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INSTRUCTIONAL GOALS AND OBJECTIVES

The Prince George 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 shall include components that are research-based
3. career and technical education programs incorporated into the kindergarten through grade 12 curricula
4. educational objectives in middle and high school that emphasize economic education and financial literacy pursuant to Va. Code § 22.1-200.03
5. early identification of students with disabilities and enrollment of such students in appropriate instructional programs consistent with state and federal law
6. early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs
7. educational alternatives for students whose needs are not met in programs prescribed elsewhere in the Standards of Learning

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

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

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

11. a plan to notify students and their parents of the availability of dual enrollment and Advanced Placement classes; career and technical education programs, including internships, externships, apprenticeships, credentialing programs, certification programs, licensure programs, and other work-based learning experiences; the International Baccalaureate Program, and Academic Year Governor's School Programs; the qualifications for enrolling in such classes, programs and experiences; and the availability of financial assistance to low-income and needy students to take the Advanced Placement and International Baccalaureate examinations; this plan shall include notification to students and parents of the agreement with a community college in Virginia to enable students to complete an associate's degree or a one-year Uniform Certificate of General Studies concurrent with a high school diploma

12. identification of students with limited English proficiency and enrollment of such students in appropriate instructional programs, 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 that shall be designed to aid students in their educational, social, and career development

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

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

Adopted: June 13, 2005

Revised: May 13, 2013; July 11, 2016; June 29, 2017; July 16, 2018

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

Cross Refs.: IGAD
IGBI
JHCF

Career and Technical Education
Advanced Placement Classes and Special Programs
Student Wellness

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NOTIFICATION OF LEARNING OBJECTIVES

I. Annual Notice

At the beginning of each school year, each school within the Prince George School Division provides to its students' parents or guardians information on the availability of and source for receiving:

- the learning objectives developed in accordance with the Standards of Accreditation to be achieved at their child's grade level, or, in high school, a copy of the syllabus for each of their child's courses;
- the Standards of Learning (SOLs) applicable to the child's grade or course requirements and the approximate date and potential impact of the child's next SOL testing;
- an annual notice to students in all grade levels of all requirements for Board of Education-approved diplomas; and
- the board's policies on promotion, retention and remediation.

The superintendent certifies to the Department of Education that the notice required by this policy has been given.

II. Notice of Credits Needed for Graduation and of the Right to a Free Public Education

A. The School Board notifies the parent of rising eleventh and twelfth grade students of

- requirements for graduation pursuant to the standards for accreditation and
- the requirements that have yet to be completed by the individual student.

B. The School Board will notify the parent of students with disabilities who have an Individualized Education Program (IEP) and who fail to meet the graduation requirements of the student's right to a free and appropriate education to age 21, inclusive, pursuant to Va. Code § 22.1-213 et seq.

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

Adopted: June 13, 2005

Revised: August 14, 2006; August 13, 2012; July 11, 2016

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

8 VAC 20-131-270.

Cross Refs.: IGBC
IKF

Parental Involvement
Standards of Learning Tests and Graduation
Requirements

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ACADEMIC FREEDOM

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

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

Students may express their beliefs about religion in homework, artwork, and other written and oral assignments free from discrimination based on the religious content of their submissions. Such home and classroom work shall be evaluated by ordinary academic standards of substance and relevance and against other legitimate pedagogical concerns identified by the school.

Adopted: June 13, 2005
Revised: August 11, 2008

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

Cross Ref.: IKB Homework
INDC Religion in the Schools

SCHOOL YEAR/SCHOOL DAY

School Year

The length of the school year is at least 180 teaching days or 990 teaching hours. Days on which a school or schools or all the schools in the division are closed due to severe weather or other emergencies are made up as provided below if necessary to meet these requirements.

Students are provided a minimum of 680 hours of instructional time in elementary school, 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 a school or schools or all the schools in the school division for

- five or fewer days, all missed days are made up by adding teaching days to the school calendar or extending the length of the school day;
- six days or more, the first five days plus one day for each two days missed in excess of the first five are made up by adding teaching days to the school calendar or extending the length of the school day.

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

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

was exhausted before requesting a waiver. If the waiver is denied, the school division will make up the missed instructional time.

School Calendar

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

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

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

School Day

The standard school day for students in grades 1 through 12 averages at least 5-1/2 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 (5-1/2 hours) unless a waiver is granted in accordance with policies defined by the School Board.

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

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

Certification

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

Adopted: June 13, 2005

Revised: August 14, 2006; August 9, 2010; July 15, 2015; July 16, 2018

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

Acts 2018, c. 785.

8 VAC 20-131-150.

8 VAC 20-131-200.

8 VAC 20-490-30.

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

MOMENT OF SILENCE

The Prince George School Board recognizes that a moment of silence before each school day prepares students and staff for their respective work or school days. Therefore, each teacher shall observe a moment 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 moment of silence. The moment 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 moment of silence.

Adopted: June 13, 2005

Revised: May 13, 2013

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

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PLEDGE OF ALLEGIANCE

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

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

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

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

Adopted: June 13, 2005

Revised: June 11, 2012

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

4 U.S.C. § 4.

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

GUIDELINES FOR THE PLEDGE OF ALLEGIANCE

To ensure compliance with Section 22.1-202 of the Code of Virginia, the Prince George County School Board has established the following guidelines for the Pledge of Allegiance:

(1) Instruction in the history and principles of the flag of the United States and the flag of the Commonwealth shall be given in elementary and middle school. The instruction shall include the Pledge of Allegiance and the appropriate etiquette and conventions for respecting the dignity and appropriate display of such flags.

(2) Daily recitation of the Pledge of Allegiance will occur in all classrooms during the morning hours.

(3) Students must stand and recite the Pledge while facing the flag with their right hand over their heart or in an appropriate salute in uniform. No student will be compelled to recite the Pledge if he, his parents, or legal guardian objects on religious, philosophical, or other grounds.

(4) Students who are exempt from reciting the Pledge must remain quietly standing or sitting at their desk while others recite the Pledge, not making any display that disrupts or distracts others who are reciting the Pledge. The Code of Conduct shall apply to disruptive behavior during the recitation of the Pledge in the same manner as provided for other circumstances of such behavior.

Adopted: June 13, 2005

Legal Ref.: Code of Virginia, Section 22.1-202

NATIONAL MOTTO

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

Adopted: June 13, 2005

Legal Ref.: Acts 2002, c. 891.

BILL OF RIGHTS OF THE
CONSTITUTION OF THE UNITED STATES

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

Adopted: June 13, 2005

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. Prince George 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: June 13, 2005

Revised: August 11, 2008; May 13, 2013

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

Cross Ref.: AF Comprehensive Plan

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BASIC INSTRUCTIONAL PROGRAM

Because education is a lifelong process, the educational program shall provide both formal studies to meet the general academic needs of all students, and opportunities for individual students to develop specific talents and interests in career and technical and other specialized fields and grow toward independent learning.

The various instructional programs shall be developed with the view toward maintaining balanced, integrated, and sequentially articulated curricula which shall serve the educational needs of all school-aged children in the division.

The Prince George County School Board subscribes to the philosophy that well-developed reading and other basic skills, including the ability to spell, speak, and write intelligently are essential in society. It shall adopt specific requirements to ensure that high school graduates are sufficiently competent in these essential skills.

At all levels, provisions shall be made for a wide range of individual differences in student abilities and learning rates through uses of a variety of materials, adjustments in programs, and courses adapted to special needs of students.

The curriculum shall meet or exceed those requirements established by the Code of Virginia, the State Department of Education, and the State Board of Education. The curriculum will be aligned to the Standards of Learning.

Adopted: June 13, 2005

Revised: August 8, 2005

Legal Ref.: Code of Virginia, 1950, as amended, sections 22.1-78, 22.1-253.13:1 et seq.

8 VAC 20-131-10 et seq.

CAREER AND TECHNICAL EDUCATION

The Prince George School Board provides career and technical educational programs incorporated into the kindergarten through twelfth grade curricula that include

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

The School Board develops and implements a plan to ensure compliance with this Policy. This plan is developed with the input of area business and industry representatives and local 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 Partnerships to the division's career and technical education administrator or the administrator's designee, in collaboration with the guidance counselor office of each high school in the school division, and educates high school students about opportunities available through such Partnerships.

Adopted: June 13, 2005

Revised: July 9, 2007; August 13, 2012; June 29, 2017; July 16, 2018

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

Cross Ref.: IJ Guidance and Counseling Program

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HEALTH EDUCATION/PHYSICAL EDUCATION

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

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

The Prince George school division’s goal is that a program of physical activity will be 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 for at least 150 minutes per week on average during the regular school year. Such program may include any combination of physical education classes, extracurricular athletics, recess or other programs and activities.

Adopted: June 13, 2005

Revised: August 11, 2008; August 9, 2010; April 20, 2015; July 16, 2018

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

8 VAC 20-320-10.

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

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TEACHING ABOUT DRUGS, ALCOHOL AND TOBACCO

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

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

Adopted: June 13, 2005

Revised: August 9, 2010; August 11, 2014

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

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FAMILY LIFE EDUCATION (FLE)

Generally

The Prince George School Board provides Family Life Education (FLE) based on the FLE Standards of Learning (SOL) objectives developed by the Department of Education. The SOL objectives related to dating violence and the characteristics of abusive relations are taught at least once in middle school and at least twice in high school. The high school FLE curriculum incorporates age-appropriate elements of effective and evidence-based programs on the prevention of dating violence, domestic abuse, sexual harassment, including sexual harassment using electronic means, and sexual violence and may include instruction that increases student awareness of the fact that consent is required before sexual activity and age-appropriate elements of effective and evidence-based programs on the law and meaning of consent. 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.

Community Involvement Team

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

Staff Training

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

Separate Sessions

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

"Opt-out" Procedures

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

Annual Review

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

Right of Parental Review

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

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

Adopted: June 13, 2005

Revised: July 13, 2009; August 8, 2011; July 13, 2015; July 11, 2016; June 29, 2017; July 16, 2018

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

8 VAC 20-131-170.

Virginia Department of Education, Family Life Education: Board of Education Guidelines and Standards of Learning for Virginia Public Schools (revised September 2016)

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

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CHARACTER EDUCATION

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

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

The character education program

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

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

Adopted: June 13, 2005

Revised: August 8, 2005; August 14, 2006; August 13, 2012; July 11, 2016

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

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

DRIVER EDUCATION

The Prince George School Board offers a program of driver education in the high schools in the safe operation of motor vehicles. The program includes instruction concerning alcohol and drug abuse, aggressive driving, motorcycle awareness, distracted driving, organ and tissue donor awareness, 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 is provided by the administration to the Department of Motor Vehicles upon request, in accordance with state law.

Driver education instructors possess valid driver's licenses and maintain satisfactory driving records. Any teacher of behind-the-wheel instruction who receives six or more demerit points in a 12-month period will be suspended from teaching driver education for 24 months.

At the beginning of each school year and thereafter as necessary, the superintendent reports to the Department of Motor Vehicles the name and driver's license number of all persons providing instruction in driver education for the school division.

Adopted: June 13, 2017
Revised: July 9, 2007; July 13, 2009; August 9, 2010; August 8, 2011; April 20, 2015; June 29, 2017

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.

June 2017

File: IGAJ
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Cross Ref.: JED
JFC-R
JN

Student Absences/Excuses/Dismissals
Standards of Student Conduct
Student Fees, Fines, and Charges

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ALTERNATIVES TO ANIMAL DISSECTION

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

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

Adopted: August 8, 2005

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

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

PROGRAMS FOR STUDENTS WITH DISABILITIES

Generally

The Prince George County School Board provides a free, appropriate public education for children and youth with disabilities, ages 2 through 21, inclusive, who are residents of Prince George County or who may not be 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 Prince George 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 Prince George County School Board maintains an active and continuing child find program designed to identify, locate and evaluate those children residing in the division who are birth to 21 inclusive who are in need of special education and related services.

The School Board provides all applicable procedural safeguards including written notice to the parents of the scheduled screening and, if the child fails the screening, the results of the screening, confidentiality and maintenance of the student's scholastic record.

Adopted: June 13, 2005

Revised: August 8, 2011, September 8, 2014 (administratively)

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 Prince George 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.

Local Program

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.

Governor's School – Change of Residency

Financial responsibility for Governor's School students who move from one participating school district to another shall be assigned as follows:

1. Once admitted the student may remain in the Governor's School for the duration of his/her high school program, (4 years) providing,
 - the student remains in good academic standing and on track to receive the school's advanced studies diploma (Prince George - minimum 2.0 grade point average);
 - the student is in good standing in completing community service requirements;
 - the student maintains good attendance and behavior;
 - the student resides in a participating school district; and
 - the school district has funding available.
2. The school district where the student resides on March 1 will be responsible for the tuition for the remainder of that year.

Parents will be responsible for officially notifying, in writing, the school district and the Governor's School within ten business days of change of residency. Failure to notify the Governor's School may affect the student's status in the Governor's School.

Adopted: June 13, 2005

Revised: August 11, 2008; May 9, 2011; August 13, 2012 (administratively)

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 Refs.: BCF Advisory Committees to the School Board
 IKEB Acceleration

PARENT AND FAMILY ENGAGEMENT

Generally

The Prince George School Board recognizes that the education of each student is a responsibility shared by the school and the student's family. The Prince George 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 Prince George School Board cultivates and supports active parent and family engagement in student learning. The Prince George School Board:

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

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

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

Parental Involvement in Title I Plan

The Prince George School Board encourages parents of children eligible to participate in Title I, Part A, programs to participate in the development of the Board's Title I plan. Parents may participate by

- attending district advisory board meetings;
- attending school's parent advisory meetings;
- completing annual spring evaluation.

Parental Involvement in School Review and Improvement

The Prince George 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

- attending school's parent advisory meetings;
- attending Title I district advisory meetings;
- serving on school improvement committees;
- completing school surveys and evaluations.

Division Responsibilities

The Prince George School Division, and each school which receives Title I, Part A, funds:

- provides assistance to parents of children served by the school or division, as applicable, in understanding topics such as Virginia's challenging academic standards, state and local academic assessments and how to monitor a child's progress and work with educators to improve the achievement of their children
- provides materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement
- educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate

with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the school

- to the extent feasible and appropriate, coordinates and integrates parental involvement programs and activities with other federal, state and local programs, including public preschool, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children
- ensures that information related to school and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand
- provides such other reasonable support for parental involvement activities as parents may request

The Prince George 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
- train parents to enhance the involvement of other parents
- arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators who work directly with participating children and parents who are unable to attend such conferences at school in order to maximize parental involvement and participation
- adopt and implement model approaches to improving parental involvement
- establish a divisionwide parent advisory council to provide advice on all matters related to parental involvement in programs supported by Title I
- develop appropriate roles for community-based organizations and businesses in parental involvement activities

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 responding to any such suggestions as soon as practicably possible
- if the school wide program plan under 20 U.S.C. §6314(b) is not satisfactory to the parents of participating children, submitting any parent comments on the plan when the school makes the plan available to the School Board

Parent and Family Involvement in Allocation of Funding

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

Policy Review

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

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

Adopted: June 13, 2015

Revised: May 13, 2015; June 29, 2017 (administratively)

Legal Refs.: 20 U.S.C. §§ 6312, 6318.

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

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

REMEDIAL AND SUMMER INSTRUCTION PROGRAM

Generally

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

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

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

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

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

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

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

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

Summer School

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

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

Compulsory Attendance

When a student is required to participate in a remediation program pursuant to this policy, the superintendent may seek immediate compliance with the compulsory school attendance laws if a reasonable effort to seek the student's attendance, including direct notification of the parents of such student of the attendance requirement and failure of the parents to secure the student's attendance, have failed and the superintendent determines that remediation of the student's poor academic performance, passage of the Standards of Learning Assessment in grades three through eight, or promotion is related directly to the student's attendance in the remediation program.

Adopted: June 13, 2005

Revised: August 14, 2006; July 9, 2007; August 8, 2011; August 13, 2012;
August 12, 2013; April 16, 2018

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-253.13:1, 22.1-253.13:3, 22.1-254, 22.1-254.01.

April 2018

File: IGBE
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8 VAC 20-131-120.

8 VAC 20-630-40.

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

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ENGLISH LEARNERS

Generally

The Prince George 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.

Assessments

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

Notification

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

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

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

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

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

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

Adopted: June 13, 2005
Revised: August 8, 2011; June 29, 2017

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

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

Cross Ref.: IGBC Parent and Family Engagement

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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 and through emerging technologies 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 specified in 8 VAC 20-131-110.

- A. Earning Credits Toward PGCPH High School Graduation From Public Schools Outside Virginia or Virginia VCPE-Accredited Private Schools Standard credit will be transferred to PGCPH upon successful completion of the prior-approved course.
- B. Earning Credits Toward PGCPH High School Graduation From Non-VCPE-Accredited Private Schools

A student may be permitted to transfer a Carnegie credit to PGCPH from a non-VCPE-accredited private school when the following conditions are in place:

- For courses with end-of-course SOL tests, standard credit will be granted and must pass the SOL for the verified credit.

- The scope of each course for which credit is awarded under this provision must be comparable to the scope of a corresponding PGCPS course.

C. Earning College Credits Toward PGCPS High School Graduation

Students shall be encouraged and afforded opportunities to take college courses simultaneously for high school graduation and college degree credit under the following conditions:

- The college must accept the student for admission to the course(s).
- The courses must be given by the college for degree credit (hence, no remedial courses will be accepted).
- An official transcript listing college credits earned in course(s) for which high school credit is to be issued must be submitted to the high school prior to graduation.
- The principal of the student's high or secondary school shall approve the issuance of the diploma when all requirements for the high school diploma have been met.

D. Earning Credits Toward PGCPS High School Graduation From Supervised Correspondence and Non-PGCPS Online Courses

Students may enroll in supervised correspondence or online. In such instances, the following guidelines must be followed:

- For courses with end-of-course SOL tests, Carnegie credit may be granted upon successful completion of the course. If a verified credit is needed, the student must pass the end-of-course SOL.
- The scope of each course for which credit is awarded under this provision must be comparable to the scope of a corresponding PGCPS course and/or Standards of Learning and meeting the standard of 140 clock hours of instruction, or upon recommendation of the superintendent and demonstration of mastery of course content and objectives, qualified students may receive a Carnegie unit of credit and be permitted to sit for the relevant SOL test to earn a verified credit without having to meet the 140-clock-hour requirement. 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.

- The coursework must be completed through an accredited institution/State approved provider under the supervision of a licensed teacher qualified in the relevant subject areas.

Adopted: June 13, 2005

Revised: August 8, 2005; May 11, 2009, August 9, 2010 (administratively); August 8, 2011; April 15, 2013 (administratively); August 12, 2013; July 11, 2016; July 16, 2018 (administratively)

Leg 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
IKFD Alternative Paths to Attaining Standard Units of Credit

PGCPS Permission Request Form for Transfer Credit

Name _____ Student ID # _____ High or Middle School _____

Current students are permitted to earn credits from non-PGCPS courses if the courses are available through PGCPS. This request for approval to transfer a credit is being made for the following reason:

During the September-June session

- a schedule conflict
- a health-related conflict
- other _____

During the summer session

- the student is living out of the area and is unable to access PGCPS programs
- the student is repeating the course(s) in order to graduate with his or her class
- Acquire a credit for appropriate grade classification

The student requests approval to transfer credit from a

- public school outside Virginia
- private school outside Virginia
- Virginia VCPE-accredited private school
- Virginia private school not accredited by VCPE
- *non-PGCPS online course
- *correspondence course
- *college or university

- The student will be required to take an SOL test if associated with the course.
- All course work must be completed and a transcript received from the institution that awarded the grade, PRIOR to enrolling in the next level. Credit will not be granted for work completed after the beginning of the school session.

The PGCPS principal and guidance counselor will review the following required information before approval may be granted. (*Additional review and approval required per the current policy.)

Course Title _____ New _____ Repeat _____
 School or Program Offering Course _____
 City _____ State _____
 Accredited by _____ Non-accredited _____

Published course description and syllabus provided by the school or program including total hours in class must be attached.

I understand that PGCPS provides courses required for graduation and have chosen to enroll in a non-PGCPS program. I also understand that for courses other than those from public schools and from VCPE-accredited Virginia private schools, no credit will be granted for courses that have end-of-course SOL tests until the required SOL test is passed.

Parent or Guardian Signature _____ Student Signature _____

Date _____ APPROVED _____ DENIED _____

Guidance Counselor's Signature _____ Principal's Signature _____

This approval to take a non-PGCPS course in a subject that has an end-of-course SOL test is not an endorsement that this course will prepare students to pass Virginia SOL tests. A copy of the completed form should be sent to the high school SOL test coordinator and a copy should be filed in the student's cumulative records.

ONLINE COURSES AND VIRTUAL SCHOOL PROGRAMS

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

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

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

A student who resides in Prince George County Public Schools will not be charged tuition for enrolling in any online course or virtual program offered by the school division. Students who are non-residents of Prince George, but approved by the Department of Social Services under a foster care placement may also enroll in any online course or virtual program offered by 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: June 9, 2010

Revised: August 13, 2012; September 8, 2014 (administratively)

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

ALTERNATIVE SCHOOL PROGRAMS

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

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

1. a statement of justification for the alternative program explaining how it will meet the special needs or expectations of the target population and the community;
2. a plan which delineates the proposed organizational structure of the program as it relates to staffing and the scope and structure of the total instructional program;
3. a statement of financial impact identifying all costs, including administration, staffing, equipping, supplying, transportation, support services, and maintaining the program;
4. a statement of related impact explaining how the proposed program will affect and interrelate with other programs and populations served in existing programs and facilities;
5. a statement verifying that all aspects of the program are in compliance with all applicable federal, state, and local laws and regulations, and accreditation requirements;
6. if the proposal presents a potential conflict with existing regulations of the State Department of Education, evidence of authorization from the State Department of Education must accompany the proposal; and
7. a plan for evaluation that defines anticipated outcomes and establishes criteria and procedures for evaluating achieved outcomes.

Adopted: June 13, 2005

Revised: June 11, 2012

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

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ADVANCED PLACEMENT CLASSES AND SPECIAL PROGRAMS

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

Adopted: June 13, 2005

Revised: August 13, 2012; June 29, 2017; July 16, 2018

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

Cross Ref.: IGAD
LEB

Career and Technical Education
Advanced/Alternative Courses for Credit

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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: June 13, 2005

Revised: December 11, 2006; August 13, 2012

Legal Refs.: 20 U.S.C. § 4071

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

STUDENT ORGANIZATIONS – APPLICATION

It is the policy of the school division to permit the organization and operation of student organizations in the secondary schools and to permit such organizations to meet on school premises during non-instructional time.

Any group seeking to meet on school premises during non-instructional time as a student organization shall make written application to the principal. This checklist shall be included as part of the application to be submitted to the Prince George County School Board for consideration and approval or denial.

Name of Organization _____

Name(s) of Organizing Student(s) _____

Name(s) of Faculty Sponsor(s) _____

Purpose of the Organization _____

If applicable, applications for curriculum-related student organizations shall include a statement of the relationship of the organization to the regular school curriculum; i.e., specific references to classes or other elements of the educational program it is intended to supplement; a description of how it will serve as an extension to the curriculum; and a description of the faculty advisor's function in the promotion, supervision and leadership of the organization.

All students seeking to organize and/or participate in non curriculum-related organizations shall have parental permission (see File IGDA-F2).

We have read, understand, and agree to comply with School Board Policy IGDA and IGDA-R and all applicable school guidelines and rules.

Organizing Student _____ Date	Faculty Sponsor(s)/Supervisor(s) _____ Date
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Parent or Guardian _____ Date	_____ Date
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Approved _____	Denied _____
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Principal _____ Date Please include all supporting documentation.	Principal _____ Date
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Adopted: December 11, 2006

STUDENT ORGANIZATIONS
Parental Permission for Non Curriculum Related Organizations

It is the policy of Prince George County Public Schools to permit the organization and operation of both curriculum and non curriculum-related student organizations in the secondary schools and to permit such organization to meet on school premises during non-instructional time. I understand that any student seeking to organize or participate in a non curriculum-related organization, by policy, must have parental permission to do so.

My child, _____, has permission to participate in
_____, a non curriculum related organization.

Parent or Guardian

Date

Printed or Typed Name

Adopted: December 11, 2006

**STUDENT ORGANIZATIONS
(Secondary Schools)**

1. Any group seeking to meet on school premises during non-instructional time as a student organization shall submit a written application to the principal. Applications shall be made on Division approved forms only (see File IGDA-F1) and shall include at least the following information:

- a. Name of the organization.
- b. Name(s) of the faculty sponsor(s) or matter(s).
- c. A general statement of the purposes of the organization.
- d. A description of the qualifications for membership, if any. If students' sex is a qualification, the description shall state the reasons therefore.
- e. A statement that the organizing students have read, understood and agrees to comply with Policy IGDA and all applicable school guidelines and rules.
- f. Applications for curriculum-related student organizations shall include a statement of the relation of the organization to the regular school curriculum. This shall include specific reference to classes or other elements of the educational program which the organization is intended to supplement and a description of how the organization will serve as an extension of or adjunct to the curriculum; and a description of the function of the faculty advisor in the promotion, supervision and leadership of the organization.

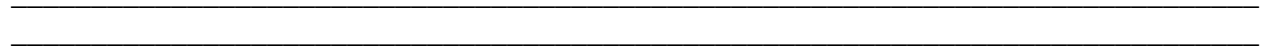
2. The principal shall review the application and such other information as he or she considers appropriate. If he/she approves the application of the organization, it is then forwarded to the superintendent for placement on the School Board agenda. The final decision for any group seeking to meet on school premises rests with the School Board.

3. The applicant may appeal the principal's decision to the superintendent of Schools, or his designee, by written appeal submitted to the superintendent within five (5) school days after receipt of the principal's decision. The written appeal shall state the reasons for the appeal and shall enclose copies of the application and the principal's decision. The superintendent, or his designee, shall review the appeal and such other information as he or she considers appropriate and give a decision within ten (10) school days after receipt of the appeal.

4. The principal may revoke approval of any student organization at any time upon his or her own initiative or on complaint by any student or staff member for good cause. Revocation may be appealed to the superintendent, or his designee, and the board as provided hereinabove.

5. At any time, the superintendent or the board may, on his or its own initiative, review the approval of any student organization and revoke the same for good cause. Any such action by the superintendent may be appealed to the board as provided hereinabove.

Adopted: June 13, 2005
Revised: December 11, 2006



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: June 13, 2005

Revised: August 14, 2006; May 12, 2014; August 11, 2014; July 16, 2018

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

8 VAC 20-30-20.

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

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GROUPING FOR INSTRUCTION

The Prince George School Board recognizes the different educational needs of students and endorses the use of flexible assignment of students for instruction.

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

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

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

Adopted: June 13, 2005

Revised: June 11, 2012

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

Cross Ref.: IA Instructional Goals and Objectives

CLASS SIZE

The Prince George School Board assigns licensed instructional personnel in a manner that produces divisionwide ratios of students in average daily membership to full-time equivalent teaching positions, excluding special education teachers, principals, assistant principals, counselors and librarians, that are not greater than the following ratios:

- 24 to one in kindergarten with no class being larger than 29 students; if the average daily membership in any kindergarten class exceeds 24 pupils, a full-time teacher's aide will be assigned to the class;
- 24 to one in grades one, two and three with no class being larger than 30 students;
- 25 to one in grades four through six with no class being larger than 35 students; and
- 24 to one in English classes in grades six through 12.

After September 30 of any school year, anytime the number of students in a class exceeds the class size limit established by this policy, the school division will notify the parent of each student in such class of such fact no later than 10 days after the date on which the class exceeded the class size limit. The notification shall state the reason that the class size exceeds the class size limit and describe the measures that the school division will take to reduce the class size to comply with this policy.

In addition, the School Board assigns instructional personnel in a manner that produces schoolwide ratios of students in average daily memberships to full-time equivalent teaching positions of 21 to one in middle schools and high schools.

When determining the assignment of instructional and other licensed personnel for purposes of this policy, full-time students of approved virtual school programs are not included.

Adopted: June 13, 2005

Revised: August 9, 2010; July 11, 2016

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

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INSTRUCTIONAL MATERIALS

The Prince George 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: June 13, 2005
Revised: July 13, 2009; May 12, 2014

Legal Refs.: 20 U.S.C. § 1232h.

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

8 VAC 20-720-160.

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

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TEXTBOOK SELECTION, ADOPTION AND PURCHASE

Selection of Textbooks

The School Board may adopt textbooks, including print or electronic media, for student use that serve as the primary curriculum basis for a grade-level subject or course from the list of textbooks approved by the Board of Education. The School Board may also adopt 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 known selection criteria.

Textbooks Approved by the Board of Education

The 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 price 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 textbook 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: June 13, 2005

Revised: August 11, 2008; July 13, 2009; August 9, 2010; May 12, 2014; April 11, 2016

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

8 VAC 20-720-170.

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

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SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION

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

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

Adopted: June 13, 2005
Revised: August 11, 2008; May 12, 2014

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-238.
8 VAC 20-720-160.

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

INNOVATIVE OR EXPERIMENTAL PROGRAMS

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

Adopted: June 13, 2005

Revised: June 11, 2012; April 16, 2018

Legal Refs.: Code of Virginia, 1950, as amended, § 22.1-78.
8 VAC 20-131-420.

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

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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: June 13, 2005
Revised: May 13, 2013; April 16, 2018

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

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LIBRARY MEDIA CENTER LOAN AND FINE POLICY

The Library Media Center exists within and for the educational program of a school. It is the responsibility of the Library Media Center to provide materials and services to support the program. It is the responsibility of its patrons to return borrowed items, on time, and in good condition.

The following definitions shall apply for purposes of this policy:

Reserve books – books pulled from shelves by the library media specialist for special purposes; such as, activities planned by a classroom teacher, or special topic books (e.g., holiday books, research assignments).

Damaged – cannot be rebound due to poor physical condition (e.g., torn or missing pages, written or drawn in by patron, etc.).

Current year – July 1 through June 30 of the next calendar year.

School year – to be determined by adoption of annual school calendar.

In order to assure availability of materials for patron use in the educational program, it is necessary to have rules and regulations governing the use and abuse of those materials housed in the Library Media Center, as follows:

I. Printed Materials

A. Check-Out

1. Books, hard and soft cover

Patron	Length of Service	# Items and Renewals
K-5	1 week	
6-12	3 weeks	see note below*
Staff	to be determined by each school	

Exception: For reserve books, the length of service is determined by the library media specialist in the individual school according to the use planned.

2. Magazine, Reference Books, and Vertical Files

Determined by each school based on school population and availability.

*Note: The number of items patrons are allowed to borrow, and the number of times patrons can renew check out of materials, will vary from school to school and are therefore not spelled out in this policy. These differences can be attributed to the following: (i) collection size; (ii)

collections holdings; (iii) patron maturity or age level; (iv) patron access time to the Library Media Center; (v) student body size; and (vi) demand.

B. Overdue Materials; Fines

1. Books, hard and soft cover
 - a. K-5: No fine.
 - b. 6-12: \$.10 per day. Exception: reserve books, \$.20 per day.
 - c. Staff: No fine, but are encouraged to return materials in a timely manner.
 - d. Fines below \$.60 are dropped. Fines are not to exceed \$5.00 provided items are returned.
2. Magazines, Reference Books, and Vertical Files.
 - a. K-5: No fine.
 - b. 6-12: \$.10 per day.
 - c. Staff: No fine.
3. Payments are due when overdue materials are returned.
4. Student patrons will be notified verbally and/or in writing of overdue materials, and that a fine will be assessed. The amount of the fine will be based on the date a patron returns his/her overdue material. Patrons are urged to return overdue materials as soon as possible to avoid accruing higher fines. Parents of student patrons will be notified by phone and/or in writing when materials have been overdue for long periods of time. If necessary, building principals may be asked to assist Library Media Centers with the return of these materials.
5. Faculty members will be notified verbally, and in writing, of overdue materials.

Note: Fines will not accrue for days students do not attend school; such as, snow days, holidays, and workdays nor will fines accrue for days students have an excused absence from school.

C. Lost and Damaged Materials; Fees

1. Lost
 - a. Books, hard and soft cover
 1. K-12: These patrons will be charged replacement cost of the item or a \$20.00 flat fee to cover item and processing costs.

2. Staff will be charged the replacement cost of the item or a \$20.00 flat fee to cover item and processing costs.

b. Magazines

1. K-12 and staff fees shall be as follows:
 - (a) Issue of current year: cover price
 - (b) Issues 1 year old or older: \$1.00
2. Damaged. A fee up to the replacement cost will be charged based on the severity of the damage and usability of the item.
3. Payments are due when borrowed items are determined lost or damaged. In the event a lost item is found, the fee charged to the patron for said item will be refunded minus a \$2.00 processing fee.
4. Student patrons will be notified of fees for lost and damaged materials verbally and/or in writing. Parents of student patrons will be notified by telephone and/or in writing of lost and damaged materials. If necessary, building principals may be asked to assist Library Media Centers with the collection of fees for these materials.
5. Faculty patrons are asked to report loss of, or damage to, borrowed materials.

D. Collection and Disposition of Fine and Fee Monies

1. Collection: Fines and fees will be collected by the library media specialists according to regulations stated in the policy. In the event fees owed the Library Media Center for fines, and lost or damaged materials are not paid by the end of the school year, parents of student patrons will receive a formal bill, and borrowing privileges of said student patrons will be suspended until said bill is paid. Guidance offices and/or teachers are requested to notify the library media center when a student is withdrawing.
2. Disposition: Fines and fees paid to a Library Media Center will be receipted and deposited in a school library account, separate from the school's general account. These monies will then be used to replace lost and damaged library materials, or for purchase of new library materials.

E. Suspension of Borrowing Privileges for Student Patrons

Student patrons with overdue, lost, or damaged materials are limited in the number of items they may borrow from Library Media Centers.

1. Overdue Limits

Level	1 Overdue/Fine	2 or More Overdue and/or Outstanding Fine*
K-7	1	0
8-12	0	0

Complete borrowing privileges restored when overdue materials are returned and fines are paid.

*These students may use materials in the Library Media Center only.

2. Lost and Damaged Limits

Level	1 Overdue/Fine	2 or More Overdue and/or Outstanding Fine*
K-7	1	0
8-12	0	0

Complete borrowing privileges restored when fees are paid.

*These students may use materials in the Library Media Center only.

Note: Suspension of borrowing privileges may run from one school year into the next if Library Media Center obligations have not been fulfilled.

II. Audio Visual Software and Audio Visual Hardware

A. Due to the expense and physical weight of these items, student patrons are not permitted to remove them from school buildings.

B. When deemed necessary by faculty members these materials may be taken from school grounds for preview purposes during lesson plan preparation, after receiving permission to do so from the school's library media specialist and/or the building principal.

C. Faculty members will be held responsible in the event of loss of, or damages to equipment borrowed from library media centers if they are taken from school grounds. In any case of borrowing equipment the principal and the media specialist should approve and proper records kept. School Board insurance is not available to cover losses incurred from nonschool related use of equipment.

III. Interlibrary Loan

Schools may borrow materials from other school library media centers. Requests to borrow materials are to be made through the library media specialist of the borrowing school. He/she will, in turn, make the request for the borrower with the school library media specialist of the lending library media center. This type of loan practice is encouraged by the central administration as a way of cutting costs, avoiding duplication, and enlarging media center holdings that may be used and shared by all.

Interlibrary loan will be for a period of time not to exceed four weeks and lending will be at the discretion of the lending school library media specialist.

Regulation: September 14, 2005

ACCEPTABLE COMPUTER SYSTEM USE

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

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

The Division Superintendent shall establish administrative procedures, for the School Board's approval, containing the appropriate uses, ethics and protocol for the computer system.

The procedures shall include:

- (1) a prohibition against use by Division employees and students of the division's computer equipment and communications services for sending, receiving, viewing or downloading illegal material via the internet;
- (2) provisions, including the selection and operation of a technology protection measure for the division's computers having Internet access to filter or block Internet access through such computers, that seek to prevent access to:
 - (a) child pornography as set out in Va. Code § 18.2-374.1:1 or as defined in 18 U.S.C. §2256;
 - (b) obscenity as defined by Va. Code § 18.2-372 or 18 U.S.C. § 1460; and
 - (c) material that the school division deems to be harmful to juveniles as defined in Va. Code § 18.2-390, material that is harmful to minors as defined in 47 U.S.C. § 254(h)(7)(G), and material that is otherwise inappropriate for minors;
- (3) provisions establishing that the technology protection measure is enforced during any use of the Division's computers;
- (4) provisions establishing that all usage of the computer system may be monitored;

- (5) provisions designed to educate students and employees about appropriate online behavior, including interacting with students and other individuals on social networking websites, blogs, in chat rooms, and cyberbullying awareness and response;
- (6) provisions designed to prevent unauthorized online access by minors, including “hacking” and other unlawful online activities;
- (7) provisions prohibiting the unauthorized disclosure, use, and dissemination of photographs and/or personal information of or regarding minors; and
- (8) a component of internet safety for students that is integrated in the Division’s instructional program.

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

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

Each teacher, administrator, student and parent/guardian of each student shall sign the Acceptable Computer System Use Agreement, GAB-E1/IIBEA-E2, before using the Division’s computer system. The failure of any student, teacher or administrator to follow the terms of the Agreement, this policy or accompanying regulation may result in loss of computer system privileges, disciplinary action, and/or appropriate legal action.

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

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

Adopted: June 13, 2005;

Revised: August 14, 2006; July 13, 2009; August 9, 2010; August 12, 2013

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

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

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

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ACCEPTABLE COMPUTER SYSTEM USE

Mission

The Prince George Schools are committed to providing all students and personnel with the most appropriate technological tools to enhance and support quality education and to produce active participants in the worldwide community of the 21st century.

Philosophy

Technology integration is paramount in preparing students to meet the challenges of an increasingly more complex society. We believe all students and all personnel should have adequate and equal access to training and literacy for technology. The infusion of technology into our instructional program is essential in fulfilling our mission of providing a quality education for each individual child. We feel it is essential to our students' success that they learn about new technologies and learn by utilizing these technologies. The ability to access information, process it, synthesize new ideas and communicate these ideas is key to creating independent, lifelong learners. Growing volumes of research show that the use of technology fosters creativity, encourages higher order thinking and motivates students to learn. Training for students and personnel is key to the successful implementation of Internet safety and technology in our schools. Adequate levels of computers and other technologies should be provided for students and personnel.

Vision

We envision the use of technology to enhance quality education and lifelong learning. To accomplish this vision, we are committed to the following principles:

- Providing equity of technological access
- Improving instruction through the use of computer technology
- Integrating the technology in all areas of learning
- Providing professional development to enhance the instructional program
- Ongoing Internet safety of all stakeholders – staff, students, parents, and community
- Monitor and evaluate all Internet safety instruction for staff and students and update as needed
- Evaluate the division's technology infrastructure and the network, Internet and data security procedures in place annually
- Remain cognizant of the latest developments in Internet vulnerabilities, legal issues, and capabilities related to instruction and impact on division students
- Provide professional development for all staff on the social and ethical issues of Internet use including copyright, fair use and plagiarism and Internet safety and security
- Evaluate the effectiveness of the division AUP and update annually as needed
- Assess the need for community outreach related to Internet use and safety issues
- Provide frequent information related to Internet safety and security to parents and the community

Internet Use

Internet use by students and/or employees shall be in accordance with acceptable computer use policies and regulations. Prince George County Public Schools strive to provide equitable access and encourages the use of technology whenever possible and appropriate, to support the curriculum and student learning objectives. The term "Computer System" includes any School Board hardware, software, data, communication lines and devices, terminals, printers, CD-ROM devices, tape drives, servers, mainframe and personal computers, the internet and any other internal or external network.

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

Computer System Use-Terms and Conditions:

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

Acceptable use of technology and electronic information systems by students includes:

- accessing research databases and libraries of information in the form of text, graphics, photographs, video, and sound.
- interacting and collaborating with others.
- acquiring knowledge and skills to support learning objective.
- publishing opportunities.
- extending teaching and learning opportunities.

Prince George County Public Schools allows students and employees to access electronic information systems while safeguarding users from potential hazards by filtering objectionable sites. Users are allowed access to Internet resources with the understanding that some material may be inaccurate or objectionable. The inappropriate use of resources is not permitted. Prince George County Public Schools does not endorse and is not responsible for content associated with links outside of the Prince George County Public Schools' network. Prince George County Public Schools reserves the right to block downloading from specific file extensions or specific sites. Students using Prince George County Public Schools' electronic information systems are subject to monitoring by Prince George County Public Schools personnel. Parents and students acknowledge adherence to this agreement by signing the Parent/Student Responsibility form.

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 but not limited to Virtual Private Networking (VPN) or proxy servers), including violation of copyright or contracts, or transmitting any material in violation of any federal, state, or local law, the Code of Student Conduct, or any School Board policy or regulation.
 - 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. **Social Media.** Social media includes internet-based applications and mobile technologies that allow the creation and exchange of user generated content. Examples of commonly used social media tools include, but are not limited to blogs, message boards, chatgroups, instant messaging, personal news updates, and music and video sharing (i.e. – facebook, myspace, and twitter). Utilization of social media via the school division's Computer System is prohibited unless expressly permitted in advance by the building principal or other appropriate administrator for a specific legitimate educational use. Any such utilization of social media must be in conformance with this policy. Students are cautioned that even non-school division Computer System utilization of social media that violates this policy and that creates a foreseeable risk of reaching school property and causing a substantial disruption to the work and discipline of the school may result in school discipline.

5. **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.

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

7. **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.

8. **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.

9. **Charges.** The School Division assumes no responsibility for any unauthorized charges or fees as a result of using the Computer System, including telephone or long-distance charges.

10. **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.

11. **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: June 13, 2005

Revised: June 9, 2008; July 13, 2009, December 12, 2011 (administratively); August 12, 2013; June 29, 2017

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

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

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

Cross Refs: GCPD Professional Staff Members: Contract Status and
Discipline
JFC Student Conduct
JFC-R Standards of Student Conduct

SAMPLE LETTER TO PARENTS:
ACCEPTABLE COMPUTER SYSTEM USE

Dear Parent/Guardian:

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

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

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

In order for your student to take advantage of this educational opportunity, your authorization is needed. Attached to this letter are the Acceptable Computer System Use Policy GAB/IIBEA and Regulation GAB-R/IIBEA-R and the Acceptable Computer System Use Agreement GAB-E/IIBEA-E2 which both you and your student must sign before your child may use the computer system. Please review these materials carefully with your student before signing the required agreement.

Sincerely,

Adopted: June 13, 2005

Revised: July 13, 2009

Prince George County Schools
Acceptable Use Policy for Electronic Information, Internet and Network Resources
Agreement Form

The student and one parent/guardian must sign this agreement form and have it on file in the respective school before the student will be permitted to use the resources to which this agreement applies.

Student Agreement

I have read the attached policy for **Acceptable Use of Electronic Information, Internet and Network Resources (GAB/IIBEA)** and **Regulation (GAB-R/IIBEA-R)** and I agree to abide by its terms. In addition, I agree to refrain from those activities which are considered unacceptable use. I understand that any violation of the regulations is unethical and may constitute a criminal offense. I understand that the School Division may access, monitor, and archive my use of the computer system, including my use of the internet, email and downloaded material, without prior notice to me. Should I commit any violation of this agreement, my access privileges may be revoked, school disciplinary action may be taken and/or legal action may be initiated.

User name (please print): _____

User signature: _____

Date: ____/____/____

Parent/Guardian Agreement

As the parent or guardian of this student, I have read the attached policy for **Acceptable Use of Electronic Information, Internet and Network Resources (IIBEA/GAB)** and **Regulation (IIBEA-R/GAB-R)**. I understand that the use of these resources is for educational purposes. I recognize that it is impossible for The Prince George County Schools to restrict access to all controversial materials on the Internet and I will not hold them responsible for materials my son/daughter acquires as a result of the use electronic information and the networks.

Parent or Legal Guardian (please print): _____

Signature: _____

Date: ____/____/____

Please return this form to your child's school.

Adopted: June 13, 2005

Revised: July 13, 2009 (administratively); August 12, 2013

Prince George County Schools

Acceptable Use Policy for Electronic Information, Internet and Network Resources

Agreement Form

School Division Personnel Agreement

As an employee of the Prince George County Public Schools, I acknowledge that I have read the attached policy for **Acceptable Use of Electronic Information, Internet and Network Resources (IIBEA/GAB)** and **Regulation (IIBEA-R/GAB-R)** and I agree to abide by its terms. I understand that the School Division may access, monitor, and archive my use of the computer system, including my use of the internet, email and downloaded material, without prior notice to me. I understand that any violation of the regulations may be subject to administrative action, as well as, local, state, and federal law.

User name (please print): _____

User signature: _____

Date: ____/____/____

School/Position: _____

Please sign and return to the Principal or the appropriate supervisor.

Adopted: June 13, 2005

Revised: July 13, 2009 (administratively); August 13, 2013

FIELD TRIPS

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

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

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

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

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

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

The Prince George 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: June 13, 2005

Revised: June 11, 2012

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

Cross Ref.: JFCB Sportsmanship, Ethics and Integrity

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REGULATIONS – FIELD TRIPS

I. Types of Field Trips

- A. An instructional field trip is a planned visit outside the school taken by the students, under the supervision of a teacher or other school official, to enrich and extend the classroom instructional program. Such field trips provide a link between the school and the community, and assist the school staff in relating the ideas and theories of the classroom to practical applications.
- B. An extracurricular field trip is a planned visit outside the school taken by students, under the supervision of a teacher or other school official, in support of academic/athletic teams, performing groups, or other extracurricular activities.
- C. An unusual field trip is an instructional or extracurricular field trip which involves unusual circumstances, including but not limited to one or more of the following:
 - 1. travel more than fifty (50) miles from Prince George County
 - 2. overnight trips
 - 3. use of commercial or private vehicles for transportation
 - 4. fund raising by students

II. Requirements and Plans for Field Trips

- A. Field trips will be considered for approval when anticipated outcomes justify the use of energy for transportation, and one or more of the following conditions are met:
 - 1. The trip makes a unique contribution to the accomplishment of specific objectives for the course of study or the activity.
 - 2. The trip is designed specifically to improve student- student and student-staff relationships and/or student self-concepts.
 - 3. Special training and/or planning for school activities can be accomplished best at a location away from the school.
- B. Field trips which will not be approved for sponsorship by Prince George County Public Schools include the following:
 - 1. Field trips that are primarily recreational or rewards for accomplishments, such as trips to amusement or theme parks.
 - 2. Field trips that require a travel day which is too long for the age levels of the students involved.

3. Field trips which require inordinate expense or absence from school.
 4. Field trips which are judged to be hazardous.
 5. Movies, exhibits, and so forth normally available during other times.
- C. Field trip participation may not be made part of a course requirement.
- D. Field trips should be scheduled to minimize absences from school.
- E. Fundamental to the success of a field trip are the planning before and the follow-up after the experience. Careful planning and follow-up of each trip will be carried out by teachers in cooperation with their principals. The following is a basic checklist to be considered in the planning and evaluation of a field trip:
1. Planning by the Teacher
 - a. Trip is timely and scheduled as part of a planned sequence of educational activities
 - b. All alternative sites are explored, and the closest site chosen to conserve energy
 - c. Plans are discussed with the principal
 - d. Field trip request forms are completed and approved by the School Board Office
 - e. Approval is obtained before raising funds or publicizing the trip
 - f. Site is visited prior to trip, if possible
 - g. Resource persons to be used at the site are identified, and their participation is confirmed
 - h. Chaperones are identified and briefed
 - i. Parental permission forms are completed
 - j. Physical arrangements, such as for rest stops, food, etc., are made
 2. Planning with Pupils
 - a. Purpose of the field trip is discussed
 - b. Information to be obtained and things to be observed are planned
 - c. Safe conduct and appropriate dress are reviewed
- F. At the minimum, parents must be informed of the date(s), destination(s), and mode(s) of transportation for each field trip. A permission slip, signed by a parent or guardian, must be obtained for each student who will be participating in a field trip. These permission slips are to be retained by the school until the end of the school year.

- G. One teacher or other staff member shall accompany each class or group of students on a field trip. Additional adult chaperones should be provided on the basis of one adult per ten students. The number of chaperones needed will be determined by the ages of the students and the nature of the trip.

III. General

1. All field trips shall begin and end at school. Field trips requiring bus transportation shall not interfere with the regularly scheduled transportation of pupils to and from school.
2. Students going on field trips should be counted as present and permitted to make up any regular school work that has been missed. They should not be placed at a disadvantage because of participation in a trip planned by the school.
3. Prince George County School buses are the recommended mode of transportation for field trips.
4. Principals must insure that no student is denied participation on a field trip because of the expense of the trip.

Adopted: June 13, 2005

Note: See Waiver of Absence for Non-School Sponsored Activities.

Waiver of Absence for Non-School Sponsored Activities

Name _____ Date _____

School _____ Grade _____

Non-school sponsored activity/event _____

Relationship of activity to student's educational program _____

Duration of Activity: From _____ to _____

How will student complete the academic work missed during absence from school?

Please attach any documentation about the program and your child's participation.

I understand it is my child's responsibility to contact his/her teacher and/or guidance counselor to establish a schedule for completing make-up work.

Parent/Guardian Signature Date _____

_____ Approved

_____ Disapproved

Principal's Signature Date _____

COMMUNITY RESOURCE PERSONS/SCHOOL VOLUNTEERS

The Prince George School Board supports and encourages the active participation of parents and members of the community in providing and extending educational opportunities for children. The involvement of parents, volunteers and others in the community who can serve as a resource to schools is a fundamentally important component of successful school programs. The administration of each school will direct the activities of parents, volunteers and other community resources at the building level.

Adopted: June 13, 2005
Revised: May 13, 2013; June 29, 2017

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 Registry Notification
	KQ	Commercial, Promotional, and Corporate Sponsorships and Partnerships

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GUIDANCE AND COUNSELING PROGRAM

School Guidance and Counseling Services

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

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

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

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

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

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: August 14, 2006

Revised: May 12, 2014; June 29, 2017; July 16, 2018

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

8 VAC 20-620-10.

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

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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.

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: July 16, 2018

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

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PARENTAL ASSISTANCE WITH INSTRUCTION

The Prince George School Board encourages parents to provide instructional assistance to their children in the home. The school division may offer a voluntary training program to the parents of children in kindergarten through third grade to assist them in developing the skills necessary to provide effective instructional assistance to their children.

Adopted: June 13, 2005
Revised: August 11, 2008; May 12, 2014

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

Cross Ref.: IGBC Parental Involvement
IKB Homework

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HOMEWORK

Homework provides 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 assists the student in developing good work habits and in the wise use of time.

Guidelines for homework include:

- Homework should be assigned after introduction and thorough explanation of the skills necessary to successfully complete the assignment.
- Homework should be assigned in such a manner that it will be clearly understood by all students.
- Homework should serve a valid purpose and be closely related to classroom activities.
- A student's access to resource materials should be considered when making assignments.
- Homework should be evaluated promptly and returned to the student. Appropriate rewards should be given to those students who successfully complete assigned work. Effort and competency should be recognized and rewarded.
- Teachers should seek to determine the cause if a student regularly fails to complete assigned work. Teachers should not avoid giving homework because they believe students will not do the work.
- Excessive homework, like the absence of homework, should be avoided.
- Homework should not be used for disciplinary purposes
- Teachers and administrators should take appropriate steps to communicate with parents regarding the division's homework policy and to solicit their support.

Adopted: June 13, 2005
Revised: August 11, 2008; May 12, 2014

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

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

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ACCELERATION

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

When students below the ninth grade successfully complete courses offered for credit in grades 9 through 12, credit is counted toward meeting the standard units required for graduation provided the courses are equivalent in content and academic rigor as those courses offered at the secondary level. To earn a verified unit of credit for these courses, students below ninth grade level must meet the same requirements applicable to other students.

In any high school credit-bearing course taken in middle school, a parent may request that the grade be omitted from the student's transcript and the student not earn high school credit for the course. Such request shall be made in the format and by the deadline set forth in regulations developed by the superintendent.

Adopted: June 13, 2005

Revised: May 9, 2011; July 13, 2015; July 11, 2016; July 16, 2018

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

8 VAC 20-131-50.

8 VAC 20-131-51.

8 VAC 20-131-90.

Cross Ref.: IGBB
JO
JOA

Programs for Gifted Students
Student Records
Student Transcripts

REQUEST TO REMOVE GRADES AND CREDITS FOR HIGH SCHOOL CREDIT
COURSES TAKEN IN JUNIOR HIGH SCHOOL

Section 8 VAC 20-131-90C of the Regulations Establishing Standards for Accrediting Public Schools in Virginia states that “In any high school credit-bearing course taken at middle school, parents may request that grades be omitted from the student’s transcript and the student not earn high school credit for the course. Notice of this provision must be provided to parents with a deadline and format for making such a request on.” The Prince George School Board has set June 30 as the deadline for parents to notify the school that they wish to exercise this option, and School Board policy requires that all requests be in writing.

I hereby request that grade(s), credit(s) be removed from my child’s transcript in the following high school credit-bearing course(s) taken at Clements Junior School during the _____ school year.

I understand the grade will remain as part of the middle school scholastic record and will be used in determining promotion/retention and VHSL (Virginia High School League) eligibility.

Course Title _____

Course Title _____

Parent’s Signature _____ Date _____

Adopted: June 13, 2005

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 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 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 test aligned with the highest grade level, following instruction in the content. No student takes more than one test in any content area in each year, except in the case of expedited retakes as provided for in 8 VAC 20-131-30. Schools use the test results in kindergarten through eighth grade as part of a set of multiple criteria for determining the promotion or retention of students.

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

graduation unless such test is necessary in order for the school to meet federal accountability requirements. Middle and secondary schools may consider the student's end-of-course SOL test score in determining the student's final course grade.

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

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

Definitions

Authentic Performance Assessment

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

Standard Unit of Credit

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

Verified Unit of Credit

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

1. Achieves a passing score on an additional test, as defined in 8 VAC 20-131-5, as a part of the Virginia Assessment Program.
2. Meets the criteria for the receipt of a locally awarded verified credit when the student has not passed a corresponding SOL test.
3. 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.

4. Meets the criteria for the receipt of a verified credit for English (writing) by demonstrating mastery of the content of the associated course on an authentic performance assessment that complies with guidelines adopted by the Board of Education.

Students may also earn verified credits by taking alternative tests to the SOL assessment. Such tests may only be those approved by the Virginia Board of Education, and the student may earn verified credits only by achieving that score established by the Board of Education.

Virginia Assessment Program

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

Adopted: June 13, 2005

Revised: August 14, 2006; May 12, 2014; August 11, 2014; April 11, 2016;
July 11, 2016; April 16, 2018

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 20-131-40.
8 VAC 20-131-50.
8 VAC 20-131-51.
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
	IKFA	Locally Awarded Verified Credits
	IKFD	Alternative Paths to Attaining Standard Units of Credit
	IKH	Retaking SOL Assessments

STANDARDS OF LEARNING AND GRADUATION REGULATIONS

1. Standard Diploma

To graduate with a Standard Diploma, a student must earn at least 22 standard units of credit by passing required courses and electives, and earn at least six verified credits by passing end-of-course SOL tests or other assessments approved by the Board of Education.

Beginning with students entering ninth grade for the first time in 2013-2014, a student must also:

- Earn a board-approved career and technical education credential to graduate with a Standard Diploma; and
- Successfully complete one virtual course, which may be non-credit bearing.

Standard Diploma Course Requirements			
Discipline Area	Standard Credits: effective with first-time ninth graders in 2003- 2004 through 2010-2011	Standard Credits: effective with first-time ninth graders in 2011- 2012 and beyond	Verified Credits: effective for first-time ninth graders in 2003- 2004 and beyond
English	4	4	2
Mathematics (Note 1)	3	3	1
Laboratory Science (Notes 2 & 6)	3	3	1
History & Social Sciences (Notes 3 & 6)	4	4	1
Health & Physical Education	2	2	
Fine Arts or Career & Technical Education	1		
Foreign Language, Fine Arts or Career & Technical Education (Note 7)		2	
Economics and Personal Finance		1	
Electives (Note 4)	5	3	
Student Selected Test (Note 5)			1
Total	22	22	6

Note 1

- **For students entering the ninth grade for the first time in 2003-2004 through 2010-2011:** Courses completed to satisfy this requirement shall be at or above the level of algebra and shall include at least two course selections from among: Algebra I, Geometry, Algebra II or other mathematics courses above the level of algebra and geometry. The Board may approve additional courses to satisfy this requirement.
- **For students entering the ninth grade for the first time in 2011-2012 and beyond:** Courses completed to satisfy this requirement shall include at least two different course selections from among: Algebra I; Geometry; Algebra, Functions and Data Analysis; Algebra II or other mathematics courses above the level of Algebra II. The Board shall approve courses to satisfy this requirement.

Note 2

- **For students entering the ninth grade for the first time in 2003-2004 through 2010-2011:** Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry or physics. The Board may approve additional courses to satisfy this requirement.
- **For students entering the ninth grade for the first time in 2011-2012 and beyond:** Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth sciences, biology, chemistry or physics or completion of the sequence of science courses. The Board shall approve courses to satisfy this requirement.

Note 3

- **For students entering the ninth grade for the first time in 2003-2004 through 2010-2011:** Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and two courses in world history. The Board may approve additional courses to satisfy this requirement.
- **For students entering the ninth grade for the first time in 2011-2012 and beyond:** Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and two courses in world history. The Board shall approve courses to satisfy this requirement.

Note 4

- Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.

Note 5

- **For students entering the ninth grade for the first time in 2003-2004 through 2010-2011:** A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education or other areas as prescribed by the Board in 8 VAC 20-131-110.
- **For students entering the ninth grade for the first time in 2011-2012 and beyond:** A student may utilize additional tests for earning verified credit in computer science,

technology, career and technical education, economics or other areas as prescribed by the Board in 8 VAC 20-131-110.

Note 6

- Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential or license for (1) the student selected verified credit and (2) either a science or history and social science verified credit when the certification, license or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement.

Note 7

- **For students entering the ninth grade for the first time in 2011-2012 and beyond:** Pursuant to Section 22.1-253.13:4, *Code of Virginia*, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education.

Electives

- Sequential Electives – Effective with the graduating class of 2003, students who wish to receive a Standard or Modified Standard Diploma must successfully complete two sequential electives. On February 5, 2002, the Board of Education approved Guidelines for Sequential Electives for the Standard and Modified Standard Diploma.
 - Sequential electives may be in any discipline as long as the courses are not specifically required for graduation.
 - Courses used to satisfy the one unit of credit in a fine arts or career and technical education course may be used to partially satisfy this requirement.
 - For career and technical education electives, check with the secondary registration guide for available course offerings.
 - An exploratory course followed by an introductory course may not be used to satisfy the requirement.
 - An introductory course followed by another level of the same course of study may be used.
 - Sequential electives do not have to be taken in consecutive years.
- Fine Arts and Career and Technical Education – The Standard, Advanced Studies, and Modified Standard Diplomas each contain a requirement for one standard unit of credit in Fine Arts or Career and Technical Education. The Standards of Accreditation do not require that courses used to satisfy the requirement of Fine Arts or Career and Technical Education be approved by the Board. Therefore, local school officials should use their own judgment in determining which courses students take to satisfy this requirement.

2. Advanced Studies Diploma

To graduate with an Advanced Studies Diploma, a student must earn at least 24 or 26 standard units of credit, depending on when he or she entered ninth grade, and at least nine verified units of credit:

- Students who entered ninth grade for the first time during and after 2011-2012 must earn at least 26 standard units of credit.
- Students who entered ninth grade before 2011-2012 must earn at least 24 standard units of credit.

Beginning with students entering ninth grade for the first time in 2013-2014, a student must successfully complete one virtual course, which may be non-credit bearing, to graduate with an Advanced Studies Diploma.

Advanced Studies Diploma Course Requirements			
Discipline Area	Standard Credits: effective with first-time ninth graders in 2003- 2004 through 2010-2011	Standard Credits: effective with first- time ninth graders in 2011-2012 and beyond	Verified Credits - effective with ninth graders in 2000- 2001 and beyond
English	4	4	2
Mathematics (Note 1)	4	4	2
Laboratory Science (Note 2)	4	4	2
History & Social Sciences (Note 3)	4	4	2
Foreign Languages (Note 4)	3	3	
Health & Physical Education	2	2	
Fine Arts or Career & Technical Education	1	1	
Economics and Personal Finance		1	
Electives	2	3	
Student Selected Test (Note 5)			1
Total	24	26	9

Note 1

- **For students entering the ninth grade for the first time in 2003-2004 through 2010-2011:** Courses completed to satisfy this requirement shall be at or above the level of algebra and shall include at least three different course selections from among: Algebra I, Geometry, Algebra II or other mathematics courses above the level of Algebra II. The Board may approve additional courses to satisfy this requirement.
- **For students entering the ninth grade for the first time in 2011-2012 and beyond:** Courses completed to satisfy this requirement shall include at least three different course selections from among: Algebra I, Geometry, Algebra II or other mathematics courses above the level of Algebra II. The Board shall approve courses to satisfy this requirement.

Note 2

- **For students entering the ninth grade for the first time in 2003-2004 through 2010-2011:** Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry or physics. The Board may approve additional courses to satisfy this requirement.
- **For students entering the ninth grade for the first time in 2011-2012 and beyond:** Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among: earth sciences, biology, chemistry, or physics. The Board shall approve courses to satisfy this requirement.

Note 3

- **For students entering the ninth grade for the first time in 2003-2004 through 2010-2011:** Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and two courses in world history. The Board may approve additional courses to satisfy this requirement.
- **For students entering the ninth grade for the first time in 2011-2012 and beyond:** Courses completed to satisfy this requirement shall include U.S. and Virginia History, U.S. and Virginia Government, and two courses in world history. The Board shall approve courses to satisfy this requirement.

Note 4

- Courses completed to satisfy this requirement shall include three years of one language or two years of two languages.

Note 5

- **For students entering the ninth grade for the first time in 2003-2004 through 2010-2011:** A student may utilize additional tests for earning verified credit in computer science, technology, career or technical education or other areas as prescribed by the Board in 8 VAC 20-131-110.
- **For students entering the ninth grade for the first time in 2011-2012 and beyond:** A student may utilize additional tests for earning verified credit in computer science,

technology, career or technical education, economics or other areas as prescribed by the Board in 8 VAC 20-131-110.

Electives

- Fine Arts and Career and Technical Education – The Standard, Advanced Studies, and Modified Standard Diplomas each contain a requirement for one standard unit of credit in Fine Arts or Career and Technical Education. The Standards of Accreditation do not require that courses used to satisfy the requirement of Fine Arts or Career and Technical Education be approved by the Board. Therefore, local school officials should use their own judgment in determining which courses students take to satisfy this requirement.
- Foreign Language—The Advanced Studies Diploma contains a requirement for either three years of one foreign language or two years of two languages. In March 1998, the Board of Education approved the provision of three years of instruction in American Sign Language (ASL) for foreign language credit toward an Advanced Studies Diploma; other foreign languages will satisfy this requirement as well.

3. Modified Standard Diploma

The Modified Standard Diploma is intended for certain students at the secondary level who have a disability and are unlikely to meet the credit requirements for a Standard Diploma. Eligibility and participation in the program are determined by the student's IEP team and the student, when appropriate. Decisions of eligibility and participation may be made at any point after the student's eighth grade year. Written consent from parent/guardian must be obtained for a student to choose this diploma program.

The student must:

- be allowed to pursue a Standard or Advanced Studies Diploma at any time throughout his or her high school career;
- not be excluded from courses and tests required to earn a Standard or Advanced Studies Diploma; and
- pass literacy and numeracy competency assessments as prescribed by the Board:
 - For students who entered the ninth grade prior to 2000-01, the literacy and numeracy competency assessments were the reading and mathematics subtests of the LPT.
 - For students who entered the ninth grade in 2000-01 and beyond, the literacy and numeracy competency assessments are the eighth-grade English Reading test and the eighth-grade Mathematics SOL test (Board action – November 30, 2000).
 - The Board also approved four additional substitute assessments to satisfy the literacy and numeracy requirements for students pursuing a Modified Standard Diploma.

Note: The Modified Standard Diploma will not be an option for students with disabilities who enter the ninth grade for the first time beginning in 2013-2014. Credit accommodations will be provided to allow students with disabilities who previously would have pursued a Modified

Standard Diploma to earn a Standard Diploma. Guidelines for credit accommodations will be issued by the Board of Education.

Modified Standard Diploma Course Requirements	
Discipline Area	Standard Credits
English	4
Mathematics (Note 1)	3
Laboratory Science (Note 2)	2
History & Social Sciences (Note 3)	2
Health & Physical Education	2
Fine Arts or Career & Technical Education	1
Electives (Note 4)	6
Total	20

Note 1: Courses completed to satisfy this requirement shall include content from among applications of algebra, geometry, personal finance and statistics in courses that have been approved by the Board.

Note 2: Courses complete shall include content from at least two of the following: applications of earth science, biology, chemistry, or physics in courses approved by the Board.

Note 3: Courses completed to satisfy this requirement shall include one unit of credit in U.S. and Virginia History and one unit of credit in U.S. and Virginia Government in courses approved by the Board.

Note 4: Courses to satisfy this requirement shall include a least two sequential electives in the same manner required for the Standard Diploma.

Electives

- Sequential Electives – Effective with the graduating class of 2003, students who wish to receive a Standard or Modified Standard Diploma must successfully complete two sequential electives
- Sequential electives may be in any discipline as long as the courses are not specifically required for graduation.
- Courses used to satisfy the one unit of credit in a fine arts or career and technical education course may be used to partially satisfy this requirement.
- For career and technical education electives, check the secondary registration guide for available offerings.
- An exploratory course followed by an introductory course may not be used to satisfy the requirement.

An introductory course followed by another level of the same course of study may be used.

- Sequential electives do not have to be taken in consecutive years.
- Fine Arts and Career and Technical Education – The Standard, Advanced Studies, and Modified Standard Diplomas each contain a requirement for one standard unit of credit in Fine Arts or Career and Technical Education. The Standards of Accreditation do not require that courses used to satisfy the requirement of Fine Arts or Career and Technical Education be approved by the Board. Therefore, local school officials should use their own judgment in determining which courses students take to satisfy this requirement.

4. Special Diplomas

A Special Diploma will be awarded to each disabled student who successfully completes the requirements set forth in his/her IEP, but does not meet the requirements for other diplomas.

The school board will notify the parent of students with disabilities who have an IEP and who fail to meet the requirements for graduation of the student's right to a free and appropriate education to age 21, inclusive, pursuant to Va. Code § 22.1-213 et seq.

5. Certificates of Program Completion

A Certificate of Program Completion will be awarded to any student who completes a prescribed program of studies defined by the local school board but who is not eligible to receive a standard, advanced studies, modified standard, special, or general achievement diploma.

The school board will notify the parent of students who fail to graduate or who fail to achieve the number of verified units of credit required for graduation as provided in the Standards for Accreditation and who have not reached 20 years of age on or before August 1st of the school year of the right to a free public education. If the student who does not graduate or achieve such verified units of credit is a student for whom English is a second language, the school board will notify the parent of the student's opportunity for a free public education in accordance with Va. Code § 22.1-5.

6. General Educational Development (GED)

a. Generally

The Board of Education has established a program of testing for general educational development (GED) through which persons may earn a high school equivalency certificate or a General Achievement Diploma. The following persons may participate in the testing program:

- persons who are at least 18 years of age and not enrolled in public school or not otherwise meeting the school attendance requirements set forth in Va. Code § 22.1-254;

- persons 16 years of age or older who have been instructed by their parents in their home pursuant to Va. Code § 22.1-254.1 and who have completed such home school instruction;
- persons who have been excused from school attendance pursuant to subsections B and C of Va. Code § 22.1-254;
- persons for whom an individual student alternative education plan has been granted pursuant to subsection D of Va. Code § 22.1-254; and
- persons 16 through 18 years of age who are housed in adult correctional facilities and who are actively pursuing a GED certificate but who are not enrolled in an individual student alternative education plan pursuant to subsection D of Va. Code § 22.1-254;
- persons 16 years of age or older who have been expelled from school pursuant to Va. Code §§ 22.1-277.06 through 22.1-277.08; and
- persons required by court order to participate in the testing program.

Under no circumstances will anyone under the age of 16 be eligible for the testing program.

Only those entities designated by the Department of Education as official Virginia GED testing centers will determine whether an individual is eligible to take GED tests. GED tests will be administered only at official Virginia GED testing centers or addendum test sites that have been approved by the Virginia GED Administrator and the GED Testing Service.

Official test scores may be accepted from an approved state agency, an official jurisdiction responsible for overseeing GED testing, or an official GED testing center outside of Virginia.

An individual may take the full battery of tests up to three times during a calendar year. Test scores may be combined in accordance with GED Testing Service policy.

b. General Achievement Diploma

A General Achievement Diploma is intended to provide a diploma option for individuals who leave high school without a diploma. It should not be a first option for high school students.

A General Achievement Diploma will be awarded to eligible candidates who satisfy the following requirements.

In order to be eligible for a General Achievement Diploma, an individual must meet one of the following criteria:

- be at least 18 years old and not enrolled in public school;
- not otherwise be subject to Virginia's compulsory school attendance requirements.

In order to be awarded a General Achievement Diploma, candidates must earn a total of twenty standard units of credit including the following:

- four standard units of credit in English;
- three standard units of credit in mathematics;
- two standard units of credit in science;
- two standard units of credit in history and social sciences; and
- nine standard units of credit in electives.

The required standard units of credit may be earned by enrolling in:

- a public school if the candidate meets the age requirements;
- a community college or other institution of higher education;
- an adult high school program; or
- correspondence, distance learning, and online courses.

Candidates for a General Achievement Diploma must participate in GED preparation and must achieve a passing score on the GED examination.

c. General Educational Development (GED) Certificates

GED certificates may be issued to individuals who:

- are at least 18 years of age and not enrolled in a public or private high school; and
- achieve the minimum passing score requirements set by the GED Testing Service of the American Council on Education or such higher score requirements.

Adopted: August 9, 2010

Revised: June 17, 2013; October 14, 2013

Cross Refs:	IAA	Notification of Learning Objectives
	IGA	Basic Instructional Program
	IKFA	Locally Awarded Verified Credits

GRADUATION CEREMONY

Unless otherwise modified by the School Board, the ceremony for graduating seniors shall be held on the Saturday after the last day of school for all other students. The graduation ceremony shall be held at the Athletic Field beginning at 9:00 A.M. In the event of inclement weather, the ceremony will be moved inside the high school's gymnasium with closed circuit television in the cafeteria.

Adopted: December 11, 2006

Revised: November 13, 2012 (administratively); July 16, 2018 (administratively)

LOCALLY AWARDED VERIFIED CREDITS

Generally

The Prince George School Board awards verified credits in English, mathematics, science and history and social science in accordance with Board of Education regulations and guidance.

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

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

Locally Awarded Verified Credits as Credit Accommodations

In addition to verified credits in science and history/social sciences, the School Board may also award verified credits toward a standard diploma in reading, writing and mathematics to students with disabilities as credit accommodations for the standard diploma. To be eligible for such credit accommodations, students with disabilities must meet all criteria established by Virginia law or regulation and eligibility for such credit accommodations must be established in the student's Individualized Education Program (IEP) or Section 504 plan. There is no maximum number of locally awarded verified credits that a student with a disability may earn toward a standard diploma.

Appeal Process

The School Board shall appoint a review panel comprised of at least three educators. Different panels may be appointed for individual schools or groups of schools.

The review panel will review information which provides evidence of the student's achievement of adequate knowledge of the Standards of Learning content. The panel will have discretion in determining the information it will consider. That information may include, but is not limited to, results of classroom assignments, divisionwide exams, course grades and additional academic assignments (e.g. papers, projects, essays or written questions) as the panel deems appropriate.

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

- award the verified credit;
- deny the verified credit;

- suggest participation in a remedial program and retesting; or
- make additional academic assignments prior to determining whether to award the verified credit.

The decision of the review panel may be appealed to the Assistant Superintendent of Instruction in accordance with regulations developed by the Board.

Adopted: June 13, 2005

Revised: December 11, 2006; August 12, 2013; October 14, 2013; May 12, 2014; November 9, 2015; July 11, 2016; July 16, 2018 (administratively)

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

8 VAC 20-131-5.

8 VAC 20-131-50.

8 VAC 20-131-110.

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

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

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

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)).

LOCALLY AWARDED VERIFIED CREDITS

The School Board awards verified credits toward a standard diploma in science and history/social sciences in accordance with this policy.

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

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

Students with Disabilities

In addition to verified credits in science and history/social sciences, the School Board may also award verified credits toward a standard diploma in reading, writing and mathematics to students with disabilities as credit accommodations for the standard diploma. To be eligible for such credit accommodations, students with disabilities must meet all criteria established by Virginia law or regulation.

Appeal Process

1. The School Board will appoint a review panel comprised of at least three educators.
The review panel consists of the Prince George High School Guidance Director, the N.B. Clements Guidance Director, Director of Secondary Education, and Director of Career and Technical Education.
2. The review panel will review information which provides evidence of the student's achievement of adequate knowledge of the Standards of Learning content.
3. The panel will have discretion in determining the information it will consider. That information may include, but is not limited to, results of classroom assignments, division-wide exams, course grades and additional academic assignments (i.e. papers, projects, essays or written questions) as the panel deems appropriate.
4. Guidance counselors will submit to the review panel evidence of the student's achievement of adequate knowledge of the Standards of Learning content as determined by the review panel.
5. Based on the evidence reviewed, the review panel may (a) award the verified credit, (b) deny the verified credit, (c) suggest participation in a remedial program and retesting or (d) make additional academic assignments prior to determining whether to award the verified credit.

6. No more than four verified credits may be awarded through this process and these guidelines; however, for students with disabilities there is no set maximum limit.
7. Locally awarded verified credits cannot be used to award credits for the Advanced Studies Diploma.
8. The decision of the local review panel may be appealed to the Assistant Superintendent of Instruction.

Adopted: August 12, 2013 (administratively)

Revised: July 16, 2018 (administratively)

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 Prince George County 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 6. Students may earn fractional credits via waiver. In addition, this regulation shall not apply to certain Career and Technical Education (CTE) courses that are governed by state licensure requirements. A waiver of the 140 clock-hour rule applies to any:

- All secondary courses approved by the Virginia Board of Education;
- Career and Technical course (except where state licensure requirements prohibit such waiver); and,
- Local elective course approved by the School Board, and is explicitly described in the division’s secondary course of study and have a clearly defined and publicly available learning objectives commensurate in scope and detail with state learning standards and competencies.

A. Waiver of the 140 Clock-Hour Rule

In Prince George County Public Schools, the rule requiring 140 clock-hours of seat time referenced in Policy IKFA may be waived under certain circumstances. Such circumstances are limited to:

- Credit Recovery – Where a student has failed a credit-bearing course, she or he may use this option to repeat the course because they have already satisfied-the 140 clock-hour requirement.
- Online Courses – Students shall be permitted to satisfy the requirements of an online course with prior approval without having to satisfy the 140 clock-hour requirement in order to remain on track to meet the requirements for graduation.
- An Interruption that is Beyond a Student’s Control – Students who have had their seat time interrupted by a situation that is beyond their control may request a waiver of the 140 clock-hour rule. This may include students who transferred into Prince George Schools during before the completion of the course. This exception does not include a short or long-term suspension or expulsion, unexcused absences, or other similar circumstances.

B. Waiver Pathway Options:

Authorization to exercise a waiver of the 140 clock-hour rule shall be subject to the following limitations:

1. The approval of the school principal is required prior to initiating any work in support of the waiver.
 - o Success criteria to waive the 140 clock-hour requirement for a course are clear, objective, and clearly communicated to the students and parents before a student embarks on the effort.
- b. Eligibility for prior approval shall include:
 - i. Current and prior academic performance;
 - ii. Student-demonstrated readiness; and/or
 - iii. Recommendations by school staff and/or other knowledgeable adults.
- c. The total number of standard credits that can be achieved via the waiver option is defined as 6.
2. The student who is allowed to exercise this option shall demonstrate mastery of the specific objectives and performance requirements that equal or exceed that of students who have received 140 clock-hours of instruction. Mastery may be demonstrated by, but is not limited to, the results of classroom assignments, division wide assessments, course grades, academic assignments (e.g. papers, projects, essays or written questions), SOL test scores, summative and formative assessments and other evaluations that make certain all of the essential skills and knowledge and the pacing guides that required by the Virginia Department of Education are followed.

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.

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

Evidence of the student's learning may 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 or the person so designated by the School Board 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 may 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.

4. 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 four (4) 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.

All courses will be approved by the Virginia Department of Education, and will meet VHSL and NCAA requirements.

5. Evidence of mastery of the pertinent content and skills is:
 - a. Fully documented;
 - b. Retained securely by PGCPSS either electronically or in hard copy (consistent with student records retention requirements); and,
 - c. Available for review by the Virginia Department of Education, upon request.
6. A process exists for accommodating students with disabilities and students who are English Learners (ELs).
 - a. The accommodations stated in the student's IEP, 504 and/or LEP will be followed.
7. Standard credits achieved via the waiver options will receive a grade for the course and it will be accounted for in:
 - a. **Class rank;**
 - b. **Grade point average (GPA);**
 - c. **Extracurricular eligibility; and,**
 - d. **High school transcripts.**
8. There is a clearly-defined appeal process in place for resolving disputes.
9. The process for pursuing the waiver option is transparent and communicated to parents and the community.

C. Waiver Pathways

Prince George County Public Schools has identified the following waiver pathway:

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 PGCPSS shall maintain documentation based on this policy that:

- a. Defines its rationale for the reduction of instructional time; and,
- b. Sets forth substantive evidence that it provides equivalent instruction with equivalent outcomes based on reduced clock hours.

D. Appeal Process

The superintendent shall appoint a review panel comprised of at least a content teacher from the content area of the course requested, the Director of Secondary Education, and the Assistant Superintendent for Instruction and Accountability to resolve disputes regarding the attainment of standard units of credit via waivers in accordance with this policy.

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.

E. Other Requirements

This policy shall be reviewed annually. Among other things, the policy shall be reviewed for whether or not it:

1. Remains in compliance with the Board of Education Guidelines; and,
2. Includes all categories of eligible students.

F. 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: April 17, 2017 (administratively)
Revised: June 29, 2017; April 16, 2018

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 - Online Courses and Virtual School Programs

IGBF - Limited English Proficient Students

IKEB - Acceleration

IKF - The Virginia Assessment Program and Graduation Requirements

IKFA - Locally Awarded Verified Credits JO - Student Records

PRINCE GEORGE COUNTY PUBLIC SCHOOLS

Application to Waive the 140 Clock-Hour Rule for Standard Credit

Student Name: _____ Date: _____

Method of Course Delivery

Virtual Virginia Online Course Online Credit Recovery Other:

Traditional Length of Course: _____ Date of Student Enrollment: _____

School(s)/Facility where offered:

A. Person(s) responsible for administering the program/course:

Teacher name/title Teacher e-mail address

Student's Guidance Counselor/ Counselor e-mail address

B. Accommodations Required for Student: Yes (attach) No

C. Attach a narrative detailing the rationale for the reduction in instructional time.

D. Course Objectives - Attach curriculum objectives, including course summary, with this application detailing required content knowledge and skill required for successful completion of the course.

FOR ADMINISTRATOR USE ONLY

This application to waive the 140 clock-hour requirement for standard credit is approved consistent with the requirements of the state and federal regulations including the Standards of Accreditation and Standards of Quality.

School Principal Signature Date

Director of Secondary Instruction Signature Date

Prince George County School Board Date: _____

- Approved
- Not Approved

REMEDIATION RECOVERY PROGRAM

The Prince George School Board supports efforts to provide instructional support to those students who have demonstrated a need for such support by their failure to pass certain Standards of Learning (SOL) assessments. Therefore, the School Board has implemented a Remediation Recovery Program as established by the Virginia Board of Education. Remediation recovery is a program which encourages successful remediation of students who do not pass certain SOL tests in kindergarten through grade 8 and high school English and mathematics.

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

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

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

The following students are ineligible for the remediation recovery program:

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

Adopted: June 13, 2005

Revised: May 13, 2013; July 8, 2013; July 16, 2018

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

8 VAC 20-131-30.

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

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

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REMEDIATION RECOVERY PROGRAM

The Remediation Recovery Program encourages successful remediation of students who do not pass certain SOL or division administered assessments in kindergarten through grade 8 and high school in English or mathematics or both. Students eligible to participate in the Remediation Recovery Program include students in kindergarten through grade 12 who have failed an SOL assessment in the areas of English and mathematics.

Students ineligible for the Remediation Recovery Program

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

The Remediation Recovery Program is administered, based on student academic need, through the following options:

Measure Up Skills in Time (MUST)

The K-5 MUST plan is a component of Tier 1 level intervention to assist students who have difficulty maintaining grade level performance. Intervention is provided by the general education teacher in the classroom setting.

Identification Procedures

Universal screening assessments, teacher observation and academic history may comprise the components used to identify a student for MUST intervention.

In kindergarten, a student may be considered for MUST intervention if he/she

- Failed to meet required benchmark on PALS screening
- Met required benchmark on PALS screening with minimal success (within 5 points)
- Is repeating kindergarten
- Is recommended by the teacher using observation notes and work samples

In grades 1 and 2, a student may be considered for MUST intervention if he/she

- Did not meet required benchmark on PALS screening
- Met required benchmark on PALS screening with minimal success (within 5 points)
- Is identified as an early emergent reader in Early Literacy
- Fails to show growth in STAR reading and mathematics assessments
- Scores 30% or less on two or more essential skill areas on benchmark assessments
- Is reading below grade-level
- Is repeating a grade or was placed in present grade
- Maintains a below-average (D) grade in reading and/or mathematics
- Is recommended by the teacher using observation notes and work samples

In grades 3-5, a student may be considered for MUST intervention if he/she

- Scored below 400 on the reading and/or mathematics SOL spring assessment
- Fails to show growth in STAR reading and mathematics assessments
- Did not meet required benchmark on the PALS assessment
- Met required benchmark on PALS screening with minimal success (within 5 points)
- Scores 30% or less on two or more essential skill areas on benchmark assessments
- Is reading below grade-level
- Is repeating a grade or was placed in present grade
- Maintains a below-average grade (D) in reading and/or mathematics
- Is recommended by the teacher using observation notes and work samples

Kindergarten students will be placed into the MUST program by November 1st of each school year. Children in grades 1-5 will be placed into the MUST program contingent on the scores of the previous spring. Students who enter the school division after assessments have been completed will be considered based on previous school records, teacher-made assessments and teacher observations.

Instructional Organization

Classroom teachers will provide additional instruction for MUST students in small groups or in a one-to-one setting in the regular classroom. Students in grades K-2 should receive additional instruction in reading and/or mathematics for 10-15 minutes, three days per week. Students in grades 3-5 should receive additional instruction in reading and/or mathematics for 15-20 minutes, three days per week.

Intervention Strategies

Intervention strategies used to assist student should be directly related to the identified individual needs for the MUST student. Teachers are encouraged to vary their methods of instruction to meet the needs of the students.

Before and After-School Tutoring Program (Grades 2-9)

The B4 and After-School Tutoring Program is designed to assist students who are at-risk for making academic progress.

Identification Procedures

Student:

- failed the course for the first nine weeks
- scored below 400 on the reading and/or mathematics SOL spring assessment
- is repeating a grade or were placed in present grade
- Is recommended by the teacher based on benchmark assessment

Instructional Organization

B4 and After-School tutors provide instruction based on the skills the classroom teacher has identified as areas needing remediation. Students attend two days per week for an hour each day for up to seventeen weeks.

Algebra Readiness (Grades 6 &7)

The Algebra Readiness initiative is to provide mathematics intervention services to students in grades 6 and 7 who are at risk of failing the Algebra I end-of-course test.

Identification Procedures

Student:

- failed the spring administration of the mathematics Standards of Learning Assessment
- failed mathematics at the end of the nine weeks
- received a “D” or “F” as a final grade in mathematics

Instructional Organization

Students receive intervention services for nine weeks by the Algebra Readiness instructor.

Learning Experience that Accentuates Progress (LEAP) Grades K-4 Learning is Fun and Exciting (LIFE) Grades 5-8 The Academy (TA) Grade 5

LEAP, LIFE and TA are summer intervention/remediation programs for students who are academically at-risk in reading and/or mathematics.

Identification Procedures

Student:

- scored below 400 on the reading and/or mathematics on the spring administration of the Standards of Learning assessment
- has a final grade of “D” in reading and/or mathematics
- is recommended by their teacher

Instructional Organization

Classes are designed to help students improve basic skills and to increase success on the Standards of learning assessments. Classes meet 4.5 hours a day, four days a week for four weeks.

Freshen-Up (High School)

Freshen-Up is a summer program that provides a rigorous and intense review of the Standards of Learning that will help prepare students to retake the SOL end-of-course test.

Identification Procedures

Students who have passed the course but failed the end-of-course Standards of Learning test and would like to earn a verified credit for the course.

Instructional Organization

Classes are designed to review the objectives of the Standards of Learning. Classes meet 4.5 hours per day, four days a week for four weeks. Students will retake the Standards of Learning tests during the summer administration.

Required Documentation

Schools must maintain evidence of a student's participation and attendance in the Remediation Recovery Program. *The Remediation Recovery Program* form will be used for this purpose.

Scores of any SOL tests taken following remediation must be kept in the student's cumulative folder.

Adopted: August 13, 2013 (administratively)

**Remediation Recovery Program
Student Participation Verification**

This form must be completed for a student participating in a Remediation Recovery Program.

Student _____

Grade _____

School _____

School Year _____

Program(s) Attended

- MUST
- LEAP
- The Academy
- Before/After School
- LIFE
- Algebra Readiness
- Freshen Up

Program	Dates of Session	Number of Days in Attendance

Signature

Position

Date

A copy of this form must be maintained in the student's cumulative record.

RETAKING SOL ASSESSMENTS

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

Expedited Retakes of SOL Tests for Grades 3-8 and End-Of-Course SOL Tests Administered to Meet Federal Accountability Requirements

The following criteria are used in determining the eligibility of students for an expedited retake of a SOL test for grades 3-8 or an end-of-course SOL test administered to meet federal accountability requirements.

The student must have a passing grade in the class associated with the test and one of the following:

- The student failed the test by a narrow margin as defined as a scaled score of 375-399, or
- The student failed the test with a scaled score below 375 and
 - had a documented extenuating circumstance that prevented the student from performing at the expected level and/or
 - there was a significant discrepancy between the student's SOL test score and the student's typical academic performance

An extenuating circumstance for purposes of expedited retakes of SOL tests for grades 3-8 and end-of-course tests administered to meet federal accountability requirements is defined as an unusual and uncontrollable event that negatively impacted a student's test performance. Examples of extenuating circumstances include, but are not limited to, the recent death of a family member, friend, or pet; a traumatic home situation, or other significant personal distress or disruption that does not qualify for irregularity retesting.

Evidence that the SOL test score is significantly lower than expected based on the student's typical level of achievement may be used to justify retesting. Data used to establish the student's typical performance may include previous SOL test data in the same content area or evidence of the student's current academic achievement.

Documentation of the unusual circumstances experienced for each student retested under the extenuating circumstances provision and evidence of the student's typical academic achievement for those retesting under the significant achievement discrepancy provision is maintained. The documentation is subject to periodic review by Virginia Department of Education staff on behalf of the Board of Education.

Prior to any expedited retake for students who have failed an SOL test for grades 3-8, the school division obtains, and thereafter maintains, documentation annually of affirmative parental consent and permission for their child to take an expedited retake. Parents of eligible students are notified 1) of the opportunity to retake the test(s), 2) that the decision not to retake any or all of the test(s) will not impact their child's grade or academic record; and 3) of the opt-in requirement.

Expedited Retakes for End-of-Course Tests Needed for Verified Credits

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

The following criteria are used in determining the eligibility of students for an expedited retake of an end-of-course test for verified credit.

The student must need the test for verified credit, have a passing grade in the course associated with the test, and have

- failed the test by a narrow margin defined as a scaled core of 375-399, or
- failed the test by any margin and had extenuating circumstances that would warrant retesting.

Extenuating circumstances for the purposes of expedited retakes of end-of-courses tests needed for verified credit are defined by the superintendent but must be restricted to situations that specifically affect the student who is being retested. Extenuating circumstances may include the need to pass the test to graduate.

Adopted: June 13, 2005

Revised: May 13, 2013; April 11, 2016; July 16, 2018

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

8 VAC 20-131-30.

8 VAC 20-131-110.

Revisions to the Criteria for the Determination of Student Eligibility for Expedited Retakes of Standards of Learning (SOL) Tests, Virginia Board of Education, March 22, 2018.

July 2018

File: IKH
Page 3

Cross Refs.: IKF

IKG

IL

The Virginia Assessment Program and Graduation
Requirements
Remediation Recovery Program
Testing Programs

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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 students race or ethnicity or (ii) such disclosure is required by federal law.

Adopted: June 13, 2005

Revised: August 8, 2011; November 9, 2015; July 16, 2018; September 10, 2018

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

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TEACHING ABOUT CONTROVERSIAL ISSUES

The Prince George County School Board accepts training for effective citizenship as one of the major purposes of education. This can be done by recognizing that many important areas of study involve issues on which differing positions are held by individuals or groups.

In considering such issues, it shall be the purpose of the Prince George County Schools to allow the student to do the following:

1. Study any controversial issue which has political, economic, or social significance and which is within the range, knowledge, maturity and competence of the students, and which does not conflict with State Board of Education regulations.
2. Have free access to all relevant information including the materials that circulate freely in the community.
3. Study under competent instruction in an atmosphere of freedom from bias and prejudice.
4. Form and express opinions on controversial issues.

The role of the teacher in the presentation of controversial issues is vitally important. All sides of the issue should be given the students in a dispassionate manner. The goal is for the students to be taught to think clearly on all matters of importance, and to make their own decisions in the light of all the material that has been presented or can be researched on the issues. Indoctrination is not the intent or purpose of the school division.

Although the instructional program of the school division includes many facets of the political party system in the United States, the school board does not approve as a part of the school program the involvement of students in activities that imply school endorsement of an individual political party or candidate. Individual class assignments and volunteer work involving students in political activities are permissible.

Adopted: June 13, 2005

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

RELIGION IN THE SCHOOLS

The Prince George School Board is neutral in matters of religion. This means that the Prince George 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 Prince George school division in fulfilling its responsibility to educate students to be tolerant and respectful of religious diversity. The division recognizes that one of its educational responsibilities is to advance the students' knowledge and appreciation of the role that religion has played in the social, cultural and historical development of civilization.

Therefore, the division approaches religion from an objective, curriculum-related perspective, encouraging all students and staff members to be aware of the diversity of beliefs and respectful of each other's religious and/or non-religious views. In that spirit of respect, students and staff members may be excused from participating in activities that are contrary to their religious beliefs.

The School Board may authorize, as an elective in grades nine through 12 with appropriate credits toward graduation, a comparative religion class that focuses on the basic tenets, history, and religious observances and rites of world religions.

Adopted: June 12, 2005
Revised: August 14, 2006; May 12, 2014

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

Code of Virginia, 1950, as amended, §§ 22.1-78, [22.1-202.1](#).

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RELIGION IN THE SCHOOLS

In order to ensure that Prince George County Schools uphold constitutional standards within the religiously neutral role assigned the public schools, the following questions established by the United States Supreme Court should be asked of each school sponsored observance, program, instructional or other activity involving religious content, ceremony, or celebration:

1. What is the purpose of the activity? Is the purpose secular in nature?
2. What is the primary effect of the activity? Is it the celebration of religion? Does the activity either advance or inhibit religion?
3. Does the activity involve an excessive entanglement with a religion, religious group, or between the schools and a religious organization? Are funds of a religious origin being used for a school activity? Does either the school or religious activity require the consent or approval of the other?

If the purpose of the activity is not secular, if the effect of the activity is to advance or inhibit religion, or if the activity involves an excessive entanglement, then the activity is unconstitutional and will not be permitted in the Prince George County Schools.

Definitions

1. Religious Organizations - Although it is difficult to give a conclusive definition of a religious organization, there are certain characteristic forms of human activity which are commonly recognized as religious. Therefore, any group subscribing to one or more of the following practices may be defined as religious:
 - a. Has as its primary purpose belief in gods or a God
 - b. Has a theological creed and form of worship
 - c. Accepts supernatural revelation
 - d. Seeks spiritual salvation
 - e. Has a prescribed set of theological rituals
 - f. Has been declared to be a religious organization by the Federal government or the Commonwealth of Virginia for tax purposes or by the courts
 - g. Has a legally recognized organization of ordained ministers ministering to congregations

- h. Has regular services, meetings, or assemblies at which a particular set of spiritual beliefs is advanced
- i. Claims to be religious or spiritual
- j. Has an established system denying or objecting to religious belief.
- k. School Hours - "School hours" includes the time from one-half hour before school until one-half hour after school.
- l. Sponsorship - "Sponsorship" means endorsement and/or the advancement of money to support an activity.

School Ceremonies and Observances

In order to provide guidance in the interpretation of the school division's policy on school ceremonies and observances, the following policy statements are adopted and apply to such school activities:

- 1. Religious heritages and their histories, arts, symbols, and tenets may properly be included within a program of religiously neutral education. Such studies must be objective in nature and directly related to the broader educational purposes in the various fields of study.
- 2. At no time shall any form of religious belief or systems denying or objecting to belief be advanced or disparaged, nor shall any form of religious indoctrination or exercise, including prayers, be conducted by the school division or its employees. (The baccalaureate service is traditionally religious in nature and should be sponsored by agencies separate from the school division.)
- 3. The historical and contemporary significance and the symbols and origins of religious holidays may be studied within the guidelines of this policy.
- 4. Music, art, literature, and drama related to religious holidays may be studied and performed in programs if they are presented in an objective and neutral manner as a tradition of the cultural heritage of the particular holiday. Such programs should be part of a curricular unit and should be simply staged and costumed.
- 5. In response to class questions and assignments, students are free to initiate expressions of religious belief or nonbelief through compositions, art forms, music, speech, and debate.
- 6. Student groups sponsored by the division shall not perform as part of a religious worship service.

7. In order to prevent misinterpretation of this policy, teachers who work with children to prepare school programs involving religious content, ceremony, or celebration (i.e., references to deities, sacred writing, music and art) will meet with their building principal at the outset of the academic year. The purpose of this meeting is to place such school programs in appropriate instructional context and to establish a mutual dialogue for selecting, planning, and designing these programs. In the event that the teacher and principal are unable to reach agreement, either party may refer the matter to the superintendent.
8. At the discretion of the administration, a statement of purpose may be distributed at school programs and performances which include material of religious origin. The form of such a statement should be substantially the following:

This (program/performance) is presented for the purpose of helping students and the public become aware of, understand, and appreciate human culture, history, and religious diversity. By including these materials, the Prince George County School Division does not endorse any form of religious belief or systems denying or objecting to the belief, nor does it intend to disparage any such beliefs.

Religious Recruitment on School Properties

No person shall be allowed to recruit students for a religious purpose or organization on school properties or at school-sponsored activities (except as provided in Policy 842, Teaching About Controversial Issues).

Exemptions from Required Instruction

If the religious belief and teachings of a student or his/her parents or legal guardian are contrary to the content of a school subject, or to any part of a school course or activity, the student shall be exempt from participation. To receive such an exemption, the parent or legal guardian must present a written request for exemption to the school principal stating the conflict involved.

Exemptions from required instruction do not excuse a pupil from the total credit hours required for graduation.

Student Absences and Excuses

Regular attendance is of prime importance in the educational process. All students are expected to attend school for all days of the established school calendar as approved annually by the Board of Education and in compliance with the Virginia School Attendance Law. When requested by the parent or guardian, students will be excused for observance of religious holidays.

Use of School Grounds and Facilities by Religious Organizations

1. Places - Religious organizations may use school grounds and facilities only after school hours and on an equal basis with other organizations, including payment of rent, if any. Use of school facilities or grounds does not constitute endorsement. Note: Religious organizations who wish to rent school facilities for religious purposes refer to Policy 1010, Community Use of School Facilities.
2. Communication - Religious groups and organizations may announce their meetings on designated public bulletin board(s) provided they meet school restrictions (i.e., card size, including the name of the group or organization, the activity, the date, place, time, and person and phone number to call for further information).

Challenge Procedure

The challenge procedure associated with policy 1019-R2, Teaching About Controversial Issues, will be used to respond to citizen challenges to the implementation of this policy.

Severability

Each section of this policy shall be deemed severable from each other section, and if any section shall be found by a court of competent jurisdiction to be invalid, the remaining sections shall continue in full force and effect.

Adopted: June 13, 2005

EXAM EXEMPTION POLICY

- A. No student will be exempt from any mid semester exam.
- B. For a student to be eligible to exempt a June non-SOL assessed course he or she must:
1. Have a “B” or above average (86-100) in each class exempted through the cut off date. For 1 credit (full year) courses this would mean the average for the 1st and 2nd semesters. The cut off date will be determined each year by the principal. Teachers will submit a list of exemptions to the Administration. NOTE: The “B” average is for the entire amount of time in a given course. Semester class exemptions will be decided on the average for the entire semester.
 2. Student Conduct - No misconduct violations which resulted in an out-of-school suspension.
 3. Attendance - No more than eight (8) absences in the class during the school year. No more than three (3) tardies to the class during the second semester of the school year.

**The only exceptions to the attendance rules must be approved by the principal. They are:
 - students who are over the limit of tardies or absences because of school-related activities
 - death in the family
 - court appearances (subpoena required)
 - hospitalization
 - prolonged illness over a specific period of time in situations where there have not been previous attendance problems and in which the absence is a sudden deviation from the student's usual attendance pattern
 4. Student option - A student may be permitted to take a final exam. Permission of the teacher and principal is required.
- C. The Standards of Learning Tests are required for students taking high school credit courses. The tests will be administered in the spring. In order to provide an incentive for students taking the test, the following will take place:
- Students who pass an end of year SOL test for any subject will not be required to take the final exam for each test passed.
 - If any student, including a senior, fails the SOL test in a subject the exam must be taken regardless of attendance or academic standards.

The SOL test scores, barring unforeseen problems, will be returned prior to exam time. If the scores do not arrive before exam time, students will be required to take the exam. The current exam policy will be in effect.

Adopted: January 8, 2001

Amended: July 12, 2004, beginning with the 2004-05 school year

Revised: July 13, 2009 (administrative)
