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## INSTRUCTIONAL GOALS AND OBJECTIVES

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

The school board also implements:

1. programs in grades kindergarten through three that emphasize developmentally appropriate learning to enhance success
2. programs based on prevention, intervention, or remediation designed to increase the number of students who earn a high school diploma and to prevent students from dropping out of school; such programs include components that are research-based
3. career and technical education programs incorporated into the kindergarten through grade 12 curricula
4. educational objectives in middle and high school that emphasize economic education and financial literacy pursuant to Va. Code § 22.1-200.03
5. early identification of students with disabilities and enrollment of such students in appropriate instructional programs consistent with state and federal law
6. early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs
7. educational alternatives for students whose needs are not met in programs prescribed elsewhere in the Standards of Learning
8. adult education programs for individuals functioning below the high school completion level

9. a plan to make achievements for students who are educationally at risk a division-wide priority that includes 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 specifies the credit available for dual enrollment courses and Advanced Placement courses with qualifying exam scores of three or higher
11. a plan to notify students and their parents of the availability of dual enrollment and Advanced Placement classes, career and technical education programs, including internships, externships, apprenticeships, credentialing programs, certification programs, licensure programs, and other work-based learning experiences; the International Baccalaureate Program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs and experiences; and the availability of financial assistance to low-income and needy students to take the Advanced Placement examinations; this plan includes notification to students and parents of the agreement with a community college in Virginia to enable students to complete an associate's degree or a one-year Uniform Certificate of General Studies concurrent with a high school diploma
12. identification of students with limited English proficiency and enrollment of such students in appropriate instructional programs, which programs may include dual language programs whereby such students receive instruction in English and in a second language
13. early identification, diagnosis, and assistance for students with reading and mathematics problems and provision of instructional strategies and reading and mathematics practices that benefit the development of reading and mathematics skills for all students
14. incorporation of art, music, and physical education as a part of the instructional program at the elementary school level
15. a program of physical activity available to all students in grades kindergarten through five consisting of at least 20 minutes per day or an average of 100 minutes per week during the regular school year and available to all students in grades six through 12 with a goal of at least 150 minutes per week on average during the regular school year; such program may include any combination of (i) physical education classes, (ii) extracurricular athletics, (iii) recess, or (iv) other programs and physical activities deemed appropriate by the School Board
16. a program of student services for grades kindergarten through grade 12 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

Timely written notice is provided to the parents of any student who:

- undergoes literacy and Response to Intervention screening and services;
- does not meet the benchmark or any assessment used to determine at-risk learners in preschool through grade 12, which notification includes all such assessment scores and subscores and any intervention plan that results from such assessment scores or subscores; or
- receives reading intervention services. Parents of each student who receives reading intervention services are notified before the services begin.

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Adopted: July 1, 1998  
Revised: November 6, 2000  
Revised: February 19, 2013  
Revised: May 6, 2013  
Revised: July 18, 2016  
Revised: August 7, 2017  
Revised: August 7, 2018  
Revised: August 31, 2020  
Revised: July 12, 2021

Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-23.3, 22.1-215.2, 22.1-253.13:1.

Cross Refs.: IGAD Career and Technical Education  
IGBE Remedial and Summer Instructional Program  
IGBI Advanced Placement Classes and Special Programs  
JHCF Student Wellness

## NOTIFICATION OF LEARNING OBJECTIVES

### I. Annual Notice

At the beginning of each school year, each school within the 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 parents 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 notifies the parent of students with disabilities who have an Individualized Education Program (IEP) and who fail to meet the graduation requirements of the student's right to a free and appropriate education to age 21, inclusive, pursuant to Va. Code § 22.1-213 et seq.

#### C. The school board notifies the parent of students who fail to graduate or who fail to achieve graduation requirements as provided in the standards of accreditation and who have not reached 20 years of age on or before August 1<sup>st</sup> of the school year of the right to a free public education. If the student who does not graduate or complete such requirements is a student for whom English is a second language, the school board notifies the parent of the student's opportunity for a free public education in accordance with Va. Code § 22.1-5.



Revised: June 2, 2003  
Revised: August 2, 2004  
Revised: May 1, 2006  
Revised: July 24, 2012  
Revised: July 18, 2016  
Revised: April 15, 2019

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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 The Virginia Assessment Program and Graduation Requirements

## ACADEMIC FREEDOM

The school board seeks to educate young people in the democratic tradition, to foster a recognition of individual freedom and social responsibility, and to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights.

Freedom of individual conscience, association, and expression are encouraged and fairness in procedures is observed both to safeguard the legitimate interests of the schools and to exhibit by appropriate examples the basic objectives of a democratic society as set forth in the Constitutions of the United States and the Commonwealth of Virginia.

Students may express their beliefs about religion in homework, artwork, and other written and oral assignments free from discrimination based on the religious content of their submissions. Such home and classroom work is evaluated by ordinary academic standards of 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  
Revised: April 15, 2019

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

Cross Ref.: IKB Homework  
INDC Religion in the Schools

## SCHOOL YEAR/SCHOOL DAY

### School Year

The length of the school year 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.

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

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

### Make Up Days

If severe weather conditions or other emergency situations result in the closing of 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.

If severe weather conditions or other emergency situations result in the closing of any school in the school division for in-person instruction, the school division may declare an unscheduled remote learning day whereby the school provides instruction and student services that are consistent with guidelines established by the Department of Education to ensure the equitable provision of such services.

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.

The Board of Education waives the requirement that school divisions provide additional teaching days or teaching hours to compensate for school closings resulting from an evacuation directed and compelled by the Governor pursuant to Va. Code § 44-146.17 for up to five teaching days. If the school board desires such a waiver, it notifies the Board of Education and provides evidence of efforts that have been made by the school division to reschedule as many days as possible and certification by the superintendent and chair of the School Board that every reasonable effort for making up lost teaching days or teaching hours was exhausted. After receiving such notification, the Board of Education grants the waiver and there is no proportionate reduction in the amount paid by the Commonwealth from the Basic School Aid Fund. Further, the local appropriations for educational purposes necessary to fund 180 teaching days or 990 teaching hours shall not be proportionally reduced by the local appropriating body due to any reduction in the length of term of any school or the schools in the school division permitted by such waiver.

### School Calendar

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

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

### School Day

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

All students in grades 1 through 12 maintain a full day schedule of classes, 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.

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, 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.

#### Joint or Regional Schools

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

#### Certification

The 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:	November 5, 2012
Revised:	September 4, 2002	Revised:	May 8, 2015
Revised:	June 2, 2003	Revised:	July 13, 2015
Revised:	August 7, 2006	Revised:	August 7, 2018
Revised:	November 3, 2008	Revised:	August 5, 2019
Revised:	July 12, 2010	Revised:	July 13, 2020
		Revised:	July 12, 2021

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

Acts 2019, cc. 569, 570 and 637.

8 VAC 20-131-150

8 VAC 20-131-200

8 VAC 20-490-30.

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

## 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

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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, is recited daily in each classroom of the New Kent school division.

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

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

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

Adopted:

Revised: August 2001

Revised: April 2, 2012

Revised: April 12, 2021

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

4 U.S.C. § 4.

Cross Refs.: JFC                      Student Conduct

## NATIONAL MOTTO

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

Adopted: September 4, 2002  
Reviewed: February 19, 2013  
Revised: August 31, 2020

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Legal Ref: Acts 2003, c. 902.



BILL OF RIGHTS OF THE  
CONSTITUTION OF THE UNITED STATES

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

Adopted: September 3, 2003

Reviewed: February 19, 2013

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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

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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 provides career and technical educational programs incorporated into the kindergarten through twelfth grade curricula that include

- knowledge of careers and all types of employment opportunities including, but not limited to, apprenticeships, entrepreneurship and small business ownership, the military, and the teaching profession, and emphasize the advantages of completing school with marketable skills;
- career exploration opportunities in the middle school grades;
- competency-based career and technical education programs which integrate academic outcomes, career guidance and job-seeking skills for all secondary students based on labor market needs and student interest. Career guidance includes counseling about available employment opportunities and placement services for students exiting school; and
- annual notice on its website to enrolled high school students and their parents of (i) the availability of the postsecondary education and employment data published by the State Council of Higher Education on its website and (ii) the opportunity for such students to obtain a nationally recognized career readiness certificate at a local public high school, comprehensive community college or workforce center.

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

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

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

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

Adopted: July 1, 1998  
Revised: September 4, 2002  
Revised: August 2, 2004  
Revised: August 6, 2007  
Revised: July 24, 2012  
Revised: August 7, 2017  
Revised: August 7, 2018  
Revised: August 5, 2019

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

Cross Ref.: IJ Guidance and Counseling Program

## HEALTH EDUCATION/PHYSICAL EDUCATION

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

Such health instruction

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

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

Adopted: July 1, 1998  
Revised: September 4, 2002  
Revised: November 3, 2008  
Revised: July 12, 2010  
Revised: February 19, 2013  
Revised: May 8, 2015  
Revised: August 7, 2018  
Revised: April 15, 2019

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

Cross Refs.:	IC/ID	School Year/School Day
	IGAG	Teaching About Drugs, Alcohol, and Tobacco
	JHCA	Physical Examinations of Students
	JHCF	Student Wellness
	JO	Student Records



## TEACHING ABOUT DRUGS, ALCOHOL AND TOBACCO

New Kent County Public Schools provides instruction concerning

- drug and drug abuse,
- the public safety hazards and dangers of alcohol abuse, underage drinking, underage marijuana use, and drunk driving, and
- the health and safety risks of using tobacco products, nicotine vapor products, and alternative nicotine products.

Adopted: July 1, 1998  
Revised: November 5, 2001  
Revised: July 12, 2010  
Reviewed: February 19, 2013  
Revised: July 7, 2014  
Revised: August 5, 2019  
Revised: July 12, 2021

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

Cross Refs.: GBEC/JFCH/KGC Tobacco Products and Nicotine Vapor Products

## FAMILY LIFE EDUCATION (FLE)

### Generally

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

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

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

### Right of Parental Review

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

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

Adopted:	July 1, 1998	Revised:	July 18, 2016
Revised:	September 4, 2002	Revised:	August 7, 2017
Revised:	August 3, 2009	Revised:	August 7, 2018
Revised:	August 1, 2011	Revised:	August 19, 2019
Revised:	November 5, 2012	Revised:	August 31, 2020
Revised:	July 13, 2015	Revised:	April 12, 2021

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

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

## CHARACTER EDUCATION

The 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 is interwoven into the school procedures and environment so as to instruct primarily by example, illustration, and participation, in such a way as to complement the Standards of Learning. Classroom instruction may also be used to supplement the program. The program also addresses the inappropriateness of bullying, as defined in Va. Code § 22.1-276.01. Parents have the right to review any audio-visual materials that contain graphic sexual or violent content used in any anti-bullying program. Prior to the use of any such material, the parent of a child participating in such a program is provided written notice of the parent's right to review the material and the right to excuse the child from participating in the part of such program utilizing such material.

The character education program:

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

Character education is intended to educate students regarding those core civic values and virtues which are efficacious to civilized society and are common to the diverse social, cultural, and religious groups of the Commonwealth. It 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:	July 24, 2012
Revised:	September 3, 2003	Revised:	July 18, 2016
Revised:	August 1, 2005	Revised:	April 15, 2019
Revised:	May 1, 2006	Revised:	August 5, 2019
		Revised:	July 12, 2021

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

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

## DRIVER EDUCATION

The 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, the dangers of distracted driving and speeding, organ and tissue donor awareness, fuel- efficient driving practices and traffic stops, including law-enforcement procedures for traffic stops, appropriate actions to be taken by drivers during traffic stops and appropriate interactions with law- enforcement officers who initiate traffic stops.

The school board establishes fees that do not exceed the limit established by the Department of Education for the behind-the-wheel portion of the program. The school board may waive the fee or surcharge in whole or in part for those students it determines cannot pay the fee or surcharge.

Any student who participates in a driver education program must meet the academic requirements established by the Board of Education.

No student is permitted to operate a motor vehicle without a learner's permit or a license. Necessary certification of students' academic standing and compliance with compulsory attendance laws 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	Revised:	August 7, 2017
		Revised:	July 12, 2021

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  
JN Student Fees, Fines, and Charges

## 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. The superintendent is responsible for implementing such alternatives. The superintendent considers the Virginia Board of Education Guidelines Alternatives to Animal Dissection in implementing the alternatives.

Adopted: June 6, 2005  
Reviewed: February 19, 2013  
Revised: April 15, 2019

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

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

## 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

Legal Refs.: 20 U.S.C. § 1400 et seq.

29 U.S.C. § 701 et seq.

42 U.S.C. § 12101 et seq.

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

8 VAC 20-81-50.

8 VAC 20-81-80.

8 VAC 20-81-100.

8 VAC 20-81-110.

8 VAC 20-81-130.

8 VAC 20-81-170.



## PROGRAMS FOR GIFTED STUDENTS

The 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

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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

## PARENT AND FAMILY ENGAGEMENT

### 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 parent and family engagement goals of Title I (20 U.S.C. § 6318) and encourages the regular participation by parents and family members of all children including those eligible for Title I and English learner programs in all aspects of those programs.

In keeping with these beliefs, the New Kent County School Board cultivates and supports active parent and family engagement in student learning. The New Kent County School Board:

- provides activities that educate parents regarding the intellectual and developmental needs of their children. These activities promote cooperation between the division and other agencies or school/community groups (such as parent-teacher groups and the Head Start program) to furnish learning opportunities and disseminate information regarding parenting skills and child/adolescent development;
- implements strategies to involve parents in the educational process, including:
  - keeping families informed of opportunities for involvement and encouraging participation in various programs;
  - providing access to educational resources for parents and families to use with their children;
  - keeping families informed of the objectives of division educational programs as well as of their child's participation and progress with these programs;
- enables families to participate in the education of their children through a variety of roles. For example, family members may:
  - provide input into division policies
  - volunteer time within the classroom and school program
- provides professional development opportunities for teachers and staff to enhance their understanding of effective parent involvement strategies;
- performs regular evaluations of parent involvement at each school and in the division;
- provide access, upon request, to any instructional material used as part of the educational curriculum;
- if practicable, provides information in a language understandable to parents.

In addition, for parents of students eligible for English learner programs, the school board informs such parents of how they can be active participants in assisting their children:

- to learn English;
- to achieve at high levels in core academic subjects; and
- to meet the same challenging academic content and student academic achievement standards as all children are expected to meet.

In addition, for parents of students eligible for English learner programs, the school board informs such parents of how they can be active participants in assisting their children:

- to learn English;
- to achieve at high levels in core academic subjects; and
- to meet the same challenging academic content and student academic achievement standards as all children are expected to meet.

#### Parental Involvement in Title I Plan

The 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 English learner programs to participate in the process of school review and, if applicable, the development of support and improvement plans under 20 U.S.C. § 6311(d)(1) and (2). Parents may participate by

- 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.

## Division Responsibilities

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

- provides assistance to parents of children served by the school or district, as applicable, in understanding topics such as Virginia's challenging academic standards, state and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children;
- provides materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harm of copyright piracy), as appropriate, to foster parental involvement;
- educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- to the extent feasible and appropriate, coordinates and integrates parental involvement programs and activities with other federal, state, local 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;
- ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and
- provides 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 reasonably available sources of funding for such training;
- pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- train parents to enhance the involvement of other parents;
- arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators who work directly with participating children and parents who are unable to attend such conferences at school in order to maximize parental involvement and participation;
- adopt and implement model approaches to improving parental involvement;

- establish a division-wide parent advisory council to provide advice on all matters related to parental involvement in programs supported by Title I; and,
- develop appropriate roles for community-based organizations and businesses in parental involvement activities.

#### School Parent and Family Engagement Policies

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

- convening an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A, and to explain the requirements of Title I, Part A, and the rights of parents to be involved;
- offering a flexible number of meetings, such as meetings in the morning or evening. Schools may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;
- involving parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I, Part A, programs including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school-wide program plan under 20 U.S.C. § 6314(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;
- providing parents of participating children:
  - timely information about Title I, Part A, programs;
  - a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
  - if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and
- if the school-wide program plan under 20 U.S.C. § 6314(b) is not satisfactory to the parents of participating children, submitting any parent comments on the plan when the school makes the plan available to the school board.

## Parent and Family Involvement in Allocation of Funding

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

### Policy Review

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

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

Adopted:	July 1, 1998	Revised:	December 6, 2010
Revised:	May 5, 2001	Revised:	December 5, 2011
Revised:	September 4, 2002	Revised:	July 2, 2012
Revised:	September 8, 2004	Revised:	May 6, 2013
Revised:	December 7, 2009	Revised:	August 7, 2017
		Revised:	July 12, 2021

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

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

**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](http://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.

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**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 \_\_\_\_\_

*Reviewed: July 2, 2012*

NEW KENT COUNTY PUBLIC SCHOOLS

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_ File: IGBC-NK

*Reviewed: July 2, 2012*

NEW KENT COUNTY PUBLIC SCHOOLS

## 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.

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**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 develops and implements programs of prevention, intervention or remediation for students who are educationally at risk, including but not limited to those who fail to achieve a passing score on any Standards of Learning assessment in grades three through eight, or who fail an end-of-course test required for the award of a verified unit of credit. Such programs shall include components that are research based.

Any student who achieves a passing score on one or more, but not all, of the Standards of Learning assessments for the relevant grade level in grades three through eight may be required to attend a remediation program.

Any student who fails to achieve a passing score on all Standards of Learning assessments for the relevant grade level in grades three through eight or who fails an end-of-course test required for the award of a verified unit of credit is required to attend a remediation program or to participate in another form of remediation. The superintendent requires such students to take special programs of prevention, intervention, or remediation, which may include attendance in public summer school programs.

Remediation programs include, when applicable, a procedure for early identification of students who are at risk of failing the Standards of Learning assessments in grades three through eight or who fail an end-of-course test required for the award of a verified unit of credit. Such programs may also include summer school for all elementary and middle school grades and for all high school academic courses, as defined by regulations promulgated by the Board of Education, or other forms of remediation. Summer school remediation programs or other forms of remediation are chosen by the superintendent to be appropriate to the academic needs of the student.

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

The requirement for remediation may, however, be satisfied by the student's attendance in a program of prevention, intervention or remediation which has been selected by his parent, in consultation with the superintendent or superintendent's designee, and is either (i) conducted by an accredited private school or (ii) a special program which has been determined to be comparable to the required public school remediation program by the superintendent. The costs of such private school remediation program or other special remediation program are borne by the student's parent.

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

The school board annually evaluates and modifies, as appropriate, the remediation plan based on an analysis of the percentage of students meeting their remediation goals and consideration of the pass rate on the Standards of Learning assessments.

### Summer School

The courses offered and the quality of instruction in the summer school program shall be comparable to that offered during the regular school term. Students must meet the requirements for SOL testing if appropriate.

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

### Compulsory Attendance

When a student is required to participate in a remediation program pursuant to this policy, the superintendent may seek immediate compliance with the compulsory school attendance laws if a reasonable 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  
Revised: April 24, 2018

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1- 253.13:1, 22.1-253.13:3, 22.1-254, 22.1-254.01.  
8 VAC 20-131-120  
8 VAC 20-630-40.

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

**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 NKCPSS 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

## ENGLISH LEARNERS

### Generally

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

The school board accepts and provides programs for students whom English is a second language who entered school in Virginia for the first time after reaching their 12<sup>th</sup> birthday, and who have not reached age 22 on or before August 1 of the school year. No tuition is charged such students, if state funding is provided for such programs.

### Assessments

The school board annually assesses the English proficiency of all English learners.

### Notification of Programs for English Learners

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

- The reasons for the identification of their child as an English learner and in need of placement in a language instruction education program;
- The child's level of English proficiency, how that level was assessed, and the status of the child's academic achievement;
- The method of instruction used in the program in which their child is, or will be, participating, and the methods of instruction used in other available programs, including how such programs differ in content, instruction goals, use of English and a native language in instruction;
- How the program in which their child is, or will be participating will meet the educational strengths and needs of the child;
- How such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;
- The specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program);
- In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;
- Information pertaining to parental rights that includes written guidance detailing the right that parents have to have their child immediately removed from such program upon their request and the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available, and



- Assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the school division.

For a child who has not been identified as an English learner prior to the beginning of the school year but is identified as an English learner during the school year, the school board provides the notice detailed above within 2 weeks of the child being placed in the program.

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

#### Notification of Availability of Testing Accommodations

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

Adopted: July 1, 1998  
Revised: September 8, 1999  
Revised: May 3, 2004  
Revised: October 3, 2011  
Revised: February 19, 2013  
Revised: August 7, 2017  
Revised: August 5, 2019

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

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

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

## OFF-SITE INSTRUCTION AND VIRTUAL COURSES

### **Homebound Instruction**

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

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

### **Virtual Courses**

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

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  
Revised: August 7, 2018

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Legal Ref.: Code of Virginia, 1950, as amended, §§22.1-253. 13:3, 54.1-2952.2, 54.1-2957.02.

8 VAC 20-131-180.

Cross Ref.: IGBGA Online Courses and Virtual School Programs

## **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

SUMMER SCHOOL  
NEW KENT HIGH SCHOOL

IGBG-R – Form 1/  
IGBE- Form 1

**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 are exempt from the Virginia Public Procurement Act.

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

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

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

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

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

For purposes of this policy, the following definitions apply.

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

those school divisions; (c) local school boards that provide online learning courses or programs for their students through an arrangement with a public or private institution of higher education; or (d) local school boards providing online courses or programs through a private or nonprofit organization that has been approved as a multidivision online provider.

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

"Virtual school program" means a series of online courses with instructional content that (i) is delivered by a multidivision online provider primarily electronically using the Internet or other computer-based methods; (ii) is taught by a teacher primarily from a remote location, with student access to the teacher given synchronously, asynchronously, or both; (iii) is delivered as a part-time or full-time program; and (iv) has an online component with online lessons and tools for student and data management.

Adopted: July 12, 2010  
Revised: July 24, 2012  
Revised: July 7, 2014  
Revised: August 5, 2019

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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  
IGBG Off-Site Instruction and Virtual Courses

## ALTERNATIVE SCHOOL PROGRAMS

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

Adopted: July 1, 1998  
Revised: September 8, 1999  
Revised: April 2, 2012  
Revised: April 12, 2021

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

## ADVANCED PLACEMENT CLASSES AND SPECIAL PROGRAMS

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

Adopted: September 8, 1999  
Revised: August 2, 2004  
Revised: August 20, 2012  
Revised: August 7, 2017  
Revised: August 7, 2018

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

Cross Ref.: IGAD Career and Technical Education  
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 NKSBS 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.

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

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Legal Refs.: 20 U.S.C. § 4071.

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

## ADULT EDUCATION

Adult Education Programs are offered to those residents of the school division over the age of compulsory school attendance who are not enrolled in the regular public school program, including adult basic education, credit programs, cultural adult education, external diploma programs, general adult education, and high school equivalency programs, and who are functioning below the high school completion level. The school board seeks to ensure that every individual participating in such a program has the opportunity to earn a high school diploma or pass a high school equivalency examination approved by the Board of Education. Such programs may be conducted solely by the school board or through a collaborative arrangement between the school board and other school boards or agencies. Credits and diplomas are awarded in accordance with regulations established by the Board of Education. Additional educational programs for individuals over the age of compulsory attendance also may be offered. Tuition and fees are established by the school board.

Adopted: 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  
 Revised: August 7, 2018

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

8 VAC 20-30-20.

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

## CLASS SIZE

The 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

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

## 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  
Revised: April 15, 2019

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Legal Ref.: 20 U.S.C. § 1232h.

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

8 VAC 20-720-160.

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

## 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.



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.

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.

## 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.

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

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Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-238, 22.1-241.  
8 VAC 20-720-170.

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

## SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION

Materials used by students under the guidance of teachers to extend, expand, and supplement basal materials constitute an integral part of the instructional program. Supplemental materials are those items which are used to assist the teaching and learning process and include such items as magazines, newspapers, charts, pictures, certain workbooks, kits, videos, film strips, and games. Materials selected for supplemental use relate directly to the established objectives of the course or content area in which they are used.

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

Adopted: July 1, 1998  
Revised: September 4, 2002  
Revised: November 3, 2008  
Reviewed: February 19, 2013  
Revised: May 19, 2014  
Revised: April 15, 2019

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Legal Refs.: Code of Virginia, 1950, as amended, §§ 22.1-16, 22.1-78.

8 VAC 20-720-160.

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

## INNOVATIVE OR EXPERIMENTAL PROGRAMS

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

Adopted: July 1, 1998  
Revised: April 2, 2012  
Revised: April 24, 2018

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

8 VAC 20-131-420.

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

## SCHOOL LIBRARIES/MEDIA CENTERS

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

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

Adopted: July 1, 1998  
Revised: September 4, 2002  
Reviewed: February 19, 2013  
Revised: May 6, 2013  
Revised: April 24, 2018

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

## ACCEPTABLE COMPUTER SYSTEM USE

The school board provides a computer system, including the internet, to promote educational excellence by facilitating resource sharing, innovation and communication. The term computer system includes, but is not limited to, hardware, software, data, communication lines and devices, terminals, display devices, printers, CD, DVD and other media devices, tape or flash drives, storage devices, servers, mainframe and personal computers, tablets, laptops, telephones, cameras, projectors, multimedia devices, workstations, the internet and other electronic services and internal or external networks. This includes any device that may be connected to or used to connect to the school division's network or electronically stored division material.

All use of the division's computer system must be (1) in support of education and/or research, or (2) for legitimate school business. Use of the computer system is a privilege, not a right. Inappropriate use may result in cancellation of those privileges, disciplinary action, and/or legal action. Any communication or material generated using the computer system, including electronic mail, social media posts, instant or text messages, tweets, and other files, including communications and materials deleted from a user's account may be monitored, read and/or archived by division staff.

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

The superintendent is responsible for establishing Technology Use Guidelines, containing the appropriate uses, ethics and protocols for use of the computer system. The superintendent is also responsible for reviewing and updating, as necessary, the Guidelines at least every two years. It is the user's responsibility to know and follow this policy and the Technology Use Guidelines.

Guidelines include:

- (1) a prohibition against use by division employees and students of the division's computer equipment and communications services for sending, receiving, viewing or downloading illegal material via the internet;
- (2) provisions, including the selection and operation of a technology protection measure for the division's computers having internet access to filter or block internet access through such computers, that seek to prevent access to
  - (a) child pornography as set out in Va. Code §18.2-374.1:1 or 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 requiring every user to protect the security of information necessary to access the computer system, such as usernames and passwords, and prohibiting the sharing of passwords;
- (8) provisions prohibiting the unauthorized disclosure, use and dissemination of photographic and/or personal information of or regarding minors; and
- (9) a component of Internet safety for students that is integrated in the division’s instructional program.

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

The division’s computer system is not a public forum.

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

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

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

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

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

Adopted: October 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  
Revised: April 15, 2019  
Revised: August 5, 2019  
Revised: July 12, 2021

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

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

Cross Refs:	EGAA	Reproduction and Use of Copyrighted Materials
	GBA/JHFA	Prohibition Against Harassment and Retaliation
	GCPD	Professional Staff Discipline
	GCQB	Staff Research and Publishing
	JFC	Student Conduct

## TECHNOLOGY USE GUIDELINES

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, display devices, printers, CD, DVD and other media devices, tape or flash drives, storage devices, servers, mainframe and personal computers, tablets, laptops, telephones, cameras, projectors, multimedia devices, workstations, the internet and other electronic services and any other internal or external network. This includes any device that may be connected to or used to connect to the school division's network or electronically stored division material.

### Computer System Use-Terms and Conditions:

1. **Acceptable Use.** Access to the division's computer system shall be (1) for the purposes of education or research and be consistent with the educational objectives of the division or (2) for legitimate school business.
2. **Privilege.** The use of the division's computer system is a privilege, not a right.
3. **Unacceptable Use.** Each user is responsible for his or her actions on the computer system. Prohibited conduct includes but is not limited to:
  - using the network for any illegal or unauthorized activity, including violation of copyright or contracts, or transmitting any material in violation of any federal, state, or local law.
  - sending, receiving, viewing or downloading illegal material via the computer system.
  - unauthorized downloading of software.
  - using the computer system for private financial or commercial purposes.
  - wastefully using resources, such as file space.
  - gaining unauthorized access to resources or entities.
  - posting material created by another without his or her consent.
  - submitting, posting, publishing, or displaying any obscene, profane, threatening, illegal, or other inappropriate material.
  - using the computer system while access privileges are suspended or revoked.
  - vandalizing the computer system, including destroying data by creating or spreading viruses or by other means.
  - intimidating, harassing, bullying, or coercing others.
  - threatening illegal or immoral acts.

4. **Network Etiquette.** Each user is expected to abide by generally accepted rules of etiquette, including the following:
  - be polite.
  - users shall not forge, intercept or interfere with electronic mail messages.
  - use appropriate language. The use of obscene, lewd, profane, lascivious, threatening or disrespectful language is prohibited.
  - users shall not post personal information other than directory information as defined in Policy JO Student Records about themselves or others.
  - users shall respect the computer system's resource limits.
  - users shall not post chain letters or download large files.
  - users shall not use the computer system to disrupt others.
  - users shall not modify or delete data owned by others.
5. **Liability.** The school board makes no warranties for the computer system it provides. The school board shall not be responsible for any damages to the user from use of the computer system, including loss of data, non-delivery or missed delivery of information, or service interruptions. The school division is not responsible for the accuracy or quality of information obtained through the computer system. The user agrees to indemnify the school board for any losses, costs, or damages incurred by the school board relating to or arising out of any violation of these procedures.
6. **Security.** Computer system security is a high priority for the school division. If any user identifies a security problem, the user shall notify the building principal or system administrator immediately. All users shall keep their passwords confidential and shall follow computer virus protection procedures.
7. **Vandalism.** Intentional destruction of or interference with any part of the computer system through creating or downloading computer viruses or by any other means is prohibited.
8. **Charges.** The school division assumes no responsibility for any unauthorized charges or fees as a result of using the computer system, including telephone, **data**, or long-distance charges.
9. **Electronic Mail.** The school division's electronic mail system is owned and controlled by the school division. The school division may provide electronic mail to aid students and staff in fulfilling their duties and as an education tool. Electronic mail is not private. Students' electronic mail will be monitored. The electronic mail of staff may be monitored and accessed by the school division. All electronic mail may be archived. Unauthorized access to an electronic mail account by any student or employee is prohibited. Users may be held responsible and personally liable for the content of any electronic message they create or that is created under their account or password. Downloading any file attached to an electronic message is prohibited unless the user is certain of that message's authenticity and the nature of the file.

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

Adopted: October 1, 2001  
Revised: August 3, 2009  
Revised: February 9, 2011  
Reviewed: August 20, 2012 – no changes  
Revised: June 17, 2013  
Revised: April 15, 2019  
Revised: August 5, 2019

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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
	IIBEA/GAB	Acceptable Computer System Use
	JFC	Student Conduct
	JFC-R	Standards of Student Conduct

## FIELD TRIPS

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

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

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

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

Trips are approved by the superintendent or superintendent's designee pursuant to regulations developed by the superintendent. Approval must be obtained before commitments are made to students, parents, or commercial establishments. The superintendent makes an annual report to the school board on field trips taken.

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

The 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  
Revised: April 12, 2021

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-70, 22.1-78, 22.1-176.  
8 VAC 20-70-190.  
8 VAC 20-720-80.

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

## 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 1Exceptions 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 no less than 4 weeks prior 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

_____ <i>Teacher/Sponsor Signature</i>	_____ <i>Date</i>
_____ <i>Principal's Signature</i>	_____ <i>Date</i>
_____ <i>Director of Transportation</i>	_____ <i>Date</i>
_____ <i>Superintendent or Designee</i>	_____ <i>Date</i>

**This application must be submitted to the principal no less than 4 weeks 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 on the field trip with  
*Student's Name*

\_\_\_\_\_ to \_\_\_\_\_  
*Teacher/Class* *Destination*

on \_\_\_\_\_  
*Date*

I further authorize 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: 10/2017*

## 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 NKCPSS 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 NKCPSS 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 NKCPSS 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:

<i>Printed Name</i>	<i>Relationship</i>	<i>Phone Number(s)</i>
Chaperone's Printed Name: _____ Relationship to Student: _____		
I will be chaperoning _____ field trip to _____		
<i>Student's First &amp; Last Name</i>	<i>destination</i>	
on _____ with _____ class.		
<i>Date</i>	<i>Teacher's name</i>	

Chaperone's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Revised: 10/2017

## Parent/Guardian Field Trip Transportation Request

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

\_\_\_\_\_ with \_\_\_\_\_  
Destination Teacher's name/class

on \_\_\_\_\_  
Date

I understand 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):

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\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal's Signature of Approval

\_\_\_\_\_  
Date

Revised: 10/2017

## 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 directs 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  
Revised: August 7, 2017  
Revised: April 12, 2021

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

8 VAC 20-131-270.

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

## GUIDANCE AND COUNSELING PROGRAM

### School Guidance and Counseling Services

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

- Academic guidance which assists students and their parents to acquire knowledge of the curricula choices available to students, to plan a program of studies, to arrange and interpret academic testing, and to seek post-secondary academic opportunities.
- Career guidance which helps students to acquire information and plan action about work, jobs, apprenticeships, and post-secondary educational and career opportunities.
- Personal/social counseling which assists a student to develop an understanding of themselves, the rights and needs of others, how to resolve conflict and to define individual goals, reflecting their interests, abilities and aptitudes. Information and records of personal/social counseling will be kept confidential and separate from a student's educational records and not disclosed to third parties without prior parental consent or as otherwise provided by law. Parents may elect, by notifying their child's school in writing, to have their child not participate in personal/social counseling.

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

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

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

### Employment Counseling and Placement Services

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



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

Adopted: July 1, 1998  
Revised: May 1, 2006  
Reviewed: February 19, 2013  
Revised: May 19, 2014  
Revised: April 28, 2017  
Revised: August 7, 2018  
Revised: July 12, 2021

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Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-23.3, 22.1-130.1, 22.1-209.  
8 VAC 20-620-10.

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

## COLLEGE AND CAREER READINESS

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

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

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

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

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

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

The ACP is developed in accordance with guidelines established by the Board of Education and signed by the student, student's parent or guardian, and school official or officials designated by the principal. The ACP is included in the student's record and is reviewed and updated annually. Lists, as compiled annually by the Department of Education and provided to the School Board, of 1) the top 10 professions in Virginia by median pay and the education, training and skills required for each such profession and 2) the top 10 degree programs at institutions of higher education in Virginia by median pay of program graduates are included as part of each student's ACP.

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

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

Adopted: August 7, 2018

Revised: August 31, 2020

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

8 VAC 20-131-140.

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

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

## PARENTAL ASSISTANCE WITH INSTRUCTION

The 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

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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

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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 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  
 Revised: August 7, 2018

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

8 VAC 20-131-50.

8 VAC 20-131-51.

8 VAC 20-131-90.

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



## 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 or guardian 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***

## THE VIRGINIA ASSESSMENT PROGRAM AND GRADUATION REQUIREMENTS

### Generally

The Board of Education has established educational objectives known as the Standards of Learning (SOLs), which form the core of Virginia's educational program, and other education objectives, which together are designed to ensure the development of the skills that are necessary for success in school and in preparation for life in the years beyond.

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

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

### Virginia Assessment Program

In kindergarten through eighth grade, where the administration of Virginia Assessment Program tests are required by the Board of Education, each student is expected to take the tests following instruction. Students who are accelerated take the tests of the grade level enrolled or the test aligned with the highest grade level, following instruction in the context. No student takes more than one test in any content area in each year, except in the case of expedited retakes as provided for in 8 VAC 20-131-30. Schools use the test results in kindergarten through eighth grade as part of a set of multiple criteria for determining the promotion or retention of students.

Each student in middle and secondary school takes all applicable end-of-course SOL tests following course instruction. The superintendent certifies to the Department of Education that the division's policy for dropping courses ensures that students' course schedules are not changed to avoid end-of-course SOL tests. Students who achieve a passing score on an end-of-course SOL test will be awarded a verified unit of credit in that course in accordance with 8 VAC 20-131-110. Students may earn verified credits in any courses for which end-of-course SOL tests are available. Students are not required to take an end-of-course SOL test in an academic subject after they have earned the number of verified credits required for that academic content area for graduation unless such test is necessary in order for the school to meet federal accountability requirements. Middle and secondary schools may consider the student's end-of-course SOL test score in determining the student's final course grade.

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

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

## Definitions

### Authentic Performance Assessment

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

### Standard Unit of Credit

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

### Verified Unit of Credit

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

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

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.

## Virginia Assessment Program

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

Adopted: 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  
Revised: April 24, 2018  
Revised: April 15, 2019

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

8 VAC 20-131-5.

8 VAC 20-131-30.

8 VAC 20-131-50.

8 VAC 20-131-51.

8 VAC 20-131-110.

Cross Refs.:	IAA	Notification of Learning Objectives
	IKFA	Locally Awarded Verified Credits
	IKH	Retaking SOL Assessments

## 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 in accordance with Virginia law and Virginia Board of Education regulations.

### Review Panels

The New Kent School Board appoints review panels comprised of a New Kent High School administrator, a New Kent High School guidance counselor, and the superintendent or designee.

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

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
Revised:	August 7, 2018
Revised:	April 15, 2019

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

8 VAC 20-131-110.

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

## NEW KENT COUNTY PUBLIC SCHOOLS K-12 PROMOTION POLICIES

### **Retention**

New Kent County Public Schools believes that student promotion/retention should be based on academic and developmental needs of the child. These decisions are made on a case-by-case basis taking into consideration a holistic view of the child's individual needs.

### **Elementary Schools**

The decision of retention, placement, or promotion is made as a team decision with teachers, administrators, and support personnel in partnership with parent(s)/guardian(s). Within the third marking period, student support teams will meet to discuss the progress of each child that may not be progressing in the class as expected. The decision of retention, placement, or promotion will be based on the progress in the Standards of Learning, grade level assessments, standardized or norm-referenced assessments, and input from the team. The principal will review the recommendation from the team and make the final determination. Communication between the teacher and the parents will be at the direction of the school principal regarding the child's possible retention.

### **Middle School**

Students who fail one core academic class during the regular school year will receive a student support plan at the beginning of the following year that will outline remediation efforts to include academic supports within the school day or during the after school program. This plan will provide expectations for the student, teacher, parent/guardian, and other school personnel. The plan will also outline goals for the student.

If a student fails two or more core academic classes, the school administration will seek the input of teachers, support personnel, and parent(s)/guardian(s) regarding whether the student should be retained in the current grade level or placed in the next grade level. The final decision will be made at the discretion of the administration and will be based upon progression through the Standards of Learning, grade level assessments, standardized or norm-referenced assessments, and recommendations of the teachers.

### **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*.

#### **Requirements for Promotion**

Grade 9 to 10	6 credits
Grade 10 to 11	12 credits
Grade 11 to 12	17 credits or be able to have all required subjects completed by the end of senior year and be taking or have taken English 12.



**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:

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

<b>Middle &amp; High School Grades 6-12</b>		
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, transferable 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  
 Revised: August 7, 2018

## ALTERNATIVE PATHS TO ATTAINING STANDARD UNITS OF CREDIT

Students who enroll in high school as freshmen before July 1, 2018, as sophomores before July 1, 2019, as juniors before July 1, 2020 or as seniors before July 1, 2021 are required to earn standard and verified units of credit as specified in the regulations of the Board of Education. A “standard unit of credit” is a credit awarded for a course in which the student successfully completes 140 clock hours of instruction and the requirements of the course. The New Kent School Board recognizes that instruction, learning and outcomes equivalent to those achieved in 140 clock hours of instruction can be attained in a variety of ways. Therefore, the school board waives the requirement that a student receive 140 clock hours of instruction to earn a standard unit of credit as provided below. The total number of standard credits that can be achieved via the waiver option is 24. Students may earn fractional credits via waiver.

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

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

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

### Procedures

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

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

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

## Miscellaneous

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

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

Students who attain credit by waiver of the 140-clock-hour requirement will receive a grade for the course.

The fact that a student has received credit via waiver will not be reflected on the student's transcript.

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

## Waiver Pathway Options

Waivers are available by three pathways.

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

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

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

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

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

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

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

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

### 3. Demonstrated achievement via national or international assessments

The assessment must:

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

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

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

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

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

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

### Appeal Process

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

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

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

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

The decision of the review panel will be final.

#### Continuing Role of State Assessments

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

Adopted: August 7, 2017

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

8 VAC 20-131-110.

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

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

## 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, in kindergarten through grade 12, students may participate in a remediation recovery program as established by the Board of Education in English (reading) or mathematics or both.

Adopted: June 5, 2001  
Revised: November 5, 2001  
Revised: August 2, 2004  
Revised: October 2007  
Revised: November 5, 2012  
Revised: May 6, 2013  
Revised: August 7, 2018  
Revised: July 13, 2020

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

8 VAC 20-131-30.

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

REMEDATION 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 beginning 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.

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

Adopted: June 5, 2001  
Revised: August 2, 2004  
Revised: February 19, 2013  
Revised: May 6, 2013  
Revised: May 9, 2016  
Revised: August 7, 2018  
Revised: April 15, 2019

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

8 VAC 20-131-30.

8 VAC 20-131-110.

Cross Refs.:	IKF	The Virginia Assessment Program and Graduation Requirements
	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 school students being tested to disclose their race or ethnicity on such tests. School division personnel, however, may obtain such information from a student's permanent record and place the information on the test or assessment.

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

Adopted:	July 1, 1998
Revised:	September 4, 2002
Revised:	August 2, 2004
Revised:	August 1, 2011
Revised:	February 19, 2013
Revised:	November 2, 2015
Revised:	August 7, 2018
Revised:	September 7, 2018

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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 is carried out in an atmosphere free from bias, prejudice, or coercion.

In teaching about controversial issues, teachers are expected to

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

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

Adopted: July 1, 1998  
Revised: April 2, 2012  
Revised: April 12, 2021

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

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

## RELIGION IN THE SCHOOLS

The 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  
Revised: August 7, 2006  
Revised: November 19, 2012  
Revised: May 19, 2014

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

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