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INSTRUCTIONAL GOALS AND OBJECTIVES

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

The School Board shall also implement:

1. programs in grades kindergarten through three that emphasize developmentally appropriate learning to enhance success

2. programs based on prevention, intervention, or remediation designed to increase the number of students who earn a high school diploma and to prevent students from dropping out of school; such programs shall include components that are research-based

3. career and technical education programs incorporated into the kindergarten through grade 12 curricula

4. educational objectives in middle and high school that emphasize economic education and financial literacy pursuant to Va. Code § 22.1-200.03

5. early identification of students with disabilities and enrollment of such students in appropriate instructional programs consistent with state and federal law

6. early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs

7. educational alternatives for students whose needs are not met in programs prescribed elsewhere in the Standards of Learning

8. adult education programs for individuals functioning below the high school completion level

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9. a plan to make achievements for students who are educationally at risk a division-wide priority that shall include procedures for measuring the progress of such students

10. an agreement for postsecondary degree attainment with a community college in Virginia specifying the options for students to complete an associate's degree or a one-year Uniform Certificate of General Studies from a community college concurrent with a high school diploma; such agreement shall specify the credit available for dual enrollment courses and Advanced Placement courses with qualifying exam scores of three or higher

11. a plan to notify students and their parents of the availability of dual enrollment and Advanced Placement classes, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the Advanced Placement examinations; this plan shall include notification to students and parents of the agreement with a community college in Virginia to enable students to complete an associate's degree or a one-year Uniform Certificate of General Studies concurrent with a high school diploma

12. identification of students with limited English proficiency and enrollment of such students in appropriate instructional programs

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

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

15. a program of physical fitness available to all students with a goal of at least 150 minutes per week on average during the regular school year; such program may include any combination of (i) physical education classes, (ii) extracurricular athletics, or (iii) other programs and physical activities deemed appropriate by the School Board

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

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

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

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Adopted:	July 1, 1998
Revised:	November 6, 2000
Revised:	February 19, 2013
Revised:	May 6, 2013
Revised:	July 18, 2016

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

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

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NOTIFICATION OF LEARNING OBJECTIVES

I. Annual Notice

At the beginning of each school year, each school within the New Kent 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 (SOL's) 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 parent of rising eleventh and twelfth grade students of

- 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 will notify 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 will notify 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 will notify the parent of the student's opportunity for a free public education in accordance with Va. Code § 22.1-5.

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Revised: June 2, 2003
Revised: August 2, 2004
Revised: May 1, 2006
Revised: July 24, 2012
Revised: July 18, 2016

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

8 VAC 20-131-270.

Cross Ref.: IGBC Parental Involvement Policy
IKF Standards of Learning Tests and Graduation Requirements

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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 will be encouraged and fairness in procedures will be 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 shall be evaluated by ordinary academic standards of substances and relevance and against other legitimate pedagogical concerns identified by the school.

Adopted: July 1, 1998
Revised: November 3, 2008
Reviewed: February 19, 2013

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

Cross Ref.: IKB Homework
INDC Religion in the Schools

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SCHOOL YEAR/SCHOOL DAY

School Year

The length of the school year will be at least 180 teaching days or 990 teaching hours. Days on which a school or schools or all the schools in the division are closed due to severe weather or other emergencies will be made up as needed to meet this requirement.

If severe weather conditions or other emergency situations result in the closing of any school in a school division and such school has been unable to meet the 180 teaching day requirement, the school division may make up the missed teaching days by providing its students with instructional hours equivalent to such missed teaching days to meet the minimum 990 teaching hour requirement.

The Board of Education may waive the requirement that the school division provide additional teaching days or teaching hours to compensate for school closings resulting from a declared state of emergency or severe weather conditions or other emergency situations under certain circumstances. If the School Board desires a waiver, it will submit a request to the Board of Education. The request will include evidence of efforts that have been made by the school division to reschedule as many days as possible and certification by the Superintendent and chairman of the School Board that every reasonable effort for making up lost teaching days or teaching hours was exhausted before requesting a waiver. If the waiver is denied, the school division will make up the missed instructional time.

School Calendar

The first day of school is after Labor Day unless the Board of Education waives this requirement based on the School Board's certifying that it meets one of the good cause requirements in the Va. Code, § 22.1-79.1.B.

The School Board establishes the division's calendar and teaching contracts in accordance with applicable regulations of the Board of Education to include contingencies for making up teaching days and teaching hours missed for emergency situations.

An advisory committee composed of teachers, parents, and school administration may be utilized to recommend a proposed calendar to the Superintendent. The recommendation of this committee is advisory.

School Day

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

All students in grades 1 through 12 maintain a full day schedule of classes, or the equivalent, unless a waiver is granted in accordance with NKCPS Policy JED.

Each elementary school provides students with a daily recess during the regular school year, as determined appropriate by the school.

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

The time for opening and closing schools is established by the School Board upon recommendation of the Superintendent, provided that the daily program for students in grades 1 through 12 averages at least 5 ½ hours, not including meal intermissions. If the required program length is maintained, the School Board may approve occasional shortened days for staff development, conferences, planning, and other activities designed to improve the instructional program, provided that no more than one day in each five-day week may be shortened to no less than four hours. The daily program for kindergarten is at least three hours, not including meal intermissions.

When exceptions in the length of the daily program are necessary for special education, alternative education, double shifts, and scheduling or other unusual situations, the board requests approval by the Superintendent of Public Instruction of the exceptions by August 1 preceding the school year for which they are requested.

The length of the work day for employees is determined by the School Board. It is of sufficient length to allow for the daily program for students and additional time as may be necessary for such activities as planning, preparation, meetings, workshops, conferences, meal intermissions, or other contractual obligations.

Certification

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

Adopted: July 1, 1998
Revised: September 4, 2002
Revised: June 2, 2003
Revised: August 7, 2006
Revised: November 3, 2008
Revised: July 12, 2010
Revised: November 5, 2012
Revised: May 8, 2015
Revised: July 13, 2015

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

8 VAC 20-131-150

8 VAC 20-131-200

Cross Ref.: BCF Advisory Committees to the School Board
GAA Staff Time Schedules

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Minute of Silence

The New Kent County School Board recognizes that a minute of silence before each school day may prepare students and staff for their respective work or school days. Therefore, each teacher may observe a minute of silence at the beginning of the first class of each school day.

The teacher responsible for each class shall make sure that each student (1) remains seated and silent and (2) does not disrupt or distract other students during the minute of silence. The minute may be used for any lawful silent activity, including personal reflection, prayer and meditation. Teachers shall not influence, in any way, students to pray or meditate or not to pray or meditate during the minute of silence.

Adopted: December 6, 1999
Revised: February 19, 2013
Revised: May 6, 2013

Legal Ref.: Code of Virginia, 1950, as amended, § 22.203

PLEDGE OF ALLEGIANCE

The Pledge of Allegiance, as established in 4 U.S.C. § 4, shall be recited daily in each classroom of the New Kent school division.

During the recitation of the Pledge, students shall stand and recite the Pledge while facing the flag with their right hands over their hearts or in an appropriate salute if in uniform.

No student shall be compelled to recite the Pledge if he, his parent or legal guardian objects on religious, philosophical, or other grounds to his participating in this exercise. Students who are exempt from reciting the Pledge shall quietly stand or sit at their desks while others recite the Pledge and shall make no display that disrupts or distracts those who are reciting the Pledge.

Appropriate accommodations shall be made for students who are unable to comply with the procedures described herein due to disability.

Adopted:
Revised: August 2001
Revised: April 2, 2012

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

4 U.S.C. § 4.

Cross Refs.: JFC Student Conduct
JFC-R Standards of Student Conduct

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NATIONAL MOTTO

The statement "In God We Trust," the National Motto, enacted by Congress in 1956" shall be posted in a conspicuous place in each school for all students to read.

Adopted: September 4, 2002
Reviewed: February 19, 2013

Legal Ref: Acts 2002, c.891.

BILL OF RIGHTS OF THE CONSTITUTION OF THE UNITED STATES

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

Adopted: September 3, 2003
Reviewed: February 19, 2013

Legal Ref: Acts 2003, c.902.

CURRICULUM DEVELOPMENT AND ADOPTION

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

Adopted: July 1, 1998
Revised: September 4, 2002
Revised: November 3, 2008
Revised: November 19, 2012
Revised: May 6, 2013

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

Cross Ref.: AF Comprehensive Plan

PILOT, RESEARCH OR EXPERIMENTAL PROJECTS

This policy was deleted by 4/2/12 action of the NKSB per 2/2012 VSBA recommendations.

CURRICULUM GUIDES AND COURSE OUTLINES

This policy delete by May 6, 2013 Action of the New Kent School Board and February 2013 VSBA recommendation.

BASIC INSTRUCTIONAL PROGRAM

This policy deleted by action of the NKSB on May 19, 2014. VSBA recommended deletion on 2/14.

CAREER AND TECHNICAL EDUCATION

The New Kent School Board will provide 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 shall include counseling about available employment opportunities and placement services for students exiting school.

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

Adopted: July 1, 1998
Revised: September 4, 2002
Revised: August 2, 2004
Revised: August 6, 2007
Revised: July 24, 2012

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

8 VAC 20-120-40 et seq.

Cross Ref.: IJ Guidance and Counseling Program

HEALTH EDUCATION/PHYSICAL EDUCATION

Each school organizes and maintains a physical and health education program in accordance with Board of Education regulations and State Board of Health guidelines.

The New Kent County school division's goal is that a program of physical fitness will be available to all students for at least 150 minutes per week on average during the regular school year. Such program may include any combination of physical education classes, extracurricular activities, and other programs and activities. The New Kent School Board has incorporated a goal for the implementation of such program during the regular school year into its wellness policy, JHCF Student Wellness.

Adopted: July 1, 1998
Revised: September 4, 2002
Revised: November 3, 2008
Revised: July 12, 2010
Revised: February 19, 2013
Revised: May 8, 2015

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

8 VAC 20-320-10.

Cross Refs.: IGAG Teaching About Drugs, Alcohol, and Tobacco
JHCA Physical Examinations of Students
JHCF Student Wellness
JO Student Records

TEACHING ABOUT DRUGS, ALCOHOL AND TOBACCO

Each student shall receive instruction related to alcohol and drug abuse and smoking and health. The health education program will include instruction in drug and substance abuse prevention. It will encourage and support organizations and activities that will develop a positive peer influence concerning substance abuse and create a climate whereby students may seek and receive counseling about substance abuse and related problems without fear of reprisal.

Each student shall receive instruction concerning the public safety hazards and dangers of alcohol abuse, underage drinking, and drunk driving.

Adopted: July 1, 1998
Revised: November 5, 2001
Revised: July 12, 2010
Reviewed: February 19, 2013
Revised: July 7, 2014

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

FAMILY LIFE EDUCATION (FLE)

Generally

The New Kent County School Board provides Family Life Education (FLE) based on the FLE standards of learning (SOL) objectives developed by the State Department of Education. The SOL objectives related to dating violence and the characteristics of abusive relations are taught at least once in middle school and at least twice in high school. The high school FLE curriculum incorporates age-appropriate elements of effective and evidence-based programs on the prevention of dating violence, domestic abuse, sexual harassment and sexual violence.

Community Involvement Team

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

Staff Training

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

Separate Sessions

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

"Opt-out" Procedures

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

Annual Review

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

Right of Parental Review

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

The School Board develops and distributes to the parents or guardians of students participating in the FLE program a summary designed to assist them in understanding the program implemented in its school division and to encourage parental guidance and involvement in the instruction of the students. Such information reflects the curricula of the program as taught in the classroom. The following statement is included on the summary: “Parents and guardians have the right to review the family life education program offered by their school division, including written and audio-visual educational materials used in the program. Parents and guardians also have the right to excuse their child from all or part of family life education instruction.”

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Adopted: July 1, 1998
Revised: September 4, 2002
Revised: August 3, 2009
Revised: August 1, 2011
Revised: November 5, 2012
Revised: July 13, 2015
Revised: July 18, 2016

Legal Refs.: Code of Virginia, 1950, as amended, sections 22.1-207.1; 22.1-207.2,

8 VAC 20-131-170.

Virginia Department of Education, Family Life Education: Board of Education Guidelines and Standards of learning for Virginia Public Schools (revised June 2011 updated December 2014) (http://www.doe.virginia.gov/testing/sol/standards_docs/family_life/familylife_guidelines_standards.pdf)

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

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CHARACTER EDUCATION

The New Kent County School Board provides, within its existing programs or as a separate program, a character education program in its schools. The character education program may occur during the regular school year, during the summer in a youth development academy offered by the school division, or both. The purpose of the program is to foster civic virtues and personal character traits so as to improve the learning environment, promote student achievement, reduce disciplinary problems, and develop civic-minded students of high character. The program shall be cooperatively developed with students, parents, and the community. Specific character traits emphasized may include trustworthiness, respect, responsibility, fairness, caring, and citizenship.

Character education shall be interwoven into the school procedures and environment so as to instruct primarily by example, illustration, and participation, in such a way as to complement the Standards of Learning. Classroom instruction may also be used to supplement the program. The program shall also address the inappropriateness of bullying, as defined in Va. Code § 22.1-276.01.

The character education program:

- specifies those character traits to be taught, selecting from those which are common to diverse social, cultural, and religious groups;
- is implemented at the elementary and secondary levels;
- provides for relevant professional development and adequate resources; and
- includes a method for program evaluation.

Character education is intended to educate students regarding those core civic values and virtues which are efficacious to civilized society and are common to the diverse social, cultural, and religious groups of the Commonwealth. It shall not include indoctrination in any particular religious or political belief. Consistent with this purpose, Virginia's civic values, which are the principles articulated in the Bill of Rights (Article I) of the Constitution of Virginia and the ideals reflected in the seal of the Commonwealth, as described in Va. Code § 1-500 may be taught as representative of such civic values.

Adopted: September 8, 1999
Revised: September 3, 2003
Revised: August 1, 2005
Revised: May 1, 2006
Revised: July 24, 2012
Revised: July 18, 2016

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

Cross Refs.: IKF Standards of Learning Tests and Graduation Requirements
INB Teaching About Controversial Issues
INDC Religion in the Schools

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DRIVER EDUCATION

The New Kent School Board offers a program of driver education in the high schools in the safe operation of motor vehicles. The program includes instruction concerning alcohol and drug abuse, aggressive driving, motorcycle awareness, distracted driving, organ and tissue donor awareness and fuel-efficient driving practices.

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 shall be 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:	July 1, 1998	Revised:	July 12, 2010
Revised:	April 12, 1999	Revised:	August 1, 2011
Revised:	September 8, 1999	Revised:	November 19, 2012
Revised:	September 4, 2002	Revised:	May 8, 2015
Revised:	August 6, 2007	Revised:	July 13, 2015
Revised:	August 3, 2009		

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

8 VAC 20-340-10.
8 VAC 20-720-80.

Cross Ref.: JED Student Absences/Excuses/Dismissals
JFC-R Standards of Student Conduct
JN Student Fees, Fines, and Charges

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ALTERNATIVES TO ANIMAL DISSECTION

The New Kent County School Board provides one or more alternatives to animal dissection for students enrolled in biological sciences classes that incorporate dissection exercises. These alternatives may include computer programs, Internet simulations, plastic models, videotapes, digital videodiscs, and charts. The alternative techniques require a comparable amount of time and effort as do the dissection exercises and provide comparable depth and scope of learning. The alternative techniques provide the student, through means other than dissection, with knowledge similar to that expected to be gained by other students in the course who perform, participate in, or observe the dissection. Testing procedures that do not require the use of dissected specimens are provided for those students who choose an alternative technique.

A student's objection to participating in an animal dissection should be substantiated by a signed note from his or her parent or guardian.

Adopted: June 6, 2005
Reviewed: February 19, 2013

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

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

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PROGRAMS FOR STUDENTS WITH DISABILITIES

Generally

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

An Individualized Education Program (IEP) is developed and maintained for each child with a disability served by the New Kent School Board. The program is developed in a meeting of the child's IEP team, which includes the child's teachers, parent(s), the student (when appropriate), a school division representative qualified to provide or supervise the provision of special education services, an individual who can interpret the instructional implications of evaluation results and other individuals at the discretion of the parents or school division in accordance with State and federal law and regulations. This IEP is reviewed at least annually.

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

Explanation of Procedural Safeguards

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

Child Find

The New Kent 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: July 1, 1998
Revised: September 4, 2002
Revised: October 3, 2011
Revised: February 19, 2013
Revised: July 7, 2014

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Legal Refs.: 20 U.S.C. § 1400 et seq.

29 U.S.C. § 701 et seq.

42 U.S.C. § 12101 et seq.

Code of Virginia, 1950, as amended, §§ 22.1-213, 22.1-215.

8 VAC 20-81-50.

8 VAC 20-81-80.

8 VAC 20-81-100.

8 VAC 20-81-110.

8 VAC 20-81-130.

8 VAC 20-81-170.

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PROGRAMS FOR GIFTED STUDENTS

The New Kent County School Board shall approve a comprehensive plan for the education of gifted students that includes the components identified in Board of Education regulations. The plan for the education of gifted students shall be accessible through the division's website and the division will ensure that printed copies of the plan are available to citizens who do not have online access.

The school division has uniform procedures for screening, referring, identifying, and serving students in kindergarten through twelfth grade who are gifted in general intellectual or specific academic aptitude.

The school division will provide written notification to and seek written consent from parents and legal guardians to conduct any required assessment to determine a referred student's eligibility for the division's gifted education program, and provide services for an identified gifted student in the division's gifted education program.

The School Board may establish a local advisory committee composed of parents, school personnel, and other community members appointed by the School Board. The committee will reflect the ethnic and geographical composition of the school division. If established, the committee will annually review the division's plan for the education of gifted students, including revisions, and determine the extent to which the plan for the previous year was implemented. The findings of the annual program effectiveness and the recommendations of the committee will be submitted annually in writing to the division Superintendent and the School Board.

Adopted: July 1, 1998
Revised: September 8, 1999
Revised: September 4, 2002
Revised: August 2, 2004
Revised: November 3, 2008
Revised: May 2, 2011
Revised: August 20, 2012

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-18.1, 22.1-253.13:1.D.6.

8 VAC 20-40-40.

8 VAC 20-40-55.

8 VAC 20-40-60.

Cross Ref.: BCF Advisory Committees to the School Board.
IKEB Acceleration

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PARENTAL INVOLVEMENT

Generally

The New Kent County School Board recognizes that the education of each student is a responsibility shared by the school and the student's family. The New Kent County School Board endorses the parental involvement goals of Title I (20 U.S.C. § 6318) and Title III (20 U.S.C. § 7012(e) and encourages the regular participation by parents of all children including those eligible for Title I and Limited English Proficiency (LEP) programs in all aspects of those programs.

In keeping with these beliefs, it is the intention of the New Kent County School Board to cultivate and support active parental involvement in student learning. The New Kent County School Board will:

- provide activities that will educate parents regarding the intellectual and developmental needs of their children. These activities will promote cooperation between the division and other agencies or school/community groups (such as parent-teacher groups and the Head Start program) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development;

- implement 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;

- enable 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

- provide professional development opportunities for teachers and staff to enhance their understanding of effective parent involvement strategies;

- perform regular evaluations of parent involvement at each school and in the division;

- provide access, upon request, to any instructional material used as part of the educational curriculum;

- if practicable, provide information in a language understandable to parents.

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In addition, for parents of students eligible for LEP programs, the School Board will inform 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 New Kent County School Board encourages parents of children eligible to participate in Title I, Part A, programs to participate in the development of the District's Title I plan. Parents may participate by

- attending the annual Title I Orientation meeting which will be held during the fall of each year. Parents, in attendance, will be invited to serve on the Parent Action Committee.
- At each fall Parent Action Committee (PAC) meeting, the Division Parental Involvement policy will be reviewed and discussed. Revisions will be made if recommended by and agreed upon by the PAC. This plan will then be submitted to the New Kent County School Board for approval.
- At each spring PAC meeting, the Division Parental Involvement policy will be reviewed and discussed. Suggestions will be made to help guide the revision of the policy for the following year.
- Parent meetings will be held during evening hours, with child care provided as needed.

Parental Involvement in School Review and Improvement

The New Kent County School Division encourages parents of children eligible to participate in Title I, Part A, and LEP programs to participate in the process of school review and, if applicable, school improvement as implemented by 20 U.S.C. § 2316. Parents may participate by

- In addition to the annual Title I Orientation meeting, one or more Title I parent meetings will be held annually. Meetings will highlight school and division performance and progress, and will also give Title I parents the opportunity to discuss their child's academic progress with the Title I teacher.
- Title I teachers will be available to participate in parent-teacher conferences on division-designated dates, as well as at the parent's or teacher's request.
- Title I teachers will provide parents with a brief progress report at the end of each marking period.
- A Title I celebration will be held at the end of each school year to celebrate the accomplishments of Title I students.
- Title I parents will be encouraged to complete a survey at the end of each school year.
- Parent conferences will be held during evening hours as needed.

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Division Responsibilities

The New Kent County School Division, and each school which receives Title I, Part A, funds, **WILL**:

- provide assistance to parents of children served by the school or district, as applicable, in understanding topics such as Virginia's academic content standards and student academic achievement 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;

- provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;

- educate teachers, pupil services personnel, principals, 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, coordinate and integrate parental involvement programs and activities with Head Start and other applicable programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;

- ensure 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; and

- provide such other reasonable support for parental involvement activities as parents may request.

The New Kent 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 reasonable 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;

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- 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 division-wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section; and,

- develop appropriate roles for community-based organizations and businesses in parental involvement activities.

School Parental Involvement Policies

Each school served under Title I, Part A, shall jointly develop with and distribute to parents of participating children a written parental involvement policy, agreed on by such parents, that shall describe the means for carrying out the following:

- convening an annual meeting, at a convenient time, to which all parents of participating children shall be 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 related 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 parental involvement policy and the joint development of the school-wide program plan under 20 U.S.C. § 6312(b)(2), 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 academic assessments used to measure student progress, and the proficiency levels students are expected to meet; 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 respond to any such suggestions as soon as practicably possible; and

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- if the school-wide program plan under 20 U.S.C. § 6312(b)(2) 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.

Parental Involvement in Allocation of Funding

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

Policy Review

The content and effectiveness of this policy will be evaluated annually with regard to improving the academic quality of the schools receiving Title I, Part A, or LEP funds. This evaluation will identify barriers to greater participation by parents (particularly by parents who are economically disadvantaged, have disabilities, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) and use the findings of that evaluation to design strategies for more effective parental involvement, and to revise, if necessary, this policy.

Adopted:	July 1, 1998
Revised:	May 5, 2001
Revised:	September 4, 2002
Revised:	September 8, 2004
Revised:	2005
Revised:	2006
Revised:	2007
Revised:	2008
Revised:	December 7, 2009
Revised:	December 6, 2010
Revised:	December 5, 2011
Revised:	July 2, 2012
Revised:	May 6, 2013

Legal Refs.: 20 U.S.C. §§ 6312, 6316, 6318.

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

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

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Title I School Parent Involvement Policy
New Kent Elementary School
George Watkins Elementary School
New Kent County, Virginia

New Kent Elementary School and George Watkins Elementary School jointly developed this parental involvement policy in consultation with the Title I Parent Action Committee (PAC), which includes school personnel and community members. Pending School Board Approval, this policy will be distributed to parents of participating children and to the extent practicable, provided in a language the parents can understand. This policy shall be made available to the local community via the New Kent County Public Schools website (www.newkentschools.org). If the Title I plan (application) is not satisfactory to the parents of participating children, New Kent County Public Schools will submit any parent comments with the application when the plan is submitted to the state. This parent involvement plan will be reviewed annually and if necessary updated by the Parent Advisory Committee during its fall meeting to meet the changing needs of parents and the school.

Part 1. POLICY INVOLVEMENT

New Kent Elementary School and George Watkins Elementary School will:

(1) Convene an annual meeting during the September's "Back to School Night" to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I and to explain the requirements of Title I, and the right of the parents to be involved;
(2) Offer a flexible number of meetings. Evening meetings are scheduled and child care is provided to reduce barriers to parent participation. A schedule of the year's meetings will be sent home at the start of each school year;
(3) Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parental involvement policy. This is accomplished through the fall and spring PAC meetings, and also during the parent meetings;
(4) Provide parents of participating children:
    (A) timely information about Title I programs, which is provided at parent meetings and through nine week progress Title I progress reports for each student;
    (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet, which is provided to all parents in each school's parent handbook; and
    (C) if requested by parents, opportunities to volunteer, participate, and observe in their child's class, as well as opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. This is encouraged

in the School/Parent/Student Compacts (Appendix A/B).

Part 2. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

New Kent Elementary School and George Watkins Elementary School have developed written school-parent compacts jointly with parents for all children participating in Title I, Part A activities, services, and programs. The compacts outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. Compacts are discussed as they relate to each individual child's achievement during the annual Parent Teacher Conference Day, and additionally as needed. The compacts are found in Appendix A/B.

Part 3. BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the schools, parents, and the community to improve student academic achievement, New Kent Elementary School and George Watkins Elementary School and New Kent County Public Schools assisted under this part:

(1) shall provide assistance to parents of children served by New Kent Elementary School and George Watkins Elementary School and New Kent County Public Schools, as appropriate, in understanding such topics as the state's academic content standards, state student academic achievement standards, state and local academic assessments; and also assistance to monitor their children's progress and to work with educators to improve the achievement of their children. This is accomplished through parent conferences, nine weeks progress reports, PAC meetings and Title I parent meetings;

(2) shall provide materials and training to help parents work with their children to improve individual achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. This is accomplished through parent conferences, nine weeks progress reports, PAC meetings and Title I parent meetings;

(3) shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents; and how to communicate and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

(4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, the Home Instruction Programs for Preschool Youngsters, and public preschool and other programs; conduct other activities such as parent resource centers that encourage and support parents in more fully

participating in the education of their children;

(5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format that is practicable and in a language that parents can understand. All meeting and program information is sent home to parents, and is translated whenever necessary and feasible;

(6) shall pay reasonable and necessary expenses associated with local parental involvement activities, including child care costs, to enable parents to participate in school-related meetings and training sessions;

(7) shall arrange school meetings at a variety of times (evening meetings are scheduled and child care is provided to reduce barriers to parent participation. or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;

(8) shall establish a division-wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section; and

(9) shall provide such other reasonable support for parental involvement activities under this section as parents may request.

Part 4. ACCESSIBILITY

New Kent Elementary School and George Watkins Elementary School, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, in a format that is practicable and in a language that parents can understand. This is accomplished in collaboration with the division's LEP Paraprofessional / Home-School Liaison.

Reviewed: July 2, 2012

Appendix A

NEW KENT ELEMENTARY SCHOOL
TITLE I SCHOOL/PARENT/STUDENT COMPACT

The following compact is part of Title I guidelines. It offers a good model for effective home-school communication. We ask that you and your child discuss each responsibility, sign your names and return it to school. If you have any questions, please call 966-9663.

I. **School's/Teacher's Responsibilities:**

1. Shall communicate student progress/concerns to parents throughout the school year.
2. Shall schedule parent-teacher conferences as needed.
3. Shall provide high quality curriculum and instruction in a small group, supportive environment.
4. Shall communicate with classroom teachers and other professionals on a regular basis.
5. Shall offer parents materials and suggestions to help at home as needed.

II. **Parent's Responsibilities:**

1. Schedule a reading time together every day for at least 15 minutes.
2. Use TV and electronic games wisely. (Suggestion – no more than 60 minutes a day)
3. Schedule daily homework/home activity time.
4. Use the public or school library.
5. Express high expectations and offer praise and encouragement.
6. Attend Title I parent meetings.
7. Try to observe child's Title I lesson
8. Attend Parent/Teacher Conferences

III. **Student's Responsibilities:**

1. Read home reader/story book daily and return home reader/story book to school.
2. Read with an adult daily.
3. Attend school regularly and be a good school citizen.
4. Be a good messenger between school and home.
5. Show respect for parents and teachers.
6. Use TV and electronic games wisely.

New Kent County Schools do not discriminate based upon race, color, sex, age, handicap, religion or national origin.

RETURN THE BOTTOM OF THIS SHEET. PLEASE KEEP THE TOP PART AT HOME FOR YOUR REFERENCE.

Student's Signature _____ School_____

Parent's Signature _____

Title I Coordinator/Administrators Signature _____

Teacher's Signature _____ Date _____

Reviewed: July 2, 2012

NEW KENT COUNTY PUBLIC SCHOOLS

File: IGBC-NK

Appendix B

George Watkins Elementary School
Title I School/Parent/Student Compact

The following compact is part of Title I guidelines. It offers a good outline of the responsibilities we (teachers, parents and students) have in achieving academic success and effective home-school communication. As your student's teacher, I ask that you and your child discuss each responsibility, sign your names, and return it to school. If you have any questions, please call 966-9660.

I. School's/Teacher's Responsibilities
- Shall communicate student progress/concerns to parents throughout the school year
- Shall schedule parent-teacher conferences as needed
- Shall provide high quality curriculum and instruction in a supportive, small group setting
- Shall communicate with classroom teachers and other supporting professionals on a regular basis
- Shall offer parents materials and suggestions to help at home as needed

II. Parent's Responsibilities
- Limit/monitor TV viewing. (Suggestion – no more than 60 minutes a day during the school week)
- Schedule daily homework/home activity time
- Visit your public library
- Let your child see you reading for pleasure
- Express high expectations and offer praise and encouragement
- Attend Title I parent meetings and/or conferences

III. Student's Responsibilities
- READ every day between 20 and 30 minutes.
- Read with an adult 3 or 4 times a week.
- Attend school regularly and be a good citizen
- Be a good messenger between school and home
- Show respect for teachers and parents
- Do your VERY best work

New Kent County Schools do not discriminate based upon race, color, sex, age, handicap, religion, or national origin.

RETURN THE BOTTOM OF THIS SHEET. PLEASE KEEP THE TOP PART AT HOME FOR YOUR REFERENCE.

Student signature _____School: G.W. Watkins Elementary School

Parent signature _____

Title 1 Coordinator/Administrator's signature_____

Teacher signature _____ Date _____

Reviewed: July 2, 2012

NEW KENT COUNTY PUBLIC SCHOOLS

REMEDIAL AND SUMMER INSTRUCTION PROGRAM

Generally

The School Board shall develop and implement programs of prevention, intervention or remediation for students who are educationally at risk, including 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 Standards of Learning assessments for the relevant grade level in grades three through eight or who fails an end-of-course test required for the award of a verified unit of credit shall be required to attend a remediation program or to participate in another form of remediation. The Superintendent shall require such students to take special programs of prevention, intervention, or remediation, which may include attendance in public summer school programs.

Remediation programs shall 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 shall be 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 shall not be 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 designee, and is either (i) conducted by an accredited private school or (ii) a special program which has been determined to be comparable to the required public school remediation program by the division Superintendent. The costs of such private school remediation program or other special remediation program shall be borne by the student's parent.

Targeted mathematics remediation and intervention will be 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.

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The School Board shall annually evaluate and modify, 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.

Credit for repeated work will ordinarily be granted on the same basis as that for new work. With prior approval of the principal, however, students may be allowed to enroll in repeat courses to be completed in not less than 70 clock hours of instruction per unit of credit. Students must meet the requirements for SOL testing if appropriate.

Summer school instruction which is provided as part of a remedial program shall be 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 efforts 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 to directly to the student's attendance in the remediation program.

Adopted: July 1, 1998
Revised: September 4, 2002
Revised: September 3, 2003
Revised: August 2, 2004
Revised: August 7, 2006
Revised: August 6, 2007
Revised: August 1, 2011
Revised: July 24, 2012
Revised: June 17, 2013

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1- 253.13:1, 22.1-254, 22.1-254.01.
8 VAC 20-131-120
8 VAC 20-630-40.

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

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Recovery Courses:

If NKHS is offering the course during summer school that a student chooses to retake, the student is expected to take the course at NKHS. Should a course not be offered at NKHS a student must secure approval of the principal to take the course through an alternate program. Approval by the principal will require sufficient assurance that all work will be completed in a timely manner and that all tests and exams will be satisfactorily proctored. A transcript showing the final grade for the summer school course must be sent to the NKHS guidance office no later than the last business day of the month of August. Failure to adhere to the conditions of approval may result in denial of course credit.

New Courses:

If a student chooses to take a new course during summer school the student must secure approval of the principal to take the course through an alternate program

Guidelines:

1. The student is to meet with his/her school counselor to discuss the course request.

2. The student is to complete the appropriate paperwork and return to his/her school counselor for approval from the principal.

3. Once approved, the student is to forward the application and payment to the appropriate program.

4. Any summer school courses taken through a school or program other than NKCPS must be scheduled so that the course will be completed prior to the beginning of the subsequent fall semester.

5. All grades must be received no later than the last business day in August of the year in which the course was taken.

PLEASE NOTE:

The program that you take a course through will give you a completion date, however, you are expected to adhere to the NKHS completion date in order to satisfy the requirements for earning credit at NKHS.

Please sign below to indicate that you have read and understand the requirements for taking a summer school course through a program other than NKHS.

Student Name (Print) _____

Student Signature_____ Date_____

Parent Signature_____ Date_____

School Board Review: April 23, 2012
School Board Review: February 19, 2013

LIMITED ENGLISH PROFICIENT STUDENTS

Generally

The New Kent County School Board shall provide programs to improve the education of limited English proficient children by assisting the children to learn English and meet Virginia's challenging academic content and student academic achievement standards.

Assessments

The School Board will annually assess the English proficiency of all students with limited English proficiency.

Notification

The School Board will, not later than 30 days after the beginning of the school year, inform a parent or the parents of a limited English proficient child identified for participation in, or participating in, a program for limited English proficient students of

- The reasons for the identification of their child as limited English proficient 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, 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 limited English proficient children, and the expected rate of graduation from secondary school 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;
- 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.

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For a child who has not been identified for participation in a language instruction education program prior to the beginning of the school year, the School Board shall provide the notice detailed above within 2 weeks of the child being placed in the program.

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

Students may be accepted and provided English as a Second Language programs if they 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 shall be charged such students, if state funding is provided for such programs.

Adopted: July 1, 1998
Revised: September 8, 1999
Revised: May 3, 2004
Revised: October 3, 2011
Revised: February 19, 2013

Legal Ref.: 20 U.S.C. sections 6311, 6312, 6825, 7012.

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

Cross Ref.: IGBC Parental Involvement

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HOMEBOUND, CORRESPONDENCE, AND ALTERNATIVE MEANS OF INSTRUCTION

Homebound Instruction

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

Credit for the work shall be awarded when it is done under the supervision of a licensed teacher, a person eligible to hold a Virginia license, or other appropriately licensed professional 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.

Correspondence Courses

Students who enroll in high school as freshmen before July 1, 2018, as sophomores before July 1, 2019, as juniors before July 1, 2020, or as seniors before July 1, 2021 may enroll in and receive a standard and verified unit of credit for supervised correspondence courses with prior approval of the principal. Standard units of credit will be awarded for the 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, or a person eligible to hold a Virginia license, approved by the local School Board. Verified units of credit may be earned when the student has passed the SOL test associated with the correspondence course completed. The division Superintendent will develop regulations governing this method of instruction in accordance with the regulations of the Board of Education.

Instruction through Alternative Technological Means

Standard units of credit will be awarded for the successful completion of courses delivered through emerging technologies and other similar means when the course is equivalent to that offered in the regular school program and the work is done under the supervision of a licenses teacher, or a person eligible to hold a Virginia license, and approved by the School Board. Verified units of credit may be earned when the student has successfully completed the requirements and passed the SOL test associated with the course. The division Superintendent will develop regulations governing this method of delivery of instruction in accordance with the regulations of the Board of Education.

Adopted: July 1, 1998
Revised: June 5, 2001
Revised: July 12, 2010
Revised: October 3, 2011
Revised: February 19, 2013
Revised: June 17, 2013
Revised: July 18, 2016

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

8 VAC 20-131-180.

Cross Ref.: IGBGA Online Courses and Virtual School Programs

Regulations Governing Correspondence Courses & Instruction through Alternative Technological Means

A. General Definitions

"Correspondence school" means a school, organization, or other entity, no matter how titled, that teaches nonresident students by mailing them lessons and exercises which, upon completion, are returned to the school for grading. The lessons or exercises may also be transmitted and graded through electronic means.

"Course" means presentation of an orderly sequence of material dealing with an individual subject area such as mathematics, biology, etc.

"Home instruction" means the teaching of a child or children in the home as an alternative to compulsory attendance as defined in § 22.1-254 of the Code of Virginia.

“Instruction through Alternative Technological Means” means coursework provided electronically (typically through on-line or Internet access), and is primarily that instructional process referred to as a “virtual classroom” or “virtual instruction.”

B. Responsibilities

It is understood that any parent who chooses to educate their children at home through a correspondence course or virtual instruction is directly responsible for the educational progress of their child and the adequacy of instruction. Although the New Kent County Public Schools may recommend and approve a plan under which a child receives such instruction at home, the parent remains the responsible party for conducting annual competency testing or evaluation. This testing program or evaluation is a measure of educational adequacy and the determining factor in the decision regarding the continuation of any form of home instruction.

The approval of the New Kent County Public Schools does not guarantee that a school has a refund policy for uncompleted courses. The New Kent County Public Schools assumes no liability for damages or financial loss to parents using any course relating to home instruction.

C. Enrollment for Summer School Credit Recovery

When students are seeking enrollment in summer school through correspondence school or virtual instruction in order to recover failed credit course, the following application must be properly completed and submitted.

School Board Review: April 23, 2012

Recovery Courses:

If NKHS is offering the course during summer school that a student chooses to retake, the student is expected to take the course at NKHS. Should a course not be offered at NKHS a student must secure approval of the principal to take the course through an alternate program. Approval by the principal will require sufficient assurance that all work will be completed in a timely manner and that all tests and exams will be satisfactorily proctored. A transcript showing the final grade for the summer school course must be sent to the NKHS guidance office no later than the last business day of the month of August. Failure to adhere to the conditions of approval may result in denial of course credit.

New Courses:

If a student chooses to take a new course during summer school the student must secure approval of the principal to take the course through an alternate program

Guidelines:

1. The student is to meet with his/her school counselor to discuss the course request.

2. The student is to complete the appropriate paperwork and return to his/her school counselor for approval from the principal.

3. Once approved, the student is to forward the application and payment to the appropriate program.

4. Any summer school courses taken through a school or program other than NKCPS must be scheduled so that the course will be completed prior to the beginning of the subsequent fall semester.

5. All grades must be received no later than the last business day in August of the year in which the course was taken.

PLEASE NOTE:

The program that you take a course through will give you a completion date, however, you are expected to adhere to the NKHS completion date in order to satisfy the requirements for earning credit at NKHS.

Please sign below to indicate that you have read and understand the requirements for taking a summer school course through a program other than NKHS.

Student Name (Print) _____

Student Signature_____ Date_____

Parent Signature_____ Date_____

School Board Review: April 23, 2012
School Board Review: February 19, 2013

ONLINE COURSES AND VIRTUAL SCHOOL PROGRAMS

The New Kent School Board may enter into contracts, consistent with the criteria approved by the Board of Education, with approved private or nonprofit organizations to provide multidivisional online courses and virtual school programs. Such contracts shall be exempt from the Virginia Public Procurement Act.

Information regarding online courses and programs that are available through the school division will be posted on the division's website. The information will include the types of online courses and programs available to students through the division, when the division will pay course fees and other costs for nonresident students, and the granting of high school credit.

Any student enrolled in any online course or virtual program offered by the school division shall be enrolled in a public school in Virginia as provided in Va. Code § 22.1-3.1. The student's parent or guardian shall give written permission prior to the enrollment of the student in any full-time virtual program offered by the school division.

A student who resides in the New Kent school division will not be charged tuition for enrolling in any online course or virtual program offered by the school division. However, tuition may be charged to students, except children with disabilities who are enrolled in the division's full-time virtual school program, who do not reside within the boundaries of the school division.

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

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

For purposes of this policy, the following definitions apply.

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

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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: July 12, 2010
Revised: July 24, 2012
Revised: July 7, 2014

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

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ALTERNATIVE SCHOOL PROGRAMS

The New Kent School Board will establish alternative educational programs within existing schools or at separate sites as needed. No person of school age meeting the residency requirements of § 22.1-3 may be charged tuition for enrollment in an alternative program offered as a regional or division-wide initiative by the School Board.

Proposals for alternative school programs shall be developed by the Superintendent or his/her designee and will be submitted to the Board for review and endorsement prior to implementation. Proposals shall include:

1. a statement of justification for the alternative program explaining how it will meet the special needs or expectations of the target population and the community;

2. a plan which delineates the proposed organizational structure of the program as it relates to staffing and the scope and structure of the total instructional program;

3. a statement of financial impact identifying all costs, including administration, staffing, equipping, supplying, transportation, support services, and maintaining the program;

4. a statement of related impact explaining how the proposed program will affect and interrelate with other programs and populations served in existing programs and facilities;

5. a statement verifying that all aspects of the program are in compliance with all applicable federal, state, and local laws and regulations, and accreditation requirements;

6. if the proposal presents a potential conflict with existing regulations of the State Department of Education, evidence of authorization from the State Department of Education must accompany the proposal; and

7. a plan for evaluation that defines anticipated outcomes and establishes criteria and procedures for evaluating achieved outcomes.

Adopted: July 1, 1998
Revised: September 8, 1999
Revised: April 2, 2012

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

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ADVANCED PLACEMENT CLASSES AND SPECIAL PROGRAMS

Students and their parents shall be notified of the availability of dual enrollment, advanced placement classes and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the advanced placement examinations. Students and their parents shall also be 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 shall promulgate regulations to implement this policy, which shall ensure the provision of timely and adequate notice to students and their parents.

Adopted: September 8, 1999
Revised: August 2, 2004
Revised: August 20, 2012

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

Cross Ref.: LEB Advanced/Alternative Courses for Credit

PARENTAL NOTIFICATION REGARDING ADVANCED PLACEMENT COURSES AND SPECIAL PROGRAMS

Information regarding the availability of Dual Enrollment and Advanced Placement courses as well as other special programs such as Governor's School Programs and early College Programs will be provided annually via one or more of the following formats:

- Inclusion in the New Kent County Public Schools Parent/Student Handbook, distributed to all students
- Inclusion in the New Kent High School Course Guide, distributed to all students
- Publication on school division websites, as appropriate
- Parent/student information sessions conducted annually by school-level and division-level staff

Reviewed by NKSB: August 20, 2012

SUMMER SCHOOLS

Per May 2012 VSBA recommendation and action of the NKSB on July 24, 2012, this policy was deleted.

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 will provide 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 will determine the times and places which are available for the meetings of student organizations. The principal will also develop procedures for scheduling meetings of student organizations. Meeting times will be 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 shall attend 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.

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

Compliance with Law and Policy

Student organizations shall not engage in any activity which is contrary to law, division policy or school rules; which disrupts or clearly threatens to disrupt the orderly operation of the school; or which would adversely affect the health, safety or welfare of any students or staff members. Failure to comply with these provisions shall be grounds for disciplinary action.

Adopted: July 1, 1998
Revised: July 24, 2012

Legal Refs.: 20 U.S.C. § 4071.

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

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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 and who are functioning below the high school completion level. The School Board seeks to ensure that every adult 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. Additional educational programs for adults also may be offered. Tuition and fees are established by the School Board

Adopted: July 1, 1998
Revised: September 8, 1999
Revised: August 2, 2004
Revised: May 1, 2006
Revised: February 19, 2013
Revised: May 19, 2014
Revised: July 7, 2014

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-210; 22.1-225, 22.1-253.13:1

Cross Refs.: JEA Compulsory Attendance
JEG Exclusions and Exemptions from School Attendance
IKF Standards of Learning Tests and Graduation Requirements

GROUPING FOR INSTRUCTION

The New Kent County School Board recognizes the different educational needs of students and endorses the use of flexible assignment of students for instruction.

The grouping of students within individual schools for instructional purposes will be designed so each student will receive the maximum instructional benefit and will be based on

1. the best interests of the student,
2. the educational level, or achievement level, of the student,
3. the availability of space,
4. the best educational climate for learning,
5. the student's best chance for success,
6. Standards of Learning test scores, where available, or other standardized test scores, and
7. the creation of groups that may be taught effectively.

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

Adopted: July 1, 1998
Revised: April 2, 2012

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

Cross Ref.: IA Instructional Goals and Objectives

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CLASS SIZE

The New Kent County School Board assigns licensed instructional personnel in a manner that produces division-wide 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 or 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 or 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 New Kent County School Board assigns instructional personnel in manner that produces school wide 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: July 1, 1998
Revised: September 4, 2002
Revised: August 2, 2004
Revised: July 12, 2010
Reviewed: February 19, 2013
Revised: July 18, 2016

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

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INSTRUCTIONAL MATERIALS

The New Kent County School Board is responsible for the selection and use of instructional materials.

The superintendent or superintendent's designee creates and updates, as necessary, guidelines and procedures for the selection of instructional materials. The guidelines and procedures are designed to ensure that appropriate instructional materials are selected and provide an opportunity for the professional staff and community to participate and be informed on the selection and use of instructional materials.

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

Adopted: July 1, 1998
Revised: September 4, 2002
Revised: November 3, 2008
Revised: August 3, 2009
Revised: February 19, 2013
Revised: December 2, 2014

Legal Ref.: 20 U.S.C. § 1232h.

Code of Virginia, 1950, as amended, § 22.1-238.

8 VAC 20-720-160.

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

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Instructional Materials –
Regulation regarding methods and procedures for the selection and review of instructional materials

Selection of materials
Instructional materials shall be selected in accordance with the following procedures and guidelines:

Library/Media Center Materials shall be selected by the media specialist of each school in consultation with the principal or designee, appropriate teachers and other specialized personnel if necessary. Final recommendation for purchase shall be made by the library media specialist and approved by the principal or designee.

Textbook adoptions shall be recommended by review committees appointed by the superintendent or designee. State guidelines for adoption of textbooks shall be followed. The recommendations from review committees shall be submitted to the school board by the superintendent.

Other instructional and supplementary materials shall be selected cooperatively by appropriate subject or grade-level teaching personnel, library media specialists, guidance personnel, administrative personnel and shall be approved by the principal or designee.

Selection of instructional materials, services, and resources is a continuous process which involves the professional instructional personnel employed by the school board. Parents, students, and/or community members may have the opportunity to participate in the selection process when appropriate and useful. The responsibility for coordinating the selection process and for making the final selection rests with the professional school personnel, in accordance with the selection policies formally adopted and stated herein.

Selection objectives shall be:

1. to provide materials that will support and enrich the curriculum and the needs of students, taking into consideration their varied interests, abilities, maturity levels and learning styles.
2. to provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. to provide materials that will help students extend the boundaries of their knowledge and experience, pursue self-directed learning, explore and satisfy their curiosities and interests and find enjoyment in the imaginative expressions of creative artists.
4. to provide a background of information that will enable students to make intelligent decision in their daily lives.
5. to provide materials on opposing side of controversial issues in order that students may develop, under guidance, the practice of critical reading, viewing, listening and thinking.
6. to provide materials that realistically represent our pluralistic society and reflect the contributions made by various groups and individuals to our American heritage.
7. to place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library media center
8. to provide a reasonable sequential order.

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Criteria for selection - Building a balanced collection of library books and instructional materials requires careful planning and attention to the following criteria for selection:

1. It is preferable to examine materials prior to the purchase whenever possible. If this is not possible, selection is based upon bibliographic reference sources, selected lists, and reviews in reputable professional journals and publications. Sufficient time is allotted for professional school personnel to review materials prior to purchase.
2. First consideration is given to the needs of the individual school based on knowledge of the curriculum, of the existing collection, and of the needs of the children and youth. Requests from users of the collection (administration, faculty, parents, and students) are given high priority. Materials are selected which should appeal to a wide range of ability levels.
3. Materials for purchase are considered on the basis of overall purpose, timeliness, importance of the subject matter, quality of writing or production, readability and popular appeal, authoritativeness, reputation of the author, artist, publisher, producer, format, and cost, support of the educational program, and age and developmental appropriateness.
4. Special consideration is given to treatment of the following elements: religion, cultures, ideologies, sex education, sex, profanity, and science.

   a. Religion - When appropriate, factual unbiased material which represents major religions is included in the collection.

   b. Cultures - Factual, unbiased information used in portraying ethnic groups or cultures is included in the collection.

   c. Ideologies - Factual information on any ideology or philosophy which exerts a strong force in society is included in the collection.

   d. Sex Education - Specific guidelines established by the State Department of Education require that materials on sex education for classroom use be evaluated by the School Board or its designee. Resources may also be available for personal information.

   e. Sex - Pornographic or sensational materials are not included but the inclusion of sexual incidents in the material does not automatically disqualify them.

   f. Profanity - The fact that profanity appears in material does not automatically disqualify a selection. Care is taken to exclude materials using profanity in a lewd or detrimental manner.

   g. Science - Factual information about medical and scientific knowledge and theory is included in the collection without any biased selection of facts.

   h. Access to Electronic Information

Review of Materials

Evaluation and long-range planning are essential to the maintenance of a balanced collection of useful, current instructional materials, projected enrollments, curriculum needs, accreditation standards, and technological changes must be considered in long-range planning.

Each library media center should have a plan for meeting future needs over a three to five year period. An annual review of materials should be conducted to eliminate obsolete, damaged or unusable materials and update the long-range plan. This may be done when taking the annual inventory or it could be planned to review a section of the collection each month. Faculty members shall assist in the review process in their areas of instructional expertise.

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The following types of materials should be eliminated from the collection during the review process:
1. Those worn or damaged beyond repair at reasonable cost
2. Aged, unattractive materials that no longer appeal to users
3. Those obsolete or containing misinformation
4. Those superseded by new editions
5. Those not suitable for the students served
6. Those uncirculated over a reasonable period of time.

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TEXTBOOK SELECTION, ADOPTION, AND PURCHASE

Selection of Textbooks

The School Board may adopt textbooks, including print or electronic media for student use that serves as the primary curriculum basis for a grade-level subject or course from the list of textbooks approved by the Board of Education. The School Board may also adopt books which are not on the state-adopted list in accordance with the Board of Education regulations.

In approving textbooks, the School Board

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

Textbooks Approved by the Board of Education

The New Kent County School Board may either enter into written term contracts or issue purchase orders with publishers of textbooks approved by the Board of Education. Such written contracts or purchase orders are exempt from the Virginia Public Procurement Act (Va. Code § 2.2-4300 et seq.) The contract price shall not exceed the lowest wholesale price at which the textbook or textbooks involved in the contract are currently bid under contract anywhere in the United States. If, subsequent to the date of any contract entered into by the School Board, the prices of textbooks named in the contract are reduced or the terms of the contract are made more favorable to purchase anywhere in the United States or a special or other edition of any book named in the contract is sold outside of Virginia at a lower price than contracted in Virginia, the publisher shall grant the same reduction or terms to the School Board and give the School Board the option of using such special or other edition adapted for use in Virginia and at the lowest prices at which such special edition is sold elsewhere and the contract shall so state.

Contracts and purchase orders with publishers of textbooks approved by the Board of Education shall require the publisher to furnish an electronic file of the textbook in the National Instructional Materials Accessibility Standards (NIMAS) format that will then be deposited in the National Instructional Materials Access Center (NIMAC) from which accessible versions of the particular textbook may be produced for students with print disabilities, as defined in 20 U.S.C. § 1474. Publishers shall deliver the NIMAS file of the textbook on or before the date of delivery of the regular text version.

Contracts and purchase orders with publishers of textbooks approved by the Board of Education for use in grades 6-12 shall allow for the purchase of printed textbooks, printed textbooks with electronic files, or electronic textbooks separate and apart from printed versions of the same textbook. The School Board may purchase an assortment of textbooks in any of the three forms listed above.

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The School Board shall order directly from the respective publishers the textbooks needed to supply the public schools in the school division. The publishers shall ship the textbooks to the school board. The purchase price of such textbooks shall be paid directly to the publishers by the School Board.

Locally-Approved Textbooks

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

The publishers of such textbooks shall

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

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

Adopted: July 1, 1998
Revised: September 4, 2002
Revised: November 3, 2008
Revised: August 3, 2009
Revised: July 12, 2010
Revised: February 19, 2013
Revised: May 19, 2014
Revised: May 9, 2016

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

8 VAC 20-720-170.

Cross Refs.:

DJF	Purchasing Procedures
IIA	Instructional Materials
KQ	Commercial, Promotional, and Corporate Sponsorships and Partnerships

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

The School Board delegates the responsibility for the selection and use of supplemental materials to the individual schools. Teachers must carefully review materials prior to use and exercise a high degree of professional judgment in their selection and use of supplemental materials, to ensure that the use of such materials serves to both support and complement the basic educational objectives within the specific subject areas and classrooms.

Adopted: July 1, 1998
Revised: September 4, 2002
Revised: November 3, 2008
Reviewed: February 19, 2013
Revised: May 19, 2014

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-238.

8 VAC 20-720-160.

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

INNOVATIVE OR EXPERIMENTAL PROGRAMS

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

Adopted: July 1, 1998
Revised: April 2, 2012

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

8 VAC 20-131-290.

Cross Ref.: IKF Standards of Learning and Graduation Requirements

SCHOOL LIBRARIES/MEDIA CENTERS

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

Each school shall provide a variety of materials and equipment to support the instructional program.

Adopted: July 1, 1998
Revised: September 4, 2002
Reviewed: February 19, 2013
Revised: May 6, 2013

Legal Ref.: 8 VAC 20-131-190.

ACCEPTABLE COMPUTER SYSTEM USE

The School Board provides a computer system, including the internet, to promote educational excellence by facilitating resource sharing, innovation and communication. The term computer system includes, but is not limited to, hardware, software, data, communication lines and devices, terminals, printers, CD-ROM devices, tape or flash drives, servers, mainframe and personal computers, tablets, cellular phones, smart telephones, the internet and other internal or external networks.

All use of the Division's computer system must be (1) in support of education and/or research, or (2) for legitimate school business. Use of the computer system is a privilege, not a right. Any communication or material generated using the computer system, including electronic mail, instant or text messages, tweets, or other files deleted from a user's account may be monitored, read and/or archived by school officials.

The Division Superintendent shall establish administrative procedures, for the School Board's approval, containing the appropriate uses, ethics and protocol for the computer system. The procedures shall 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 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 and in chat rooms and cyber bullying awareness and response;
(6) provisions designed to prevent unauthorized online access by minors, including "hacking" and other unlawful online activities;
(7) provisions prohibiting the unauthorized disclosure, use and dissemination of photographic and/or personal information of or regarding minors; and
(8) a component of Internet safety for students that is integrated in the division's instructional program.

Use of the School Division's computer system shall be consistent with the educational or instructional mission or administrative function of the Division as well as the varied instructional needs, learning styles, abilities and developmental levels of students.

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The Division's computer system is not a public forum.

Each teacher, administrator, student and parent/guardian of each student shall sign the Acceptable Computer System Use Agreement, IIBEA-E, before using the Division's computer system. The failure of any student, teacher or administrator to follow the terms of the Agreement, this policy or accompanying regulation may result in loss of computer system privileges, disciplinary action, and/or appropriate legal action.

The School Board is not responsible for any information that may be lost, damaged or unavailable when using the computer system or for any information retrieved via the Internet. Furthermore, the School Board will not be responsible for any unauthorized charges or fees resulting from access to the computer system.

The School Board will review, amend if necessary, and approve this policy every two years.

Adopted:	October 1, 2001
Revised:	June 6, 2005
Revised:	August 3, 2009
Revised:	July 12, 2010
Reviewed:	August 20, 2012 – no changes
Revised:	June 17, 2013
Reviewed:	September 8, 2016 – no changes

Legal Refs: 18 *U.S.C.* §§ 1460, 2256.
47 *U.S.C.* §254.

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

Cross Refs:	GCPD	Professional Staff Discipline
	JFC	Student Conduct
	JFC-R	Standards of Student Conduct

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ACCEPTABLE COMPUTER SYSTEM USE

All use of the New Kent County School Division's computer system shall be consistent with the School Board's goal of promoting educational excellence by facilitating resource sharing, innovation and communication. The term computer system includes, but is not limited to, hardware, software, data, communication lines and devices, terminals, printers, CD-ROM devices, tape or flash drives, servers, mainframe and personal computers, tablets, cellular phones, smart phones, the internet and any other internal or external network.

Computer System Use-Terms and Conditions:

1. **Acceptable Use.** Access to the Division's computer system shall be (1) for the purposes of education or research and be consistent with the educational objectives of the Division or (2) for legitimate school business.

2. **Privilege.** The use of the Division's computer system is a privilege, not a right.

3. **Unacceptable Use.** Each user is responsible for his or her actions on the computer system. Prohibited conduct includes but is not limited to:

   - using the network for any illegal or unauthorized activity, including violation of copyright or contracts, or transmitting any material in violation of any federal, state, or local law.
   - sending, receiving, viewing or downloading illegal material via the computer system.
   - unauthorized downloading of software.
   - using the computer system for private financial or commercial purposes.
   - wastefully using resources, such as file space.
   - gaining unauthorized access to resources or entities.
   - posting material created by another without his or her consent.
   - submitting, posting, publishing, or displaying any obscene, profane, threatening, illegal, or other inappropriate material.
   - using the computer system while access privileges are suspended or revoked.
   - vandalizing the computer system, including destroying data by creating or spreading viruses or by other means.
   - intimidating, harassing, bullying, or coercing others.
   - threatening illegal or immoral acts.

4. **Network Etiquette.** Each user is expected to abide by generally accepted rules of etiquette, including the following:

   - be polite.
   - users shall not forge, intercept or interfere with electronic mail messages.
   - use appropriate language. The use of obscene, lewd, profane, lascivious, threatening or disrespectful language is prohibited.

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- users shall not post personal information other than directory information as defined in Policy JO Student Records about themselves or others.
- users shall respect the computer system's resource limits.
- users shall not post chain letters or download large files.
- users shall not use the computer system to disrupt others.
- users shall not modify or delete data owned by others.

5. **Liability.** The School Board makes no warranties for the computer system it provides. The School Board shall not be responsible for any damages to the user from use of the computer system, including loss of data, non-delivery or missed delivery of information, or service interruptions. The School Division denies any responsibility for the accuracy or quality of information obtained through the computer system. The user agrees to indemnify the School Board for any losses, costs, or damages incurred by the School Board relating to or arising out of any violation of these procedures.

6. **Security.** Computer system security is a high priority for the school division. If any user identifies a security problem, the user shall notify the building principal or system administrator immediately. All users shall keep their passwords confidential and shall follow computer virus protection procedures.

7. **Vandalism.** Intentional destruction of or interference with any part of the computer system through creating or downloading computer viruses or by any other means is prohibited.

8. **Charges.** The School Division assumes no responsibility for any unauthorized charges or fees as a result of using the computer system, including telephone, **data**, or long-distance charges.

9. **Electronic Mail.** The School Division's electronic mail system is owned and controlled by the School Division. The School Division may provide electronic mail to aid students and staff in fulfilling their duties and as an education tool. Electronic mail is not private. Students' electronic mail will be monitored. The electronic mail of staff may be monitored and accessed by the School Division. All electronic mail may be archived. Unauthorized access to an electronic mail account by any student or employee is prohibited. Users may be held responsible and personally liable for the content of any electronic message they create or that is created under their account or password. Downloading any file attached to an electronic message is prohibited unless the user is certain of that message's authenticity and the nature of the file.

10. **Enforcement.** Software will be installed on the division's computers having Internet access to filter or block internet access through such computers to child pornography and obscenity. The online activities of users may also be monitored manually. **Any violation of these regulations shall result in loss of computer system privileges and may also result in appropriate disciplinary action, as determined by School Board policy, or legal action.**

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Adopted: October 1, 2001
Revised: August 3, 2009
Revised: February 9, 2011
Reviewed: August 20, 2012 – no changes
Revised: June 17, 2013

Legal Refs: 18 U.S.C. §§ 1460, 2256.
47 U.S.C. § 254.

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

Guidelines and Resources for Internet Safety in Schools, Virginia Department of Education (Second Edition October 2007)

Cross Refs:

GCPD	Professional Staff Discipline
JFC	Student Conduct
JFC-R	Standards of Student Conduct

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ACCEPTABLE COMPUTER SYSTEM USE

Dear Parent/Guardian:

The New Kent School Board offers your student the use of electronic communications through the New Kent Count School Division's computer system. Your student will be able to communicate with other schools, colleges, organizations and individuals around the world through the Internet and other electronic information systems/networks.

Part of the School Division's responsibility in preparing students for the 21st century is to provide them access to the tools they will be using as adults. The Internet will likely be one of these tools. Through the Division's computer system your student will have access to databases, libraries and computer services from all over the world. We accept the responsibility of teaching your student about his/her role as a "network" citizen and the code of ethics involved with this new community.

With this educational opportunity also comes responsibility on the part of your student. It is important that you and your student read the enclosed division policy, administrative regulation and agreement form and discuss these requirements. The Division takes precautions to prevent access to inappropriate material. However, it is impossible to control access to all material and a user may access inappropriate material.

In order for your student to take advantage of this educational opportunity, your authorization is needed. Attached to this letter are the Acceptable Computer System Use Policy IIBEA/GAB and accompanying Regulation IIBEA-R/GAB-R, which includes the agreement that both you and your student must sign before your student may use the computer system. Please review these materials carefully with your student before signing the required agreement.

Sincerely,

Reviewed: August 20, 2012

ACCEPTABLE COMPUTER SYSTEM USE AGREEMENT

Each employee must sign this Agreement as a condition for using the School Division's computer system. Each student and his or her parent/guardian must sign this Agreement before being permitted to use the School Division's computer system. Read this Agreement carefully before signing.

Prior to signing this Agreement, read Policy IIBEA/GAB and Regulation IIBEA-R/GAB-R, Acceptable Computer System Use. If you have any questions about this policy or regulation, contact your supervisor or your student's principal.

I understand and agree to abide by the School Division's Acceptable Computer System Use Policy and Regulation. I understand that the School Division may access, monitor and archive my use of the computer system, including my use of the Internet, e-mail and downloaded material, without prior notice to me. I further understand that should I violate the Acceptable Use Policy or Regulation, my computer system privileges may be revoked and disciplinary action and/or legal action may be taken against me.

Student/Employee Signature _____ Date _____

I have read this Agreement and Policy Policy GAB/IIBEA and Regulation GAB-R/IIBEA-R. I understand that access to the computer system is intended for educational purposes and the New Kent County School Division has taken precautions to eliminate inappropriate material. I also recognize, however, that it is impossible for the School Division to restrict access to all inappropriate material and I will not hold the School Division responsible for information acquired on the computer system. I have discussed the terms of this agreement, policy and regulation with my student.

I grant permission for my student to use the computer system in accordance with New Kent School Division's policies and regulations and for the school division to issue an account for my student.

Parent/Guardian Signature _____ Date _____

Parent/Guardian Name _____
(Please Print)

Reviewed: August 20, 2012
Revised: June 17, 2013

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FIELD TRIPS

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

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

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

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

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

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

The New Kent 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: July 1, 1998
Revised: June 18, 2012

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

Cross Ref.: JFCB Sportsmanship, Ethics and Integrity

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FIELD TRIP REGULATIONS AND GUIDELINES

Field Trips are off-campus instructional activities. New Kent County Public Schools believes that field trips can provide valuable educational experiences for students by enriching the curriculum and by making classroom learning experiences more meaningful by allowing students to apply knowledge and skills through experiential activities, performances, and competitions. To be educationally beneficial, a field trip requires thoughtful selection, careful advance preparation, and opportunities for students to assimilate the experience during and after the trip. Teachers will plan advance activities that prepare students for the trip and follow-up activities that assist students in summarizing, applying, and evaluating information learned on the trip. When possible, teachers are encouraged to plan field trips that allow students to connect information and skills across multiple content areas. Elementary and middle schools are encouraged to plan at least one annual field trip per grade level. High school students should also be afforded field trip opportunities at all grade levels, 9-12.

I. General Regulations

a. Field trip teacher-sponsor(s) must complete a *Field Trip Application* and submit it to the building principal for approval. No money can be collected and no commitments made prior to the approval of the field trip. Any change in the purpose or itinerary of the field trip must have prior approval.
b. Principals should specify the requirements for individual student participation in field trips. These school-based regulations should be consistent with state and federal guidelines related to the participation of special education students.
c. The teacher-sponsor should prepare and retain a roster of participating students that include pertinent parental contact information. *NKCPS Field Trip Permission Forms* must be secured from the parent or guardian before a student is permitted to participate in a field trip. Permission forms must be kept on file. A copy should be given to the building principal prior to departure.
d. The student to chaperone ratio on field trips shall be as follows:
   i. Pre-K – 2 5 to 1
   ii. 3 – 5 10 to 1
   iii. 6 – 12 15 to 1

   Exceptions may be approved on a case-by-case basis.
e. All field trip chaperones must complete the *Volunteer Field Trip Chaperone Guidelines* agreement and must be screened by the principal using the Sex Offender Registry.
f. All School Board policies and established school division procedures must be followed during the field trip. These include the NKCPS Code of Conduct and any applicable student health and medication procedures.
g. Teacher-sponsors should prepare a trip information sheet including departure and return times as well as other pertinent information such as refund of fees in the event a trip is cancelled. This should be distributed to students, parents, and chaperones prior to departure.

h. If charter bus service is to be used and paid for using school funds, only charter bus companies included on the NKCPS Approved Charter Bus Company list may be contracted. This list may be obtained from the NKCPS Transportation Office or from the NKCPS School Board Office. A copy of the contract and other applicable documentation should be filed with the school financial secretary. All NKCPS purchasing and accounting procedures must be followed.
i. No field trip may be scheduled during a time when the school is administering state or national standardized tests, or during scheduled semester exams.
j. Teacher-sponsors and principals should strive to keep student/parent field trip costs reasonable. No student should be denied the opportunity to participate in a field trip for financial reasons.
k. Students are expected to travel on transportation that has been approved for the trip. Parents may request approval to transport their child to or from a trip destination by submitting the appropriate form to the principal at least one day in advance of the trip.

II. Approval Process
a. All field trips will be approved by the Superintendent or designee, typically the Executive Director of Curriculum and Instruction. The principal and the Director of Transportation must provide pre-approval for all field trips.
b. Trip sponsors must use the *NKCPS Field Trip Application* and must provide applicable supporting documentation at the time of submission.
c. Field trip applications, including required supporting documentation, must be submitted to the principal <u>no less than 4 weeks prior</u> to the proposed date of the trip. This requirement may be waived by the Superintendent or designee, with the recommendation of the principal.
d. The following criteria will be considered when approving field trips:
    i. The educational value of the trip to the particular class or student group
    ii. The relationship of the field trip to a particular aspect of the curriculum
    iii. The distance travelled
    iv. The time away from the regular instructional program
    v. The availability of transportation and general instructional calendar
e. No monies or *NKCPS Field Trip Permission Forms* may be collected until the field trip application has been approved.
f. Overnight field trips are generally discouraged but may be approved on a case-by-case basis. Additional requirements and conditions, beyond those listed in this regulation, may apply to overnight trips.

III. Transportation
a. Teacher-sponsors are encouraged to use NKCPS transportation for field trips, when possible.
b. When using NKPCS transportation, the following conditions apply:
    i. Trips should be scheduled during the instructional day, with the departure time no earlier than 9:00 am and the return time no later than 2:15 pm. The NKCPS Director of Transportation may approve earlier departure and later return times.

ii. Teacher-sponsors should ensure that all bus driver meal and admissions expenses are provided and that parking for buses is available at all destinations.
iii. Except in cases of emergency, buses will make no stops other than those listed on the approved *NKCPS Field Trip Application*.
iv. At least one NKCPS faculty or staff member, in addition to the driver, will ride on each bus and will be responsible for supervision of students. Volunteer chaperones may also ride on NKCPS transportation, as space is available. Volunteer chaperones may be asked to provide their own transportation.

c. If private charter transportation is used this service must be provided by a charter company that has been approved for use by NKCPS.

IV. Teacher-Sponsor Responsibilities

a. Visit the destination prior to the trip, if possible, and secure as much information as is possible about the destination, such as:
   i. Lunch facilities
   ii. Restroom facilities
   iii. Accessibility for individuals with disabilities
   iv. Special programs for school groups
b. Develop pre- and post-trip instructional activities.
c. Ensure all funds are accounted for according to NKCPS activity fund regulations and procedures.
d. Submit the *NKCPS Field Trip Application* per regulations.
e. Secure signed *NKCPS Field Trip Permission Forms* who will participate in the trip and make appropriate instructional arrangements for any students who decline participation.
f. Secure copies of student Emergency Information forms and keep these, along with a roster of students and adults, with you during the trip.
g. Make any necessary arrangements with the School Nurse and parents for student medication and health care needs. Ensure necessary accommodations for students with disabilities.
h. Make appropriate arrangements for the availability of first aid kits. Along with the principal, coordinate recruitment of necessary volunteer chaperones and confirm that *Volunteer Field Trip Chaperone Guidelines* agreements are completed for all volunteer chaperones.
i. Provide the principal with a roster of all students and adults participating on the trip, prior to departure.
j. Establish a communication plan with other teacher and volunteer chaperones and with drivers. Carry a cell phone and ensure that all chaperones, drivers and the school office have the number.
k. Establish student groups and assign chaperones, as is necessary. Be sure all chaperones understand expectations and responsibilities.
l. In the event of an accident on a trip, seek necessary emergency assistance and notify the school principal immediately. Ensure that any student who needs medical assistance is accompanied by a faculty or staff member and attempt to contact the student's parent/guardian immediately.

V. Volunteer Chaperone Responsibilities and Expectations

a. Parents or legal guardians of students may serve as volunteer chaperones for NKCPS field trips.
b. All individuals who wish to serve as chaperones must complete the *Volunteer Field Trip Chaperone Guidelines* agreement at least one week prior to the trip for approval by the school principal.
c. All volunteer chaperones must understand the following guidelines and expectations:
    i. All school rules apply on school-sponsored field trips. Chaperones are expected to comply with all NKCPS policies, follow the directions given by the teacher-trip sponsor, work cooperatively with other adult chaperones and staff members, and model appropriate behaviors for students.
    ii. Before and during the field trip chaperones may not use or possess alcohol or other drugs; may not use tobacco in the presence of, or within sight of students or possess tobacco on school property, including buses; and may not administer any medications to students.
    iii. Students must be supervised at all times. Supervision includes facilitating student experiences and learning, monitoring behavior, and accounting for students at all times. Chaperones must be readily available, must be mindful of safety concerns, and should respond to students' needs. While chaperones are responsible for student behavior, it is the responsibility of the teacher and/or principal to discipline students.
    iv. Chaperones should refrain from using mobile communication devices for non-emergency or non-trip related purposes. Your attention should always be on the students for whom you are responsible.
    v. For the protection of both the student and the chaperone, chaperones should not place themselves in situations in which they are alone with a student.
    vi. Siblings and other family members may not participate on a field trip unless prior written permission is granted by the principal (young children can easily distract the chaperone from supervision responsibilities).
    vii. Maintain communication with the teacher-sponsor as requested. Immediately notify an NKCPS staff member in case of injury, illness, or other emergency.
    viii. Adhere to all chaperone requirements provided by the venue or destination.
    ix. Do not deviate from established trip itineraries and schedules.

VI. Other Regulations

a. The Superintendent or designee may place additional requirements or conditions on certain field trips, in addition to those listed here, depending on the proposed venue or destination.
b. Applications for international field trips must be approved by the School Board.
c. Field trip approval decisions made by the Superintendent or designee are final.

NKSB Review: June 18, 2012

New Kent County Public Schools Field Trip Application

General Information

School: _____ Date Submitted: _____

Teacher/Sponsor(s): _____

Date of Trip: _____ Departure and Return Times: _____

Destination: _____

Address: _____

Grade/Class/Group: _____

Students: _____ # Teachers: _____ # Volunteer Chaperones: _____ # Total Adults: _____

Purpose of Trip: _____

Lunch Plans: _____

Transportation and Fees

Transportation Mode (NKCPS/Charter): _____

If Charter, Name of Company: _____

Approximate Round Trip Miles: _____

Additional Stops: _____

Fee Per Student: _____ Fee Includes: _____

Additional Information

Please Attach:

1. Statement of specific instructional objectives and related SOLs
2. Description of specific student learning activities before, during, and after trip
3. Trip Itinerary

Approvals

_____

Teacher/Sponsor Signature *Date*

_____

Principal's Signature *Date*

_____

Director of Transportation *Date*

_____

Superintendent or Designee *Date*

This application must be submitted to the principal no less than <u>4 weeks</u> prior to the date of the trip. Please refer to NKCPS Field Trip Regulations, IICA-R, for additional information.

Revised: 6/2012

NKCPS Field Trip Parent Permission Form

General Trip Information

School: _____

Grade/Class/Group: _____

Date of Trip: _____ Departure and Return Times: _____

Destination: _____

Address: _____

Purpose of Trip: _____

Lunch Plans: _____

Fee per Student: _____

Fee Includes: _____

Special Instructions for Students/Parents: _____

_____

Transportation Plans: _____

Please complete the bottom portion, sign, detach, and return to your child's teacher, along with fee payment by: _____
Date

********** **********

Parent/Guardian Permission

_____ has my permission to participate in the trip to
Student's Name

_____ on _____ . I further authorize
Destination *Date*

NKCPS staff members to take necessary steps to provide emergency medical care for my child, should the need arise. I understand that all NKCPS student rules and regulations apply for the duration of this trip. I also understand that I may not receive a refund for any fees in the event this trip is cancelled.

Please list any special medical needs for your child: _____

_____

Phone number(s) in case of emergency: _____

Student fee amount enclosed: _____

Yes / No - I would like to be a volunteer chaperone for this trip. I understand I must complete a Volunteer Chaperone Guidelines agreement, subject to approval by the principal (please contact your child's teacher for additional information).

_____
Parent/Guardian Signature *Date*

Revised: 6/2012

Volunteer Field Trip Chaperone Guidelines

Field Trips are off-campus instructional activities. New Kent County Public Schools believes that field trips can provide valuable educational experiences for students by enriching the curriculum and by making classroom learning experiences more meaningful by allowing students to apply knowledge and skills through experiential activities, performances, and competitions. Thank you for your interest in working to enhance this experience for our students!

Please review the guidelines below for field trip chaperones. Please sign the agreement at the bottom of the form and return to your child's teacher at least one week before the trip for which you would like to serve as a chaperone. Please talk with your child's teacher if you have any questions, and thank you, again, for your assistance!

1. Parents or legal guardians of students may serve as volunteer chaperones for NKCPS field trips.
2. All individuals who wish to serve as chaperones must complete and submit the agreement at the bottom of this form at least one week prior to the trip for approval by the school principal. Volunteer chaperones will be subject to screening via the Virginia Sex Offender Registry.
3. All volunteer chaperones must understand the following guidelines and expectations:
   - All school rules apply on school-sponsored field trips. Chaperones are expected to comply with all NKCPS policies, follow the directions given by the teacher-trip sponsor, work cooperatively with other adult chaperones and staff members, and model appropriate behaviors for students.
   - Before and during the field trip chaperones may not use or possess alcohol or other drugs; may not use tobacco in the presence of, or within sight of students or possess tobacco on school property, including buses.
   - Volunteer chaperones may not administer any medications to students.
   - Students must be supervised at all times. Supervision includes facilitating student experiences and learning, monitoring behavior, and accounting for students at all times. Chaperones must be readily available, must be mindful of safety concerns, and should respond to students' needs. While chaperones are responsible for student behavior, it is the responsibility of the teacher and/or principal to discipline students. Please report any student discipline or behavior concerns to an appropriate staff member.
   - Chaperones should refrain from using mobile communication devices for non-emergency or non-trip related purposes. Your attention should always be on the students for whom you are responsible.
   - For the protection of both the student and the chaperone, chaperones should not place themselves in situations in which they are alone with a student.
   - Siblings and other family members may not participate on a field trip unless prior written permission is granted by the principal (young children can easily distract the chaperone from supervision responsibilities).
   - Maintain communication with the teacher-sponsor as requested. Immediately notify an NKCPS staff member in case of injury, illness, or other emergency.
   - Adhere to all chaperone requirements provided by the venue or destination.
   - Do not deviate from established trip itineraries and schedules.

----------Please detach and return to your child's teacher----------

Volunteer Field Trip Chaperone Agreement

I acknowledge that I have received the copy of the *Volunteer Field Trip Chaperone Guidelines*, that I have read these guidelines, and that I agree to comply with the guidelines as a school volunteer.

In the event that I have a personal emergency during the trip, please contact:

_____

Printed Name *Relationship* *Phone Number(s)*

Chaperone's Printed Name:_____

Chaperone's Signature:_____ Date:_____

Revised: 6/2012

Parent/Guardian Field Trip Transportation Request

I request that my child, _____ be allowed to ride with me to / from / round trip (circle)
Student's Name

on _____ . I understand

_____ _____
Destination *Date*

that, if I am unable to transport my child, he/she will be required to ride approved NKCPS transportation and will not be allowed to be transported by any other individuals to or from this trip. I further understand that I assume all liability for transporting my child. I agree to comply with all arrival and departure times listed for the field trip, unless otherwise approved.

Please list any additional special transportation requests (such as different departure times): _____

_____

_____

_____
Parent/Guardian Signature *Date*

_____
Principal's Signature of Approval *Date*

Revised: 6/2012

COMMUNITY RESOURCE PERSONS/SCHOOL VOLUNTEERS

The New Kent 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 will direct the activities of parents, volunteers and other community resources at the building level.

Adopted: July 1, 1998
Revised: September 4, 2002
Reviewed: February 19, 2013
Reviewed: May 6, 2013

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

8 VAC 20-131-20,

8 VAC 20-131-270.

Cross Ref.:	AD	Educational Philosophy
	IGBC	Parental Involvement
	KA	Goals for School-Community Relations
	KQ	Commercial, Promotional, and Corporate Sponsorships and Partnerships

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GUIDANCE AND COUNSELING PROGRAM

School Guidance and Counseling Services

Each school provides the following guidance and counseling services to all students:

- Academic guidance which assists students and their parents to acquire knowledge of the curricula choices available to students, to plan a program of studies, to arrange and interpret academic testing, and to seek post-secondary academic opportunities.

- Career guidance which helps students to acquire information and plan action about work, jobs, apprenticeships, and post-secondary educational and career opportunities.

- Personal/social counseling which assists a student to develop an understanding of themselves, the rights and needs of others, how to resolve conflict and to define individual goals, reflecting their interests, abilities and aptitudes. Information and records of personal/social counseling will be kept confidential and separate from a student's educational records and not disclosed to third parties without prior parental consent or as otherwise provided by law. Parents may elect, by notifying their child's school in writing, to have their child not participate in personal/social counseling.

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

The guidance and counseling program does not include the use of counseling techniques which are beyond the scope of the professional certification or training of counselors, including hypnosis, or other psychotherapeutic techniques that are normally employed in medical or clinical settings and focus on mental illness or psychopathology.

Parents are notified annually about the counseling programs which are available to their children. The notification will include the purpose and general description of the programs, information regarding ways parents may review materials to be used in guidance and counseling programs at their child's school and information about the procedures by which parents may limit their child's participation in such programs.

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Employment Counseling and Placement Services

The School Board provides to secondary students employment counseling and placement services to furnish information relating to the employment opportunities available to students graduating from or leaving the schools in the school division. Such information includes all types of employment opportunities, including, but not limited to, apprenticeships, the military, career education schools and the teaching profession. In providing such services, the School Board consults and cooperates with the Virginia Employment Commission, the Department of Labor and Industry, local business and labor organizations and career schools.

Adopted: July 1, 1998
Revised: May 1, 2006
Reviewed: February 19, 2013
Revised: May 19, 2014

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

8 VAC 20-620-10.

Cross Refs: IGAD Career and Technical Education
JO Student Records

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PARENTAL ASSISTANCE WITH INSTRUCTION

The New Kent County School Board encourages parents to provide instructional assistance to their children in the home. The school division offers 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: July 1, 1998
Revised: June 2, 2003
Revised: August 2, 2004
Revised: November 3, 2008
Reviewed: February 19, 2013
Revised: May 19, 2014

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

Cross Refs.: IGBC Parental Involvement
IKB Homework

HOMEWORK

Homework can provide an essential communication link between the school and the home. One measure of a program or course is the quality of the work done at home by the student. A strong home-school partnership, with many lasting benefits for the individual student and the student's family, can be greatly enhanced by a sound program of homework. In addition, homework should be an important tool in developing independent thought, self-direction, and self-discipline. It can assist the student in developing good work habits and in the wise use of time.

Guidelines for homework include:

1. Homework should be assigned after introduction and thorough explanation of the skills necessary to successfully complete the assignment.

2. Homework should be assigned in such a manner that it will be clearly understood by all students.

3. Homework should serve a valid purpose and be closely related to classroom activities.

4. A student's access to resource materials and technology should be considered when making assignments.

5. Homework should be evaluated promptly and appropriate feedback should be provided. Appropriate responses should be given to those students who successfully complete assigned work. Effort and competency should be recognized and evaluated when appropriate.

6. Teachers should seek to determine the causes if a student regularly fails to complete assigned work. Teachers should not avoid giving homework because they believe students will not do the work.

7. Excessive homework, like the absence of homework, should be avoided.

8. Homework should not be used as a disciplinary consequence.

9. Teachers and administrators should take appropriate steps to communicate with parents regarding the division's homework policy and to solicit their support.

Homework shall be considered as any assignment done outside the classroom. It has three functions: to reinforce prior learning; to help the student expand prior learning; and to prepare for new learning.

Categories:

Homework can be divided into the following general categories:

1. specific written assignments
2. specific reading assignments
3. preparation of long-range projects such as research papers and presentations
4. periodic review of notes and study guides when no specific assignment has been given
5. studying for assigned quizzes and tests.
6. specific oral assignments
7. content-specific rehearsals and skill practice logs

Amount:

The amount of time spent on homework may vary according to subject matter being covered and the needs and abilities of each student. On the average, students at the elementary level should spend between 20 to 45 minutes completing their homework. At the middle school, students should take between 45 minutes to an hour and a half to complete their homework assignments. High school students should average one and a half to two hours on homework. The amount of homework required in Honors, Advanced Placement, and Dual Enrollment courses may exceed this average.

Frequency:

Homework may be assigned nightly; however, the assignment of homework over weekends will be left to the discretion of individual teachers.

Accountability:

A. Students shall be responsible for completing homework assignments on time.
B. Teachers shall be responsible for evaluating homework assignments on a prompt and regular basis. Homework shall be a factor in the student evaluation process.
C. Principals are responsible for the implementation of this policy at the individual schools.
D. The Superintendent is responsible for the implementation of this policy, division-wide.

Parent Involvement:

Appropriate parental involvement can enhance homework and improve student learning. Parents should receive clear guidelines regarding their role in the homework process. Teachers should not expect parents to act as experts regarding content or to attempt to teach new content. Parents should ask questions that help students clarify and summarize what they have learned. Parents should help their children take responsibility for successful completion of homework and should ensure that all work is their child's own. Parents can also enhance learning through homework by ensuring an appropriate environment and adequate time for successful completion of homework.

Late Homework Assignments Due to Student Absence

Homework assignments not submitted as a result of student absence may be submitted within two class meetings of the absence for full credit. Partial credit may be awarded for homework assignments submitted more than two days after the absence, per the course syllabus or class policy. If a student misses multiple assignments due to an extended absence, the teacher may extend the number of days within which a student may submit homework for full credit.

Late Homework Assignments Not Due to Student Absence

For elementary students, partial credit will be awarded for homework submitted no more than three days after the original due date, per the course syllabus or class policy.

For middle and high school students, homework may be submitted one class meeting late for partial credit. Teachers may award partial credit for homework submitted more than one class meeting late, per the course syllabus or class policy.

Adopted: July 1, 1998
Revised: September 4, 2002
Revised: November 3, 2008
Reviewed: June 17, 2013 – no changes
Revised: April 23, 2014

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

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

ACCELERATION

The curriculum and schedule of elementary, middle and high schools provides flexibility in placing certain students in programs or subjects normally considered above their grade level. Scheduling eighth grade students into subjects above the normal grade level is done with counseling based on evidence of ability, past scholastic achievement, and cooperation of the individual student and his parents or guardian.

When students below the ninth grade successfully complete courses offered for credit in grades 9 through 12, credit is counted toward meeting the standard units required for graduation for students who enroll in high school as freshmen before July 1, 2018, as sophomores before July 1, 2019, as juniors before July 1, 2020 or as seniors before July 1, 2021 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 may request that the student not earn high school credit for the course. Such request shall be made in writing and shall include a parent or guardian's signature. So that the student may be appropriately scheduled, such requests must be submitted to the school counseling department no later than August 1, immediately following the school year in which the course was taken.

Adopted: July 1, 1998
Revised: September 4, 2002
Revised: July 12, 2010
Revised: May 2, 2011
Revised: November 19, 2012
Revised: July 13, 2015
Revised: July 18, 2016

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

8 VAC 20-131-50.

8 VAC 20-131-90.

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

REGULATIONS TO ACCOMPANY ACCELERATION

Early Graduation for Academic Acceleration

Parents and student should be informed that the primary purpose of an accelerated program is to enable capable students to take more advanced work in high school, not to encourage them to try to graduate in less than four years. All students should be urged to plan a four-year program of studies. The criteria for acceleration should be based on general ability and reading level as measured by standardized tests, achievement scores, grades, teacher recommendations, and other pertinent data. Parental permission is required for all students in accelerated programs.

In keeping with Virginia Board of Education policies, it may be possible for a student who has met the foregoing criteria to graduate in less than four years if that student:

A. Has been in an accelerated program and has completed the requirements for graduation; and provided that the student has successfully completed the course work necessary for further education;
B. Has been accepted, prior to the proposed early graduation date, to a college or other institution of advanced study beyond high school;
C. Is, in the opinion of teachers, the school counseling department, and the principal, sufficiently mature and self-reliant to graduate from high school and pursue advanced study;
D. Has parental permission;
E. Has approval of the Superintendent or designee.

Early Graduation for Financial or Personal Hardship

Absolute hardship cases are those involving a financial or personal necessity (not just a desire) for a student to graduate early. Such students are encouraged to attend school and work after school hours. If, however, a student demonstrates a significant hardship, early graduation may be approved using the following procedures:

A. Student must submit all requests and information in writing with parent's or guardian's approval and signatures.
B. All requests must be reviewed by the principal and school counselor, and may be reviewed by teachers, if appropriate.
C. The principal shall recommend approval or disapproval and forward the recommendation, along with appropriate information, to the Superintendent or designee.
D. The Superintendent or designee shall issue a decision.
E. Students whose requests are not approved have the right of appeal to the School Board.

Reviewed: July 12, 2010
Reviewed: May 2, 2011
Reviewed: November 19, 2012

NEW KENT COUNTY PUBLIC SCHOOLS
REQUEST FOR EARLY GRADUATION

Student Name:_____ Date:_____

Student Address:_____DOB:_____

_____Phone#:_____

Parent/Guardian Name:_____

Parent/Guardian Address (if different):_____

_____

Parent/Guardian Phone # (if different):_____

_____

Student's Current Grade Level:_____ Requested Graduation Date (month/year):_____

Student's post high school educational and career plans:_____

_____

_____

What steps have been taken to initiate the above mentioned plans? _____

_____

_____

Parent/Student: Please attach a letter that provides detailed reasons for this request along with any other relevant information.

School Counselor: Please attach a copy of the student's Secondary School Transcript and Test History, along with any other relevant information. If early graduation is recommended, please also attach a proposed course schedule for the student.

_____
Student Signature *Date*

_____
Parent Signature *Date*

I do/do not recommend early graduation.

I do/do not recommend early graduation.

_____
School Counselor Signature *Date*

_____
Principal Signature *Date*

Early graduation is/is not approved.

_____
Superintendent or Designee Signature *Date*

If approval for early graduation is granted to the student, the student is responsible for acquiring the necessary information from the school regarding participation in all senior activities such as prom, yearbook photos, and graduation. This form shall be maintained in the student's scholastic record.
Reviewed 11-19-12

STANDARDS OF LEARNING TESTS AND GRADUATION REQUIREMENTS

I. Standards of Learning (SOL) Tests and Verified Units of Credit

The Board of Education has established educational objectives known as the Standards of Learning, 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 New Kent 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.

In kindergarten through eighth grade, where Standards of Learning (SOL) tests are required by the Board of Education, each student is expected to take the SOL tests. Students who are accelerated take the tests of the grade level enrolled or the tests for the grade level of the content received in instruction. No student takes more than one test in any content area in each year. Schools will use the SOL 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 will take all applicable end-of-course SOL tests following course instruction. Students who enroll in high school as freshmen before July 1, 2018, as sophomores before July 1, 2019, as juniors before July 1, 2020 or as seniors before July 1, 2021 are required to earn standard and verified units of credit as specified in the regulations of the Board of Education and as described below. 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. Middle and secondary schools may consider the student's end-of-course SOL test score in determining the student's final course grade.

The standard unit of credit for graduation is based on a minimum of 140 clock hours of instruction and successful completion of the requirements of the course.

A verified unit of credit for graduation is based on a minimum of 140 clock hours of instruction, successful completion of the requirements of the course, and the achievement by the student of a passing score on the end-of-course SOL test for that course or additional tests as described below.

A student may also earn a verified unit of credit by the following methods:

- in accordance with the provisions of the Standards of Quality, students may earn a standard and verified unit of credit for any elective course in which the core academic SOL course content has been integrated and the student passes the related end-of-course SOL test. Such course and test combinations must be approved by the Board of Education.
- upon the recommendation of the division superintendent and demonstration of mastery of course content and objectives, qualified students may receive a standard unit of credit and be permitted to sit for the relevant SOL test to earn a verified credit without having to meet the 140-clock-hour requirement.

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The superintendent by regulation will determine the manner in which a student may demonstrate mastery of course content and objectives, and documentation of such mastery will be maintained in the student's permanent record.

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.

Participation in the SOL testing program by students with disabilities will be prescribed by provisions of their Individualized Education Program (IEP) or 504 Plan. All students with disabilities will be assessed with appropriate accommodations and alternate assessments where necessary.

All students identified as limited English proficient (LEP) will participate in the SOL testing program. A school-based committee will convene and make determinations regarding the participation level of LEP students. In kindergarten through eighth grade, limited English proficient students may be granted a one-time exemption from SOL testing in the areas of writing, science, and history and social science.

II. Graduation Requirements

A. Generally

The School Board awards diplomas to all secondary school students, including students who transfer from nonpublic schools or from home instruction, who meet the requirements prescribed by the Board of Education and meet such other requirements as are prescribed by the School Board and approved by the Board of Education.

B. Types of Diplomas and Certificates

The New Kent County School Board will award diplomas and certificates in accordance with state laws and regulations.

The requirements for a student to earn a diploma are those in effect when the student enters ninth grade for the first time.

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Adopted:	February 1, 1999
Revised:	September 8, 1999
Revised:	November 5, 2001
Revised:	June 2, 2003
Revised:	August 2, 2004
Revised:	August 1, 2005
Revised:	May 1, 2006
Revised:	August 7, 2006
Revised:	August 6, 2007
Revised:	July 12, 2010
Revised:	February 19, 2013
Revised:	May 6, 2013
Revised:	July 7, 2014
Revised:	May 9, 2016
Revised:	July 18, 2016

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

8 VAC 20-131-30.

8 VAC 20-131-50.

8 VAC 20-131-110.

Cross Refs.:
IAA Notification of Learning Objectives
IKFA Locally Awarded Verified Credits

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WAIVER OF THE 140-CLOCK HOUR REQUIREMENT

All high school standard and verified credit courses will be scheduled to allow for 140 clock hours of instruction. If inclement weather or other emergencies require a reduction in the number of school days the superintendent may waive this 140 clock hour requirement.

Typically, standard and verified credit courses require substantial student homework and study such that the average time a student spends engaged with course content exceeds 140 clock hours. The superintendent will ensure that all course objectives outlined in course syllabi and in applicable state and/or national course standards will be met in all standard and verified credit courses if scheduled in class time is less than 140 clock hours.

Students who have maintained satisfactory attendance and meet course requirements at a satisfactory level, as determined by their final course grade will be awarded standard credit. Further, students who also pass a related end-of-course Standards of Learning test will be awarded verified credit, even if the 140 clock hour requirement has not been met.

Further, for courses that are not offered as regularly scheduled standard/verified credit courses, students may request to the superintendent to sit for the relevant Standards of Learning test to earn a verified credit without having to meet the 140 clock hour requirement if they demonstrate mastery of course content. Such request must be made in writing to the school principal for recommendation to the superintendent. The written request must include:

1. A full description of the course purpose, course content, and assessment or evaluation.
2. An estimate of student time engaged in the intended course content.
3. If applicable, a description of the sponsoring educational institution or organization.
4. Student performance records such as report cards, transcripts, or narrative evaluations.
5. Proof of parent or guardian endorsement of the request as evidenced by a signed letter stating such endorsement.

The written request described above must be submitted to the school principal in a timely manner upon completion of any such courses or educational experiences and in such time as to allow for scheduling the relevant Standards of Learning test.

NKSB Review: February 19, 2013

LOCALLY AWARDED VERIFIED CREDITS

The New Kent County School Board shall award verified credits to students who enroll in high school as freshmen before July 1, 2018, as sophomores before July 1, 2019, as juniors before July 1, 2020 or as seniors before July 1, 2021 toward a standard diploma in science and history/social sciences in accordance with this policy.

No student may earn more than four locally awarded verified credits except as noted below.

To be eligible to earn locally awarded verified credits, a student must:

- pass the high school course and not pass the related Standards of Learning test;
- take the Standards of Learning test at least twice;
- score within a 375-399 scale score range on any administration of the Standards of Learning test; and
- demonstrate achievement in the academic content through the appeal process described below

Locally Awarded Verified Credits as Credit Accommodations

In addition to verified credits in science and history/social sciences, the School Board may also award verified credits toward a standard diploma in reading, writing and mathematics to students with disabilities as credit accommodations for the standard diploma. To be eligible for such 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. There is no maximum number of locally awarded verified credits that a student with a disability may earn toward a standard diploma.

Appeal Process

The New Kent School Board shall appoint a review panel comprised of a New Kent High School administrator, a New Kent High School guidance counselor, and the Superintendent or designee.

The review panel will review information which provides evidence of the student's achievement of adequate knowledge of the Standards of Learning content. The panel will have discretion in determining the information it will consider. That information may include, but is not limited to, results of classroom assignments, division-wide 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 local review panel may:

- award the verified credit,
- deny the verified credit,
- suggest participation in a remedial program and re-testing, or
- make additional academic assignments prior to determining whether to award the verified credit.

The decision of the review panel will be final.

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Adopted: June 3, 2002
Revised: June 2, 2003
Revised: August 2, 2004
Revised: February 4, 2010
Revised: November 5, 2012
Revised: June 17, 2013
Revised: November 18, 2013
Revised: May 19, 2014
Revised: November 2, 2015
Revised: July 18, 2016

Legal Refs.: 8 VAC 20-131-5.

8 VAC 20-131-50.

8 VAC 20-131-110.

Guidelines for Standard Diploma Credit Accommodations for Students with Disabilities (Virginia Department of Education March 28, 2013) (attachment to Virginia Department of Education Superintendent's Memo No. 105-13 (Apr. 19, 2013)).

Additional Guidance on Credit Accommodations for Students with Disabilities July 2013 (Attachment A to Superintendent's Memo No. 191-13 issued July 26, 2013)

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

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NEW KENT COUNTY PUBLIC SCHOOLS
K-12 PROMOTION POLICIES

Elementary Schools

Kindergarten to First Grade: Students must pass 80% of the Reading / Language Arts and Math curriculum objectives, 80% of upper and lower case letters, and 80% of letter sounds to be promoted to first grade.

First to Second Grade: Students must pass 80% of the Reading / Language Arts and Math curriculum objectives to be promoted to the second grade.

Second to Third Grade – Students must pass Reading and Math to be promoted to the third grade.

Grades 3 – 5 – In grades 3 to 5 students must pass Reading and Math along with at least one other subject (Language Arts, Science, or Social Studies) to be promoted to the next grade.

Students may be administratively placed in the next grade if this placement is appropriate, based on the student's social, emotional, and physical development, or if they have been retained at a previous grade level. Such placements would be subject to the principal's recommendation and the Superintendent's approval. Students being administratively placed in the next grade may be recommended to attend remedial summer school or other remediation and academic assistance, as deemed appropriate by the principal.

Middle School

Students in grade 6, 7, and 8 must pass all four academic subjects (English, Math, Science, and Social Studies) in order to be promoted to the next grade. Students who fail one academic class during the regular school year must pass that class in summer school in order to be promoted. If a student fails two or more academic classes, other factors, such as SOL or other formal assessment results, will be considered. Students who are recommended for retention may be promoted following successful completion of summer school courses.

Students may be administratively placed in the next grade if this placement is appropriate, based on the student's social, emotional, and physical development, or if they have been retained at a previous grade level. This placement would be subject to the principal's recommendation and the Superintendent's approval.

Students who are administratively promoted to the next grade level in middle school will be placed in academic monitoring and probation. This will include regular monitoring of the student's academic progress by school administrators and counselors, regular communication with the student's parents regarding progress, and may include participation in after-school remediation or other academic preparation that would take precedence over other extra-curricular or school social activities. This period of monitoring and probation would remain in effect until the student demonstrates satisfactory academic progress, as determined by the principal.

High School

Students in grades 9 through 12 will follow the credit and course requirements as set forth in the most current *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.

Further, in order to be promoted to the next grade level, high school students must have earned a minimum number of credits, as follows:

Grade 9 to 10	6 credits
Grade 10 to 11	12 credits
Grade 11 to 12	17 credits

Special Education Students at all Schools:
Promotion for a Special Education student shall be based upon his / her IEP, as well as the promotion policies outlined above.

Student Grading

Student progress in kindergarten and first grade will be documented through standards-based or competency-based report cards, issued every nine weeks during the school year. Student progress in grades two and higher will be documented through letter-grade based report cards, issued every nine weeks during the school year, according to the following scales:

Elementary Grades 2-5	
Letter Grade	Percentage
A	90 and above
B	80-89
C	70-79
D	60-69
F	Below 60

Middle & High School Grades 6-12		
Letter Grade	Percentage	Grade Points
A+	97 and above	4.3
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	Below 60	0

The progress of high school students may also be communicated through the calculation of cumulative Grade Point Averages, according the Grade Point values listed in this policy. High school credit courses designated as Honors-level courses will receive an additional Grade Point weight of 0.5, and high school credit Advanced Placement and Dual Enrollment (academic, tranferable credits only) courses will receive an additional Grade Point weight of 1.0. These courses will be designated in the New Kent High School Program of Study.

Adopted: November 1, 1999
Revised: May 1, 2000
Revised: August 6, 2007
Reviewed: June 17, 2013 – no changes
Revised: May 19, 2014

REMEDIATION RECOVERY PROGRAM

The New Kent County School Board supports efforts to provide instructional support to those students who have demonstrated a need for such support by their failure to pass certain Standards of Learning (SOL) assessments. Therefore, the New Kent County School Board has implemented a Remediation Recovery Program as established by the Virginia Board of Education. Remediation recovery is a program which encourages successful remediation of students who do not pass certain SOL tests in kindergarten through grade 8 and high school English and mathematics. The program is administered through regulations promulgated by the superintendent. Students eligible to participate in such program include students in kindergarten through grade 12 who have failed the SOL assessment in the areas of English or mathematics or both.

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

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

Schools shall maintain evidence of a student's participation in a remediation recovery program along with the scores of any SOL tests taken following remediation in the student's record.

The following students are ineligible for the remediation recovery program:

- students in grade 8 who are retested because they were retained and had not previously passed the grade 8 test in reading or mathematics

- students who retake an end-of-course test as a result of failing and retaking an English or mathematics course at the high school level

Adopted: June 5, 2001
Revised: November 5, 2001
Revised: August 2, 2004
Revised: October 2007
Revised: November 5, 2012
Revised: May 6, 2013

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

8 VAC 20-131-30.

8 VAC 20-131-280.

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

Cross Refs.:	IKF	Standards of Learning Tests and Graduation Requirements
	IKH	Retaking SOL Assessments
	IL	Testing Programs

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REMEDIATION RECOVERY PROGRAM
REGULATIONS

STANDARD: 8 VAC 20-131-30. Student Achievement Expectations

Remediation Recovery

> *C. In kindergarten through grade 12, students may participate in a remediation recovery program as established by the board in English (Reading) or mathematics or both.*

From: *Guidance Document Governing Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia 8 VAC 20-131.*

Remediation recovery is a voluntary program that schools may implement to encourage successful remediation of students who do not pass certain Standards of Learning tests in grades K-8 and high school English and mathematics. Students in grades K-8 are not required to retake Standards of Learning tests unless they are retained in grade and have not previously passed the test or they are placed in a remediation recovery program developed by the local school board. Students in high school are not required to retake end-of-course Standards of Learning tests unless the student previously failed the course and the test, or the student needs to earn verified credit for graduation.

Placing a child in a remediation recovery program in English (Reading, Literature, and Research) and/or mathematics does not penalize a school if the student is not successful on the retake of a Standards of Learning test. Schools shall maintain evidence of a student's participation in a remediation recovery program along with the scores of any Standards of Learning tests taken following remediation in the student's record.

Remediation recovery scores will count at the school where the student was tested as a remediation recovery student. Students may be counted in remediation recovery only once for each grade or test.

The following students may not be included in remediation recovery programs:

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

For ratings <u>beginning</u> in the 2007-2008 school year, based on tests administered in the 2006-2007 school year, the following guidance applies:

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

Instead, if these remediation recovery students pass the tests at the next grade, their scores will be counted twice in the school's accreditation pass rate—once as part of the pass rate for the grade in which they are currently enrolled and a second time under remediation recovery. If a remediation recovery student fails the test, then the student's score is counted only once for the school's accreditation rating.

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

If a student retakes and passes the grade 8 or an end-of-course English or mathematics test under remediation recovery, the student's score will be counted twice, once for the purposes of accreditation and a second time as part of remediation recovery. If a remediation recovery student fails the retake of the grade 8 or end-of-course test, then the student's score is not counted for the school's accreditation rating.

New Kent County Public Schools identifies students as having participated in a remediation recovery program according to the following criteria:

Elementary

1) Students who fail either the reading or math SOL test during the previous year, AND
2) Who are provided direct services by a Title I teacher, Math Remediation teacher, or who are enrolled in a research-based, targeted remediation program.

Middle

1) Students who fail either the reading or math SOL test during the previous year AND
2) Who are provided direct serviced by a Math Remediation teacher, or are enrolled in a research-based, targeted remediation program or who participate in an after-school remediation program for reading or math.

High

1) Students who satisfy one of the criteria in #1 AND criteria in #2:
    a. Are retaking an End-of-Course reading or math SOL test for verified credit, OR
    b. Are taking the Algebra I SOL test for the first time and failed the Grade 8 math SOL test the previous school year, OR
    c. Are promoted to Grade 9 but failed the Grade 8 reading SOL or math test and are not pursuing a Modified Standard Diploma and do not retake the Grade 8 reading or math SOL test, OR
    d. Are in grades 9, 10, 11, or 12 and pursuing a Modified Standard Diploma and are retaking the Grade 8 reading or math SOL test
2) Who are enrolled in a research-based, targeted remediation program or who participate in an after-school or summer remediation program.

Evidence of a student's participation in a remediation recovery program will be maintained on the SOL score card in each applicable student's cumulative file.

Reviewed: November 5, 2012
Reviewed: May 6, 2013

RETAKING SOL ASSESSMENTS

Students in kindergarten through grade 8 are not required to retake Standards of Learning (SOL) tests unless they are retained in grade and have not previously passed the test or they are placed in a remediation recovery program developed by the School Board. Students in high school are not required to retake end-of-course SOL tests unless the student previously failed the course and the test, or the student needs to earn verified credit for graduation.

With such funds as are appropriated by the General Assembly, the Board of Education will provide opportunities for students who meet criteria adopted by that board to have an expedited retake of a SOL test to earn verified credit.

Under the criteria established by the State Board, the student must:

- need the test for verified credit; and
- have passed the course associated with the test, and have met one of the following:
    - failed the test by a narrow margin, or
    - failed the test by any margin and have extenuating circumstances that would warrant retesting, or
    - did not sit for the regularly scheduled test for legitimate reasons.

For purposes of these criteria, "narrow margin" means a scaled score of 375-399. The division Superintendent will be responsible for making the determination of what constitutes "extenuating circumstances" and "legitimate reasons" for purposes of establishing eligibility for an expedited retest of an end-of-course SOL assessment.

Adopted: June 5, 2001
Revised: August 2, 2004
Revised: February 19, 2013
Revised: May 6, 2013
Revised: May 9, 2016

Legal Ref.:

8 VAC 20-131-30.

8 VAC 20-131-110.

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

Cross Refs.:	IKF	Standards of Learning Tests and Graduation Requirements
	IKG	Remediation Recovery Program
	IL	Testing Programs

TESTING PROGRAMS

A program of standardized testing prescribed by the Virginia Department of Education is administered annually. Standardized tests are administered according to state and local directives. In administering tests or other assessment instruments, School Board employees do not require any public elementary 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.

Adopted: July 1, 1998
Revised: September 4, 2002
Revised: August 2, 2004
Revised: August 1, 2011
Revised: February 19, 2013
Revised: November 2, 2015

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

EXAM POLICY

By action taken by the New Kent School Board on November 5, 2012, this policy was reclassified as a regulation and removed from the policy manual.

TEACHING ABOUT CONTROVERSIAL ISSUES

The New Kent 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 will be carried out in an atmosphere free from bias, prejudice, or coercion.

In teaching about controversial issues, teachers are expected to

- establish a learning environment where each student can study the issues within a curriculum that is appropriate to his or her knowledge and maturity; and

- provide instruction in an atmosphere that is free from bias, prejudice, or coercion.

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

Adopted: July 1, 1998
Revised: April 2, 2012

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

Cross Ref.: KF Distribution of Information/Materials

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RELIGION IN THE SCHOOLS

The New Kent County School Board is neutral in matters of religion. This means that the New Kent 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 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 authorizes, as an elective in grades nine through twelve 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: July 1, 1998
Revised: August 2, 2004
Revised: June 6, 2005
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Revised: November 19, 2012
Revised: May 19, 2014

Legal Ref: U.S. Const. Amend. I

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