring in every student a passion for lifelong learning, personal well-being, and developing productive, engaged, globally aware citizens.

Philosophy

Success at every level and in every type of human activity in the world of the future will involve a complex interplay of five competencies:

1. Identification, choice, and utilization of a multitude of resources
2. Development of interpersonal skills
3. Information acquisition and management
4. The ability to understand complex interrelationships between varying types of systems
5. The ability to understand and work with emerging technologies.

Fundamental to these concepts are the four key goals of our comprehensive plan:

1. Promote academic rigor and career preparation: instill in every student and staff member a sense of purpose and worth
2. Ensure a safe, healthy learning environment: build an attitude of acceptance and appreciation for diversity and healthy lifestyles
3. Broaden community involvement: partnerships to promote career skills and a sense of community
4. Provide sustainable facilities that promote 21st Century Learning: upgrade and maintain facilities

For any individual, success in a particular endeavor will typically involve a wide ranging combination of these competencies and goals. In order to assist students in the development of these competencies, all board members and associates subscribe to and promote high performance and endeavor to identify, foster, and nourish methods and practices, which will elicit the optimum combination of the five competencies in each student and in them.

PHILOSOPHY OF CONTINUOUS IMPROVEMENT (con't)

Board Members and Instructional Leaders – Superintendent, Executive Director, Director of Academic Services, Building Principals and Assistants – have the power to create an atmosphere in which excellence will thrive. Such an atmosphere will contain not only emphasis on the above competencies and skills, but also on forbearance, kindness, and mutual respect. The latter intangible qualities are among those which inspire trust and esprit de corps, without which little real progress is possible. The extent to which excellence and improvement exist, emerge, and continue depends on the quality of leadership.

Likewise, other associates have the responsibility and the opportunity to continue to develop their own skill sets to the fullest and to encourage and build the same in their students. The pursuit of excellence may appear in many different forms, both technical and personal. Diversity in such pursuits is both desirable and encouraged in both associates and students. As with the instructional leaders, respect and concern for all associates and students is of the essence in every effort.

Adopted: September 10, 2013 (Replacement for policy ADA January 10, 2006)

Ref.: A SCANS Report for America 2000
Secretary's Commission on Achieving Necessary Skills, U. S. Department of Labor,
June, 1991

SCHOOL DIVISION GOALS AND OBJECTIVES

Generally

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

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

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

Standards of Quality and Objectives

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

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

Standards of Quality--Programs and Services

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

Adopted: August 8, 1995

Reviewed: December 8, 1998, May 11, 2004

Revised: August 9, 2005

Reviewed: September 10, 2013

Revised: October 14, 2014, March 12, 2019

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

COMPREHENSIVE PLAN

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

The divisionwide comprehensive plan includes

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

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

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

Adopted: May 11, 2004

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

Reviewed: September 10, 2013

Revised: October 14, 2014, March 12, 2019

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

EVALUATION OF SCHOOL BOARD OPERATIONAL PROCEDURES

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

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

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

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

Adopted: August 8, 1995

Reviewed: December 8, 1998

Revised: May 11, 2004

Reviewed: August 27, 2009, September 10, 2013

Revised: October 14, 2014, March 12, 2019

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

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