

GOVERNING BOARD POLICY MANUAL
Section 300 – INSTRUCTION

NOTE: Regulations associated with specific policies are in italics

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INSTRUCTION 301

Delivery of Instruction

The following are established by the Governing Board as standards for the delivery of instruction:

1. Adherence to the goals and objectives for instruction as established by the Governing Board in the Six-Year Plan;
2. Use of instructional techniques and management practices based on well-founded school research;
3. The belief that all students can learn;
4. High expectations for student performance;
5. Participation of teachers, parents, and the community in instructional decision-making;
6. Responsibility of the Executive Director as instructional leader;
7. Provision of learning opportunities and a learning environment conducive to the success of each student; and
8. Emphasis on ongoing program evaluation and improvement.

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Approved: October 11, 2007

INSTRUCTION 302

Development, Placement, Implementation and Evaluation of Instructional Programs

Primary responsibility for the development, placement, implementation and evaluation of instructional programs shall rest with the - Executive Director who will maintain a model for the development, implementation and evaluation of instructional programs.

In conjunction with the gifted coordinators from each member school division the Curriculum Leadership Council will consider appropriate activities to carry out this policy.

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Regulation 302.1

INSTRUCTION

PROCESS FOR THE DEVELOPMENT, PLACEMENT, IMPLEMENTATION AND EVALUATION OF INSTRUCTIONAL PROGRAMS

I. PURPOSE

To establish a process for the development, implementation, and evaluation of instructional programs for the Appomattox Regional Governor's School.

II. BACKGROUND

Governing Board Policy #302 directs the Executive Director to "maintain a model for the development, implementation, and evaluation of instructional programs."

III. PROCEDURES

A. Curriculum Leadership Council (CLC)

1. A Curriculum Leadership Council will be established to advise on the development of programs of studies and their delivery by:
 - a. establishing a sequential review cycle for curricular development, requesting program reviews, and issuing reports on the effectiveness of the curriculum;
 - b. reviewing recommendations from the subject area curriculum committees and recommending changes in the program of studies and delivery of the curriculum to the school;
 - c. disseminating information to the school's constituencies to enhance the understanding and delivery of the curriculum;
 - d. reviewing requests for exceptions to curricular policies from other School constituencies;
 - e. participating in the development and annual review of Six-Year Instructional Plan.
2. The membership of the CLC will consist of representatives from all curricular departments and support areas appointed by the Executive Director.

3. The chairperson of the CLC will be selected by the membership.
4. The teacher representatives shall be selected by the Executive Director.
5. The term of office for the CLC members shall be two (2) years for all members.
6. The CLC shall meet a minimum of four (4) times annually.

B. Curriculum Committees

1. Subject area curriculum committees will be established as standing committees of the Curriculum Leadership Council. The role of the curriculum committees is to make recommendations for the improvement of their curricular area and identify priorities for resource allocation by:
 - a. reviewing curricular guides, based on learning objectives, upon which improvements will be based;
 - b. facilitating the textbook adoption process;
 - c. reviewing and recommending staff development activities to enhance the delivery of the curriculum;
 - d. conducting program reviews to determine the effectiveness of the curriculum;
 - e. compiling and disseminating an annual report which reviews performance on key indicators, program enhancements, and resource allocations;
 - f. participating in the annual review of the Six-Year Instructional Plan.

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INSTRUCTION 303

Selection, Evaluation, Withdrawal and Disposal of Textbooks, Instructional Materials and Library Media and Handling of Challenged Controversial Materials

Primary responsibility for the selection, evaluation, withdrawal and disposal of textbooks, instructional materials and library media belongs to the Executive Director who is accountable for the development of procedures in that regard.

Clear procedures for handling challenged controversial materials have been developed with the approval of the Governing Board and are to be implemented by the Executive Director. See Regulation 303.1.

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

Regulation 303.1

INSTRUCTION

CONSIDERATION OF CONTROVERSIAL MATERIALS

I. PURPOSE

To establish a procedure for reviewing challenges of instructional materials.

II. PROCEDURES

A. Right to Challenge Instructional Materials

Instructional materials, whether basal, supplemental, or library materials, may be challenged by any parent of a child in ARGS. Challenged materials will continue to be used until the challenge has been resolved or the appeals process has been completed.

B. Levels of Responsibility

There are three levels of responsibility for review of instructional materials:

1. Level One: Conference with Executive Director
2. Level Two: Local School Review Committee
3. Level Three: ARGS Governing Board Review Committee

C. Level One - Conference with Executive Director

1. If a parent is concerned about a material, a conference shall be held with the Executive Director and the teacher or librarian who shall discuss the use of the material.
2. If the complainant requests the material be withdrawn from use with his or her child, the Executive Director may honor the request if he or she decides that the substitution of other instructional material is appropriate. The material shall not be withdrawn from use with other students at this time.
3. If the parent desires action concerning materials on the list of approved instructional materials or material in the library media center, the Executive Director shall provide him with the "Material/Media Consideration Form" (see attached). The form is due seven school days after the Executive Director's

conference. The Executive Director will also notify involved school instructional personnel that the material is under consideration.

D. Level Two - Local School Review Committee

1. Upon receipt of the completed "Material/Media Consideration Form," the Executive Director shall establish a review committee to include at least one administrator, two teachers (one of whom is the teacher using the curriculum material), a librarian, two community members, and a student.
2. The Review Committee shall:
 - a. Review completed "Material/Media Consideration Form."
 - b. Study the material in question and utilize appropriate authoritative/review sources.
 - c. Provide the parent an opportunity to appear before the committee to present views.
 - d. Write recommendations concerning the continued use/non-use of the material.
 - e. Inform involved instructional personnel of the recommendations.
 - f. Have the Executive Director write a letter of response to the parent reflecting the committee's recommendations.
 - g. Maintain a file of committee deliberations, recommendations, and correspondence in the school office.
 - h. Have the Executive Director forward the letter of response, the "Material/Media Consideration Form," and the committee's recommendations to the Chairperson of the Steering Committee and Chairperson of the Governing Board.
3. Appeal Procedure

If the parent is not satisfied with the decision of the review committee, he/she may appeal the decision to the Chairperson of the Steering Committee.

The Executive Director shall inform the the Chairperson of the Steering Committee that a request for consideration of instructional materials has been reviewed by the School Review Committee and the decision of the committee has been appealed to the next level.

4. The Steering Committee Chairperson shall:
 - a. Study the written recommendations from the school committee and examine all materials leading to the decision.
 - b. Invite the appropriate instructional staff members to appear to discuss the material.
 - c. Read reviews if available and consult authoritative lists concerning the material.
 - d. Invite the parent to appear to explain his concerns. If the parent does not accept the opportunity, the Steering Committee Chairperson will discontinue his review, and the school committee's decision will stand.
 - e. Prepare a report of recommendations and forward the report to the Executive Director.
5. The Executive Director shall prepare a letter of response to the parent and forward copies of the letter and of the Steering Committee's Chairperson's report to the Chairperson of the Governing Board.

ARGS
MATERIAL/MEDIA CONSIDERATION FORM

Author: _____ Title: _____

Publisher/Producer: _____ Copyright: _____

Book _____ Film _____ Software _____ Recording _____ Video _____ Other _____

Request initiated by: _____

Address: _____ Telephone: _____

_____ Zip Code _____

1. Did you read or view this entire work? _____

If not, what sections? (Cite page numbers or other specifics)

2. What do you believe is the purpose of the material?

3. What is your reason for requesting consideration of this material?

Signature: _____ Date: _____

INSTRUCTION 304

Promotion, Retention and Grading

The Executive Director, with the concurrence of the Governing Board, shall be responsible for developing uniform administrative grading procedures for reporting student progress. The primary responsibility for the decision regarding promotion, retention, or grading of students is vested in the teacher. The final authority for promotion, retention, or grading, however, rests with the Executive Director. The Uniform Grading Procedures are set forth in Regulation 304.1.

Special Education Students:

1. When a student is taught academics (math, English, science, social studies, etc.) by a special educator, the regular and special education teachers must collaborate jointly to determine recommendations for credit.
2. Individual home based schools shall establish procedures to inform all teachers/support personnel of IEP/504 modifications and/or accommodations related to their students and shall adhere to the legal responsibilities for implementing the modifications and accommodations.
3. A scholastic record card is maintained for all secondary students including special education students.
4. The homebound teacher shall meet with the regular/special education teacher at least once each grading period to collaborate regarding content and appropriate materials and to enable students to stay current with class expectations.
5. The student's regular/special education teacher, with input from the homebound teacher, shall be responsible for issuing grades.

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APPOMATTOX REGIONAL GOVERNOR'S SCHOOL
for the
ARTS AND TECHNOLOGY

10-Point Grading Scale

<u>Grade</u>	<u>Range</u>	<u>Regular</u>	<u>Weighted (CC&AP)</u>
A+	97 - 100	A+ = 4.5	A+ = 5.0
A	90 - 96	A = 4	A = 4.5
B+	86 - 89	B+ = 3.5	B+ = 4
B	80 - 85	B = 3	B = 3.5
C+	76 - 79	C+ = 2.5	C+ = 3
C	70 - 75	C = 2	C = 2.5
D+	66 - 69	D+ = 1.5	D+ = 2
D	60 - 65	D = 1	D = 1.5
F	59 - Below	F = 0	F = 0

*Courses that are Dual Enrollment and Advanced Placement will receive additional weight of 0.5. Honors courses are not weighted, since they are preparation for the Dual Enrollment and Advanced Placement courses.

**Effective with the 2017-2018 School Year, ARGS transitioned from a 7-point grading scale to a 10-point grading scale. Grades earned on the 7-point grading scale were not retroactively adjusted to the 10-point grading scale.

Homework and Parental Instructional Assistance

Homework is a fundamental part of the learning process as an extension of classroom instruction. It serves to strengthen skills, increase retention, improve the understanding of ideas, and expand opportunities for learning. In addition, homework contributes to the development of organizational and study skills, self-discipline and a sense of responsibility. For these reasons, ARGS emphasizes the importance of meaningful homework assignments carefully carried out by the student. Accordingly, the Executive Director will maintain and distribute to students, parents, and the school staff each year guidelines which define the responsibilities appropriate for each group in maximizing the positive effects of homework.

Guidelines to encourage parents to provide instructional assistance to their children in the home are found in Regulation 306.1.

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INSTRUCTION

Guidelines for Parental Instructional Assistance

Parents should provide a good learning environment in the home.

- A. Ensure adequate study time.
- B. Provide an atmosphere free from disruptions.
- C. Supply necessary reference materials, such as dictionary, encyclopedias, atlas and other materials.

Parents should encourage the student to keep a list of assignments in a notebook.

Parents should not do the homework assignment. The work is intended to benefit the student.

Parents should encourage and support students in accomplishing homework.

Parents should show a positive interest in homework and in school. If problems arise, students should be encouraged to ask questions or parent should call the teacher at school. Parents should refrain from complaining to the student to avoid creating a negative attitude about the work, teachers, and school.

Parents should be aware of signs that indicate study problems. For example, unclear writing, frustration with tasks, procrastination, and weak organizational skills. Help can be given by teachers in these areas.

Parents should help students set appropriate priorities and learn to handle their time requirements between school work and extracurricular activities.

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Use of Parents, Volunteers, and Community Resources

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

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Student Fees and Instructional Supplies

The Executive Director will be responsible for maintaining a list of approved fees for specific courses of instruction. No other fees may be charged students without the permission of the Executive Director. Teachers who wish to require students to obtain specific school supplies or books may do so only with the permission of the Executive Director.

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Legal Ref.: Code of Virginia, § 22.1-6.

School Trips

The use of school trips to extend the learning opportunities provided in the regular instructional program and to provide opportunities for competition for students in extracurricular programs is a valuable activity. All trips shall be approved by the Executive Director or designee. The Executive Director will consider the educational value of the trip, the availability of the learning opportunity at the school level, and the distance, time, and expense involved in the trip. Teachers are also responsible for following all procedures established by the Executive Director for requesting approval of the trip. Only properly insured modes of transportation are to be used for school trips. Teachers should insure that no student is denied participation on a field trip because of the expense of the trip.

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Summer School

A summer school program affords students the opportunity both to augment their studies in the content areas and to alleviate academic deficiencies. The Executive Director, therefore, is authorized to offer a summer school program to students and to encourage students to take advantage of the learning opportunities it provides. Tuition may be charged. Chesterfield County students will be eligible for the program and out-of-county students may be eligible.

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Legal Ref.: Code of Virginia, § 22.1-211.

Religious Beliefs and Customs

The historical and contemporary values and the origin of religion may be explained in an unbiased and objective manner without sectarian indoctrination.

Music, art, literature, and drama having religious themes or bases are permitted as a part of the curriculum for school-sponsored activities and programs if presented in a prudent and objective manner, and as a traditional part of the cultural and religious heritage.

The use of religious symbols that are a part of a religion may be permitted as a teaching aid or resource provided such symbols are displayed as an example of the cultural and religious heritage and are temporary in nature.

Students will not be graded on participation or non-participation in any of the above events.

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Safe Schools

The Governing Board places the highest priority on providing a safe environment for teaching and learning. All employees and students share in the responsibility for a safe school. Information and training related to safe schools should be provided to school administrators, teachers, and other school staff.

Key components in implementing this policy include the Standards for Student Conduct, Regulation 401.1, and the Crisis Management Plan. Both the Standards for Student Conduct and the Crisis Management Plan should be reviewed annually and revised as appropriate.

In addition, the Executive Director or designee shall develop and implement guidelines regarding the administrative handling of threats by students to harm themselves or others. The guidelines should address assessment of the perceived or actual threat. If deemed to be a serious threat, appropriate steps should be taken to notify parents of the student making the threat and parents of any student or any employee who may be the subject of a specific threat. Where appropriate, the process should include timely referral to law enforcement of any criminal acts committed on school property and administrative disciplinary action consistent with the Standards for Student Conduct.

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Legal Ref.: Code of Virginia, §§ 22.1-253.13 and 22.1-278 (School Board Regulation 401.1 Standards for Student Conduct)

State Board of Education Regulation Standards for Accrediting Public Schools in Virginia 8 VAC 20-131-260 School facilities and safety (Crisis Management Plan)

INSTRUCTION

Safe Schools

In order to meet the objectives of the Governing Board in Governing Board Policy 313, ARGS will provide the following services:

1. annual review of policies and regulations related to school safety;
2. clear communication to staff, students, and parents of the Standards of Student Conduct;
3. early preparation for crises with emphasis on preparedness and management through school crisis teams;
4. consideration for the needs of at-risk students through provision of support services, guidance services, alternative education opportunities, and student assistance programs;
5. cooperation with law enforcement agencies through regular communication and timely notification of criminal acts committed on school property;
6. management of school buildings which balances the necessity for a secure environment with the need for a desirable school environment;
7. collaboration with community teams, coalitions, and agencies to reduce the incidence of violence in the community; and
8. staff development to address the informational and training needs of teachers, administrators, and other school staff responsible for safe schools.

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Class Rank

ARGS does not rank students according to academic performance.

Approved: October 11, 2007

Legal Ref.: Policy 304 Instruction Promotion, Retention and Grading
Regulation 304.1 Uniform Grading Procedures

Awarding Certificates of Program Completion

Students who successfully complete all academic coursework required for either the Advanced Studies or Standard Diploma, but who have not yet obtained the necessary verified credits required by the state for the awarding of a diploma, will be awarded a Certificate of Program Completion and permitted to participate in graduation. Students who are awarded a Certificate of Program Completion may continue to take the Standards of Learning tests needed to upgrade their certificate to a diploma.

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Legal Ref.: Code of Virginia, § 22.1-253.13:4
Standards for Accrediting Public Schools in Virginia, 8VAC 20-131-50-Part F