

INSTRUCTIONAL GOALS AND OBJECTIVES

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

The School Board shall also implement:

1. programs in grades kindergarten through three that emphasize developmentally appropriate learning to enhance success.
2. programs based on prevention, intervention, or remediation designed to increase the number of students who earn a high school diploma and to prevent students from dropping out of school; such programs shall include components that are research-based.
3. career and technical education programs incorporate 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.

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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 electronically at risk a divisionwide priority that shall include procedures for measuring the process 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 Advance 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, the International Baccalaureate Program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the Advanced Placement 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.

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13. early identification, diagnosis, and assistance for students with reading and mathematics problems and provision of instructional strategies and reading and mathematics practices that benefit the development of reading and mathematics skills for all students.
14. incorporation of art, music, and physical education as a part of the instructional program at the elementary school level.
15. a program of physical fitness available to all students with a goal of at least 150 minutes per week on average during the regular school year; such program may include any combination of (i)physical education classes, (ii)extracurricular athletics, or (iii)other programs and physical activities deemed appropriate by the School Board.
16. a program of student services for grades kindergarten through grade 12 that shall be designed to aid students in their educational, social, and career development.
17. the collection and analysis of data and the use of the results to evaluate and make decisions about the instructional program.
18. a program of instruction in each government course in the school division on all information and concepts in the civics portion of the U.S. Naturalization test.

Adopted: March, 1992
Amended: June, 1998
Amended: June, 2000
Amended: February, 2013
Amended: May, 2016
Amended: May, 2017

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

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

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NOTIFICATION OF LEARNING OBJECTIVES

I. Annual Notice

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

1. 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;
2. 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;
3. An annual notice to students in all grade levels of all requirements for Board of Education-approved diplomas; and
4. 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 for a standard or advanced studies diploma of the student's right to a free and appropriate education to age 21, inclusive, pursuant to Va. Code § [22.1-213](#) et seq.

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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: April 2001
Amended: June, 2001
Amended: May, 2003
Amended: June, 2004
Amended: June, 2006
Amended: May, 2012
Amended: May, 2016

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

8 VAC 20-131-270.

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

ACADEMIC FREEDOM

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

Freedom of individual conscience, association, and expression 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 Constitution of the United States and the State.

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: March, 1992.

Amended: June 30, 2008

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

Cross Ref.: IKB Homework
INDC Religion in the Schools

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SCHOOL YEAR/SCHOOL DAY

School Year

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

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 division 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.

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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 can be utilized to recommend a proposed calendar to the Superintendent. The recommendation of this committee is advisory.

School Day

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

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

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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 the total number of teaching days and teaching hours each year as part of the annual report to the Board of Education.

Adopted: March, 1992
Amended: November, 1996
Amended: June, 1998
Amended: April, 2001
Amended: September, 2002
Amended: May, 2003
Amended: July, 2006
Amended: May, 2010
Amended: February, 2015
Amended: May, 2015

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

8 VAC 20-131-150

8 VAC 20-131-200

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

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MOMENT OF SILENCE

The Lunenburg County 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 may 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: December, 1999

Amended: February, 2013

Legal Refs.: Code of Virginia, §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 Lunenburg 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: August, 2001
Amended: February, 2012

Legal Refs.: Code of Virginia, 1950, as amended, §22.1-202.
4 U.S.C.§4.

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

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NATIONAL MOTTO

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

Adopted: September, 2002

Legal Ref: Acts 2002, c.891

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BILL OF RIGHTS OF THE
CONSTITUTION OF THE UNITED STATES

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

Adopted: June, 2003

Legal Ref: Acts 2003,c.902.

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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. Lunenburg 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: March, 1992
Amended: September, 2002
Amended: June, 2008
Amended: February, 2013

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-253:13:1.

Cross Ref.: AF Comprehensive Plan

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PILOT, RESEARCH OR EXPERIMENTAL PROJECTS

Right to Inspect Instructional Materials

In addition to any other rights with respect to the inspection of instructional materials, the parent or guardian of a child enrolled or engaged in any research or experimentation program or project which is funded by the United States Department of Education shall be entitled to inspect all instructional materials which will be used in conjunction with such program or project.

Research and Informed Consent

As used herein, the term "research or experimentation program or project" means any systematic investigation which departs from the application of established and accepted methods which are appropriate to meet the students' needs and may result in physical or psychological injury to the participants. The designation of any program or project as a research or experimentation program or project shall be made by the Superintendent of Schools.

Informed Consent

No research shall be conducted or authorized unless the student's parents or legally authorized representative or emancipated student signs a student consent form and has it witnessed. The form shall comply with the Va. Code § 32.1-162.18.

Any research involving students shall be approved and conducted under the review of a human research committee established by the school division.

If the subjects cannot be identified and the research falls within the exemptions of the Code of Virginia, 1950, as amended, the research is exempted from these requirements.

Any complaints arising under this policy shall be submitted under Policies KL or KLB as appropriate.

Adopted: March, 1992
Amended: June, 1996
Amended: September, 2002
Amended: May, 2006

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Legal Ref.: Code of Virginia, 1950, as amended, sections 22.1-16.1, 22.1-78, 32.1-162.16-162.20.

8 VAC 20-565-10 et seq.

20 U.S.C. section 1232h(a), 45 C.F.R. 46.101 et seq.

Cross Ref.: JHDA Human Research
KFB Administration of Surveys and Questionnaires

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CAREER AND TECHNICAL EDUCATION

The Lunenburg County 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 shall be submitted to the Superintendent of Public Instruction in accordance with the timelines established by federal law.

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LUNENBURG COUNTY PUBLIC SCHOOLS

Adopted: March, 1992.
Amended: June, 1998
Amended: June, 2001
Amended: September, 2002
Amended: June, 2004
Amended: June, 2007
Amended: May, 2012
Amended: May, 2017

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

8 VAC 20-120-40.

Cross Ref.: IJ Guidance and Counseling Program

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HEALTH/PHYSICAL EDUCATION

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

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

Adopted: March, 1992.
Amended: June, 1996
Amended: September, 2002
Amended: June, 2008
Amended: May, 2010
Amended: February, 2015

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

8 VAC 20-320-10

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

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PHYSICAL EDUCATION DRESS AND PARTICIPATION GUIDELINES

A major goal of the Lunenburg County Secondary Schools' Physical Education Program is to develop and maintain an acceptable level of student physical fitness. To meet this goal, students should actively participate in physical education classes.

The following guidelines, we believe, will foster greater participation in the physical education program:

1. Students are expected to dress appropriately for physical education class (shorts or sweatpants, t-shirt, athletic socks and shoes).
 - a. Teachers will use their discretion in allowing students to wear clothes other than the recommended uniform.
 - b. Students will not be allowed to participate in physical education class wearing their regular school clothes.
2. Students, who dress for physical education but refuse to participate, will receive credit for dressing but will receive a "0" for participation.
3. Doctor's excuses for students not to participate in physical education class will be accepted.
4. One parent written excuse per semester for non-participation in physical education will be accepted. All other parent excuses will be accepted at the discretion of the teacher. Parent excuses should indicate a reason for non-participation and from what type of physical activity the student should be excused. (EXAMPLE - James fell-off his bicycle yesterday and bruised his leg. Please excuse James for running today.) James may not be able to run, but he should be able to dress and participate in other activities, for example, Archery.
5. The physical education teachers will adjust the activities for those students with valid excuses and limitations or become ill during school hours. Students should always dress for physical education.

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6. Students who do not dress and participate in physical education will receive a "0" for their daily grade. The teacher will hold a conference with the students.

7. Parents will be contacted by telephone or letter when their students receive a second "0" for not dressing and participating in physical education.

8. Students will be referred to the guidance counselor upon receiving their third "0" for not dressing and participating in physical education.

9. Students will be referred to the school administration for possible disciplinary action upon receiving their fourth "0" for not dressing and participating in physical education.

Issued: March, 1992

TEACHING ABOUT DRUGS, ALCOHOL AND TOBACCO

Drug Education

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: March, 1992.

Amended: June, 2001

Amended: May, 2010

Amended: May, 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 Lunenburg County 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 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.

Community Involvement Team

Under procedures approved by the School Board, a community involvement team shall be 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.

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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: March, 1992
Amended: November, 1996
Amended: September, 2002
Amended: May, 2009
Amended: May, 2011
Amended: May, 2015
Amended: May, 2016
Amended: May, 2017

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

8 VAC 20-1321-170

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 Lunenburg County 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 shall:

- 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.

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Adopted: August, 1999
Amended: June, 2000
Amended: June, 2003
Amended: June, 2005
Amended: May, 2006
Amended: May, 2012
Amended: May, 2016

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

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

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DRIVER EDUCATION

The Lunenburg County 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.

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LUNENBURG COUNTY PUBLIC SCHOOLS

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

Adopted: March, 1992.
Amended: June, 1997
Amended: June, 1998
Amended: August, 1999
Amended: June, 2000
Amended: September, 2003
Amended: June, 2007
Amended: May, 2009
Amended: May, 2010
Amended: May, 2011
Amended: February, 2015
Amended: May, 2015
Amended: May, 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.

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

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ALTERNATIVES TO ANIMAL DISSECTION

The Lunenburg 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: April 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).

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PROGRAMS FOR STUDENTS WITH DISABILITIES

Generally

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

An Individualized Education Program (IEP) is developed and maintained for each child with a disability served by the Lunenburg 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 Lunenburg 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.

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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: March, 1992.
Amended: December, 1993
Amended: February, 1995
Amended: September, 2002
Amended: May, 2011
Amended: June, 2014

Legal Refs.: 20 U.S.C. § 1400 et seq.
29 U.S.C. § 701 et seq.
42 U.S.C. § 12101 et seq.
Code of Virginia, 1950, as amended, sections
22.1-213, 22.1-215,
8 VAC 20-81-50.
8 VAC 20-81-80.
8 VAC 20-81-100.
8 VAC 20-81-11.
8 VAC 20-81-130.
8 VAC 20-81-170.

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PROGRAMS FOR GIFTED STUDENTS

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

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

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

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

Adopted: March, 1992.
Amended: August, 1992
Amended: June, 1998
Amended: August, 1999
Amended: September, 2002
Amended: June, 2004
Amended: June, 2008
Amended: February, 2011
Amended: May, 2012

(Continued)

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

8 VAC 20-40-40.
8 VAC 20-40-55.
8 VAC 20-40-60.

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

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PARENT AND FAMILY ENGAGEMENT

Generally

The Lunenburg County School Board recognizes that the education of each student is a responsibility shared by the school and the student's family. The Lunenburg County School Board endorses the parent and family engagement goals of Title I (20 U.S.C. § 6318) and encourages the regular participation by parents and family members of all children including those eligible for Title I and English learners programs in all aspects of those programs.

In keeping with these beliefs, the Lunenburg County School Board cultivates and supports active parent and family engagement in student learning. The Lunenburg County School Board, through the Parental Involvement Coordinator who is supervised by the Director of Federal Programs:

- provides activities that will educate parents regarding the intellectual and developmental needs of their children. These activities will promote cooperation between the division and other agencies or school/community groups (such as parent-teacher organizations, the Head Start program, and the Virginia Pre K Initiative 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 and chaperone
- provides professional development opportunities for teachers and staff to enhance their understanding of effective parent involvement strategies
- performs a regular evaluation of parent involvement at each school and in the division through the use of the parent survey tool

(continued)

- provide access, upon request, to any instructional material used as part of the educational curriculum
- if practicable, provides information in a language understandable to parents

In addition, for parents of students eligible for English learners programs, the School Board through the English Language Learners Teacher assisted by the Parental Involvement Coordinator, 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 Lunenburg County 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

- Becoming a member of the Parent Advisory Committee
- Filling out the parent survey each year in order to give direct input
- Becoming a member of their school's Parent Teacher Organization

Parental Involvement in School Review and Improvement

The Lunenburg County School Division encourages parents of children eligible to participate in Title I, Part A, and English learner programs to participate in the process of school review and, if applicable, the development of support and improvement plans under 20 U.S.C. §6311(d)(1) and (2). Parents may participate by

- Becoming a member of the Parent Advisory Committee
- Filling out the parent survey each year in order to give direct input
- Becoming a member of their school's Parent Teacher Organization

Division Responsibilities

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

(continued)

LUNENBURG COUNTY PUBLIC SCHOOLS

- 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 Lunenburg County School Division, and each school which receives Title I, Part A, funds, **MAY:**

- involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training
- provide necessary literacy training from Title I funds if the division has exhausted all other reasonably available sources of funding for such training
- pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions
- train parents to enhance the involvement of other parents

(continued)

LUNENBURG COUNTY PUBLIC SCHOOLS

- arrange school meetings at a variety of times, or conduct in-home conferences, as requested by parents, between teachers or other educators who work directly with participating children and parents who are unable to attend such conferences at school in order to maximize parental involvement and participation
- adopt and implement model approaches to improving parental involvement
- establish a division wide parent advisory council to provide advice on all matters related to parental involvement in programs supported by Title I
- 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 related to parental involvement
- involving parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I, Part A, programs including the planning, review, and improvement of the school 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

(continued)

- 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 by having input through the annual parent survey and by making suggestions to their school's teachers and administration.

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 school served under Title I, 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: March, 1992
Amended: December, 1993
Amended: June, 1997
Amended: September, 2002
Amended: June, 2003
Amended: May, 2006
Amended: September, 2015
Amended: May, 2017

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LUNENBURG COUNTY PUBLIC SCHOOLS

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

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

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

- Two Attachments: 1. Kenbridge Elementary School Parent Involvement Policy which includes the KES School-Parent Compact and the Lunenburg County Public Schools Parent Survey.
2. Victoria Elementary School Parent Involvement Policy which includes the VES School-Parent Compact and the Lunenburg County Public Schools Parent Survey.

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LUNENBURG COUNTY PUBLIC SCHOOLS

**Kenbridge Elementary School
Parent Involvement Policy**

Part 1. Policy Involvement

Kenbridge Elementary School will:

1. Offer a policy committee meeting during the summer with parent representatives for parental involvement policy, parent survey, and school-parent compact review, input, and feedback.
2. Convene an annual meeting on the 4th Thursday in September to which all parents of participating children shall be invited and encouraged to attend. This meeting will inform parents of their school's participation in Title I and explain their rights, as parents, to be involved. The Title I Parental Involvement Plan available. A School –Parent Compact (attached) will be circulated at this time as well as a Parent Survey (attached). These items will also be posted on the website after the meeting and sent home in hard copy form for participating children's parents who cannot attend the meeting or access the website. ***These policies and attachments will be made available to all parents in a language that they can understand.***
3. Involve parents, through an annual summer policy committee meeting (with parent representatives) and annual parent meeting, in the planning and review of the school's Title I and parental involvement policy and its attachments (School-Parent Compact and Parent Survey).
4. Provide parents of participating children:
 - a. timely information about Title I programs/meetings/workshops;
 - b. making information available describing and explaining the curriculum; the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet
 - c. if requested by parents, the opportunity to make suggestions and to participate, as appropriate, in decisions relating to their child's education and respond to suggestions as soon as practically possible
5. If parents are not satisfied with the school's Title I plan, submit parent comments with the application when the plan is submitted to the state (if applicable).

Part 2. Shared Responsibilities for High Student Academic Achievement through the Required School-Parent Compact and Parent Survey

The following School-Parent Compact outlines the shared responsibilities of the school and parent with regard to high student academic achievement. The compact will be reviewed by a policy committee with parent representatives, adopted by the school board and circulated at the Annual Parent Meeting on the 4th Thursday in September. It will also be posted on the school website and circulated in hard copy form for those parents who are unable to attend the meeting or who do not have access the school website.

The following Parent Survey will be reviewed by a policy committee with parent representatives, adopted by the school board and circulated at the Annual Parent Meeting on the 4th Thursday in September. It will also be posted on the school website and circulated in hard copy form for those parents who are unable to attend the meeting or who do not have access the school website.

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Lunenburg County Public Schools Parent Survey

Dear Parent:

Lunenburg County Public Schools wants to hear from you! As a parent, you play a huge role in your child's development, both from an academic perspective and a social/emotional perspective. In order to make our parental involvement program stronger, please answer the following questions and return this survey to your child's teacher. A copy will also appear on the Lunenburg County Public School website at www.lunenburgcountyschools.org.

1. What specifically would you like to know about your child's school? _____

2. From what source do you get most of your information about your child's school?

Your Children

Your Child's Teacher

Principal

Friends

Newspaper

Other _____

3. What manner of communication would you most like the school system to use when we contact you to inform you about events, activities, workshops, etc.?

Phone

Email

Text message

Flyer in your child's backpack

Mail

4. Are you interested in parent workshops, classes, and sessions? Yes No If you checked yes, please look at the following topics and check what you would be interested in exploring?

Helping with Homework

Improving reading skills

Improving math skills

English as a second language

Building your own parenting skills

Getting your GED

Bullying

Drug and alcohol use prevention

Communicating with the school

Other _____

5. What needs do you have that need to be met in order for you to attend parent workshops and programs?

Meeting times that best suit:

Mornings Afternoons Evenings

Do you need child care? Yes No

Do you need transportation? Yes No

Do you have other special needs? _____

(continued)

LUNENBURG COUNTY PUBLIC SCHOOLS

6. As a parent, do you have trouble with any of the following items?

- Your child's homework
- Discipline
- Motivating your child to do well in school
- Working with the school and teachers
- Other _____

7. What time would suit you best to come to the Parent Resource Center if it were reopened?

- _____ List Days of the Week that suit best
- _____ List Times of Day that suit best

8. How would you rate the content and effectiveness of the Title I program in your child's school.

- Highly Effective Effective Needs Improvement

9. List any concerns you have about the content and effectiveness of the Title I program at your child's school and give an ideas you have for improvement.

10. **Your Contact Information:**

Name

911 Address

Mailing Address

Phone Cell Phone

Email Address

Elementary School Child's or Children's Name(s) and Elementary School they attend

Parents, once complete, please return this survey to your child's homeroom teacher.

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LUNENBURG COUNTY PUBLIC SCHOOLS

Part 3. Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among with school, parents, and the community to improve student academic achievement, Kenbridge Elementary School and Lunenburg County Public Schools assisted under this part:

1. Shall provide assistance to parents of children served by Kenbridge Elementary School as appropriate, in understanding such topics as the state's academic content standards and State student academic achievement standards, state and local academic assessments; also monitor a child's progress and work with educators to improve the achievement of their children;
2. Shall provide materials and training to help parents work with their children to improve individual achievement, to improve their parenting skills, to foster parental involvement, etc. through workshops offered at times deemed suitable;
3. Shall educate school staff with the assistance of parents, in the value of parental contributions; and how to offer programming and build ties between parents and the school;
4. Shall to the extent feasible and appropriate, coordinate parent involvement programs with Head Start and Virginia Pre-School Initiative; conduct other activities, such as parent resource centers, workshops, etc., that encourage and support parents in more fully participating in the education of their children;
5. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to parent of participating children in a format that is practicable and in a language that parents can understand;
6. Shall provide such other reasonable support for parental involvement activities under this section as parents may request.

Part 4. Accessibility

Kenbridge Elementary School, to the extent practicable, shall provide full opportunities for the participation of parents of students with limited English proficiency, parents of students with disabilities, and parents of migratory children, in a format that is practicable and in a language that parents can understand.

Victoria Elementary School Parent Involvement Policy

Part 1. Policy Involvement

Victoria Elementary School will:

1. Offer a policy committee meeting during the summer with parent representatives for parental involvement policy, parent survey, and school-parent compact review, input, and feedback.
2. Convene an annual meeting on the 2nd Thursday in September to which all parents of participating children shall be invited and encouraged to attend. This meeting will inform parents of their school's participation in Title I and explain their rights, as parents, to be involved. The Title I Parental Involvement Plan available. A School-Parent Compact (attached) will be circulated at this time as well as a Parent Survey (attached). These items will also be posted on the website after the meeting and sent home in hard copy form for participating children's parents who cannot attend the meeting or access the website. ***These policies and attachments will be made available to all parents in a language that they can understand.***
3. Involve parents, through an annual summer policy committee meeting (with parent representatives) and annual parent meeting, in the planning and review of the school's Title I and parental involvement policy and its attachments (School-Parent Compact and Parent Survey).
4. Provide parents of participating children:
 - a. timely information about Title I programs/meetings/workshops;
 - b. making information available describing and explaining the curriculum; the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet
 - c. if requested by parents, the opportunity to make suggestions and to participate, as appropriate, in decisions relating to their child's education and respond to suggestions as soon as practically possible
5. If parents are not satisfied with the school's Title I plan, submit parent comments with the application when the plan is submitted to the state (if applicable).

Part 2. Shared Responsibilities for High Student Academic Achievement through the Required School-Parent Compact and Parent Survey

The following School-Parent Compact outlines the shared responsibilities of the school and parent with regard to high student academic achievement. The compact will be reviewed by a policy committee with parent representatives, adopted by the school board and circulated at the Annual Parent Meeting on the 2nd Thursday in September. It will also be posted on the school website and circulated in hard copy form for those parents who are unable to attend the meeting or who do not have access the school website.

The following Parent Survey will be reviewed by a policy committee with parent representatives, adopted by the school board and circulated at the Annual Parent Meeting on the 2nd Thursday in September. It will also be posted on the school website and circulated in hard copy form for those parents who are unable to attend the meeting or who do not have access the school website.

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LUNENBURG COUNTY PUBLIC SCHOOLS

VES School-Parent Compact

The Victoria Elementary School Staff and parents of Victoria Elementary School Students, agree that this compact outlines how the school and parents will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help the children achieve the state's high standards.

School Responsibilities

The Victoria Elementary School Staff will:

1. Provide a high-quality curriculum and instruction in a supportive and effective learning environment that supports students in meeting the State's student academic achievement standards.
2. Provide a folder that goes home each day with students. The folder includes homework and school notices/communication. Parents can also send communication back to the child's teacher in the folder.
3. Provide the parents with frequent reports on their children's academic and behavioral progress. Classroom teachers will provide progress reports around the middle of each nine-week period and will initiate contact with parent with regard to academic and behavioral issues when necessary.
4. Parent/Teacher Conferences will be conducted at least twice a year. Parents will have an opportunity to meet with their child's teacher at these two conferences and discuss the child's progress with regard to academics and behavior.
5. Set high expectations for staff, students, and parents by ensuring challenging curriculum, implementing programs targeted at increasing student achievement and committing to recruit, retain, and train highly qualified staff. Also, staff will highlight/prepare ways that the parent can advance the learning environment at home.
6. Allow parents, within the guidelines of school policy, who have gone through the Chaperone/Volunteer Approval Procedure, to volunteer. Official approval from the principal is necessary for volunteering.
7. Provide parents reasonable access to staff.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

1. Establish routines to support my child's success in school:
 - a. Appropriate bedtime
 - b. Monitor attendance
 - c. Completing homework and returning it to school on time
 - d. Read to them as often as possible
 - e. Ensuring proper nutrition
 - f. Ensuring grooming and hygiene
2. Communicate the significance of success in school with regard to success in life.
3. Ensure that my child attends school on a regular basis and arrives at school on time.
4. Ensure that my child has an appropriate and timely way to get home from school whether they are picked up or ride the bus.
5. Stay informed about my child's education by communicating with the school through promptly reading and responding to notices sent home in the child's backpack/folder or mail.

Parent's Signature

Principal's Signature

Date

(continued)

LUNENBURG COUNTY PUBLIC SCHOOLS

Lunenburg County Public Schools Parent Survey

Dear Parent:

Lunenburg County Public Schools wants to hear from you! As a parent, you play a huge role in your child's development, both from an academic perspective and a social/emotional perspective. In order to make our parental involvement program stronger, please answer the following questions and return this survey to your child's teacher. A copy will also appear on the Lunenburg County Public School website at www.lunenburgcountyschools.org.

1. What specifically would you like to know about your child's school? _____

2. From what source to you get most of your information about your child's school?

Your Children

Your Child's Teacher

Principal

Friends

Newspaper

Other _____

3. What manner of communication would you most like the school system to use when we contact you to inform you about events, activities, workshops, etc.?

Phone

Email

Text message

Flyer in your child's backpack

Mail

4. Are you interested in parent workshops, classes, and sessions? Yes No If you checked yes, please look at the following topics and check what you would be interested in exploring?

Helping with Homework

Improving reading skills

Improving math skills

English as a second language

Building your own parenting skills

Getting your GED

Bullying

Drug and alcohol use prevention

Communicating with the school

Other _____

5. What needs do you have that need to be met in order for you to attend parent workshops and programs?

Meeting times that best suit:

Mornings Afternoons Evenings

Do you need child care? Yes No

Do you need transportation? Yes No

Do you have other special needs? _____

(continued)

LUNENBURG COUNTY PUBLIC SCHOOLS

6. As a parent, do you have trouble with any of the following items?

- Your child's homework
- Discipline
- Motivating your child to do well in school
- Working with the school and teachers
- Other _____

7. What time would suit you best to come to the Parent Resource Center if it were reopened?

- _____ List Days of the Week that suit best
- _____ List Times of Day that suit best

8. How would you rate the content and effectiveness of the Title I program in your child's school.

- Highly Effective Effective Needs Improvement

9. List any concerns you have about the content and effectiveness of the Title I program at your child's school and give an ideas you have for improvement. _____

10. **Your Contact Information:**

Name

911 Address

Mailing Address

Phone Cell Phone

Email Address

Elementary School Child's or Children's Name(s) and Elementary School they attend

Parents, once complete, please return this survey to your child's homeroom teacher.

(continued)

LUNENBURG COUNTY PUBLIC SCHOOLS

Part 3. Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among with school, parents, and the community to improve student academic achievement, Victoria Elementary School and Lunenburg County Public Schools assisted under this part:

7. Shall provide assistance to parents of children served by Victoria Elementary School as appropriate, in understanding such topics as the state's academic content standards and State student academic achievement standards, state and local academic assessments; also monitor a child's progress and work with educators to improve the achievement of their children;
8. Shall provide materials and training to help parents work with their children to improve individual achievement, to improve their parenting skills, to foster parental involvement, etc. through workshops offered at times deemed suitable;
9. Shall educate school staff with the assistance of parents, in the value of parental contributions; and how to offer programming and build ties between parents and the school;
10. Shall to the extent feasible and appropriate, coordinate parent involvement programs with Head Start and Virginia Pre-School Initiative; conduct other activities, such as parent resource centers, workshops, etc., that encourage and support parents in more fully participating in the education of their children;
11. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to parent of participating children in a format that is practicable and in a language that parents can understand;
12. Shall provide such other reasonable support for parental involvement activities under this section as parents may request.

Part 4. Accessibility

Victoria Elementary School, to the extent practicable, shall provide full opportunities for the participation of parents of students with limited English proficiency, parents of students with disabilities, and parents of migratory children, in a format that is practicable and in a language that parents can understand.

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

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

(Continued)

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.

(Continued)

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: March, 1992
Amended: July, 1997
Amended: June, 1998
Amended: June, 2000
Amended: September, 2002
Amended: June, 2003
Amended: June, 2004
Amended: July, 2006
Amended: June, 2007
Amended: May, 2011
Amended: May, 2012
Amended: May, 2013
Amended: February, 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.

8 VAC 20-131-120.

8VAC 20-630-40.

Cross Refs.: BCF Advisory Committees to the School Board
IKG Remediation Recovery Program

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ENGLISH LEARNERS

Generally

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

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 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);

(continued)

- 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: March, 1992.
Amended: July, 1994
Amended: August, 1999
Amended: April, 2004
Amended: May, 2011
Amended: May, 2017

Legal Ref.: 20 U.S.C. sections 6311, 6312, 6825, 7012.
Code of Virginia, 1950, as amended, section 22.1-5.

Cross Ref.: IGBC Parent and Family Engagement

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ENGLISH LEARNERS STUDENT GUIDELINES

PROGRAM GOALS

1. English Learners (ELL) students will acquire proficiency in the four language skill areas of reading, writing, speaking and listening to promote success in the classroom.
2. The program will assist the ELL student with transition to an English speaking classroom and the community.
3. Efforts should be made as part of the program to develop in the students and staff an understanding and appreciation of all cultures within the school.

DEFINITIONS

1. English Learners (ELL) Students

Public Law 100-297, Section 7003, defines ELL students as individuals who were not born in the United States or whose native language is a language other than English, individuals who come from environments where a language other than English is dominant, or individuals who are American Indian and Alaska Natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency, and who by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

2. English as a Second Language (ESL)

This is instruction in English especially designed for ELL students. Usually students of diverse languages are brought together as a group; a class might be composed of 22 youngsters representing 14 countries and 7 different languages, or it might include only 2 or 3 students. These students may or may not vary in age, grade, and linguistic background. No attempt is made to use their native languages in instruction. ELL may be provided at any age, from kindergarten through adult education.

(continued)

ELL may be set up as a pull-out service. However, many schools, particularly on the elementary level, are currently exploring ways to integrate programs that for many years removed children from the classroom for instruction in art, music, special education, and ELL. Many benefits can be derived from learning in a heterogeneous environment.

3. Bilingual Education

All of the students in a class are of one language background; for example, Spanish. School divisions in which there are concentrations of large numbers of students who speak a foreign language (in Virginia, Spanish, Korean, and Vietnamese) are more likely to offer bilingual instruction. The teacher uses the primary language of the students to facilitate the learning of academic concepts while students are gaining English fluency through ELL instruction. There are two types of bilingual education as defined in Public Law 100-297, Section 7003:

- A. Transitional Bilingual Education refers to a program of instruction designed for children of limited English proficiency in elementary or secondary schools which provides structured English language instruction and instruction in the child's native language. Such instruction incorporates the cultural heritage of such children and of other children in American society. Such instruction should be, to the extent necessary, in all courses or subjects of study which will allow a child to meet grade-promotion and graduation standards.
- B. Developmental Bilingual Education refers to a full-time program of instruction in elementary and secondary schools which provides structured English language instruction and instruction in a second language. Such programs are designed to help children achieve competence in English and a second language, while mastering subject matter skills. Such instruction is given in all courses or subjects of study which will allow a child to meet grade promotion and graduation standards. Where possible, classes are comprised of approximately equal numbers of students whose native language is English and English Learners students whose native language is the second language of instruction.

(continued)

The transitional approach is used in most bilingual education programs in the United States.

RESPONSIBILITY AND THE LAW

As part of the Civil Rights Act of 1964, Congress enacted Title VI prohibiting discrimination on the basis of race, color, or national origin in programs or activities that receive Federal financial assistance. In 1970, the Office for Civil Rights (OCR), then an agency of the Department of Health, Education, and Welfare, interpreted Title VI to require that school divisions receiving federal aid of any kind provide special alternative language programs in order to ensure that English Learners (ELL) students have meaningful access to the schools' programs. The May 25th OCR Memorandum stated in part:

Where inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.

Refer to English as a Second Language Handbook For Teachers and Administrators - pages 3-5

IDENTIFICATION

1. The principal, assistant principal or guidance counselor will register LEP students.
2. Identification is a two step process:
 - A. parents or guardians of students suspected of needing ELL services will respond to a home language survey.
 - B. if it is determined from the survey that English is not the home language, an oral language proficiency test and reading and writing skills assessment is then conducted.

Refer to English as a Second Language Handbook For Teachers and Administrators for further information.

(continued)

ASSESSMENT

1. Formal assessment will be completed within ten school days of registration.
 - A. Formal assessment of the level of proficiency in listening, reading, speaking and writing will be conducted in English or the home language if necessary using the following battery of tests:
 1. Gates - McGintie Language Test
 2. Boehm Test of Basic Concepts
 3. IDEA Oral Language Proficiency Test
 4. Expressive One-Word Picture Vocabulary Test and Receptive One-Word Picture Vocabulary Test
 - B. Assessment in speech, hearing and vision will be conducted.
2. Informal assessments such as interviews and teacher observations may be conducted as necessary.
3. Identification and assessment materials will be filed as Category II information.

Refer to English as a Second Language Handbook For Teachers and Administrators for further information.

PLACEMENT

1. The student is placed in the appropriate learning experiences and language-assistance program based on the results of the tests in the four language skill areas of speaking, listening, reading and writing.
2. It is recommended that a student be placed at grade level as indicated by his/her age whenever possible.
3. The principal will determine the most appropriate placement and may change this placement if it is determined not to be appropriate.
4. The principal and guidance counselor may initiate a Child Study meeting to assist in the placement decision.

Refer to English as a Second Language Handbook For Teachers and Administrators for further information.

(continued)

MONITORING ACADEMIC PROGRESS

Refer to English as a Second Language Handbook For Teachers and Administrators Appendices pages 40-42 and Recommendations for Improving the Assessment and Monitoring of Students with Limited English Proficiency pages 55-58.

Issued: February, 1994

Amended: May, 2017

HOMEBOUND, CORRESPONDENCE, AND ALTERNATIVE MEANS OF INSTRUCTION

Homebound Instruction

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

Credit for the work shall be awarded when it is done under the supervision of a licensed teacher, a person eligible to hold a Virginia license, or other appropriately licensed professional, employed by the School Board, and there is evidence that the instructional time requirements or alternative means of awarding credit adopted by the school board have been met.

Correspondence Courses

Students who enroll in high school as freshmen before July 1, 2018, as sophomores before July 1, 2019, as juniors before July 1, 2020 or as seniors before July 1, 2021 may enroll in and receive a standard and verified unit of credit for supervised correspondence courses with prior approval of the principal. Standard units of credit will be awarded for the successful completion of such courses when the course is equivalent to that offered in the regular school program and the work is done under the supervision of a licensed teacher, or a person eligible to hold a Virginia license, approved by the local school board. Verified units of credit may be earned when the student has passed the SOL test associated with the correspondence course completed. The division superintendent will develop regulations governing this method of instruction in accordance with the regulations of the Board of Education.

Instruction through Alternative Technological Means

Standard units of credit will be awarded for the successful completion of courses delivered through emerging technologies and other similar means when the course is equivalent to that offered in the regular school program and the work is done under the supervision of a licensed teacher, or a person eligible to hold a

(continued)

Virginia license, and approved by the school board. Verified units of credit may be earned when the student has successfully completed the requirements and passed the SOL test associated with the course. The division superintendent will develop regulations governing this method of delivery of instruction in accordance with the regulations of the Board of Education.

Adopted: March, 1992.
Amended: June, 1998
Amended: April, 2001
Amended: June, 2005
Amended: May, 2010
Amended: May, 2011
Amended: May, 2013
Amended: May, 2016

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

8 VAC 20-131-180.

Cross Ref.: IGBGA Online Courses and Virtual School Program
IKFD Alternative Paths to Attaining Standard
Units of Credit

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HOMEBOUND SERVICE PROCEDURES

Introduction

Homebound instruction is designed to provide continuity of educational services between the classroom and home or health care facilities for students whose medical needs, both physical and psychiatric do not allow school attendance for a limited period of time. A student must be enrolled in Lunenburg County Public Schools in order to receive homebound instruction, or alternative means of instruction.

The number of hours a student receives if enrolled in a school with block scheduling will be designed to meet the needs of the individual student as determined by the principal or designated school representative. A student's schedule may be modified while on homebound.

Correspondence Courses

Students may enroll in and receive a standard and verified unit of credit for supervised correspondence courses with prior approval of the principal, Director of Instruction and Superintendent. Lunenburg County School Board requires a licensed teacher or person eligible to hold a Virginia license approved to supervise the work of any student seeking enrollment and completion of correspondences courses. Correspondence courses will be delivered or received in an agreed upon setting with the principal and/or Superintendent. If the student enrolled in school is removed for disciplinary or other reasons, services will be provided consistent with those for homebound students. The division representative will monitor correspondence course providers:

- Correspondence Courses providers must be an accredited program approved by the State Board of Education
- Pupil performance standards and curriculum must meet or exceed the Standards of Learning (SOL) and the Standards of Accreditation (SOA)
- Objective & assessments used to measure pupil achievement must be in accordance with SOA and all applicable state & federal laws

(continued)

Alternative Technological Means of Instruction

- The superintendent shall approve or deny on-line or alternative means of instruction using the processes and criteria approved by the State Board of Education
- Model On-line policies developed and approved by Lunenburg County Public School Board will be presented and posted on the division website by July 1, 2011
- Teachers who deliver instruction through on-line courses or virtual program must be licensed by the State Board of Education and meet the same conditions for employment (such as fingerprinting or background check) as other public school teachers
- Administration of virtual school programs must hold an advanced degree from an accredited institution of higher education with educational and work experience in administering education program
- Students enrolled in any on-line course offered by Lunenburg County must be enrolled in the school district
- The parent/guardian must provide written permission prior to enrollment in any full-time virtual program
- Tuition may be charged in accordance with existing guidelines of the law if a student is a non-resident of Lunenburg County

As of September 2010, Lunenburg County has not established joint online courses or programs with another school division, public or private or non-profit organizations.

An on line course or grade level subject delivered electronically using the Internet or other computer based methods taught by fully licensed teachers taught from a remote location with student access to the given synchronously or asynchronously or in both manners will be considered an alternative technological means of instruction.

Additional regulations for virtual school programs will be addressed as received from the State Superintendent of Public Instruction with approval from the State Board of Education.

(continued)

LUNENBURG COUNTY PUBLIC SCHOOLS

Overview

Homebound instruction is designed to provide continuity of educational services between the classroom and home setting for students whose medical needs, both physical and psychological, prohibit school attendance. Additionally, homebound instruction may be used to supplement the classroom program for health impaired children whose conditions may interfere with consistent attendance (e.g., students receiving dialysis, or radiation/chemotherapy or students with asthma); or children with disabilities that prevent regular school attendance. Homebound will be provided for each occurrence after the child has missed 5 consecutive days from school and doctor's records indicate that the child may miss more than 10 days.

Eligibility of Children for Home Instruction

A student is eligible for homebound instruction if he/she is enrolled in county schools and there is evidence that verifies he or she is unable to attend the public school as the result of physical, emotional or psychiatric problems. Eligibility is determined by local school personnel on the basis of medical information submitted by a licensed physician or licensed clinical psychologist. The student's official homebound instruction beginning date shall become the date designated on the doctor's form once the application has been approved by the local homebound coordinator. Homebound instruction will be available only to those students who will be absent a minimum of 10 days.

A child unable to attend school due to an emotional disorder may be successfully taught at home by a trained teacher. This service is considered to be of short-term duration. Homebound instruction is not to be used in lieu of school programs. When home instruction is requested for such children, information given on this form must be furnished by a physician, psychiatrist, or licensed psychologist working with the child in a clinical setting or from records of a mental health clinic as appropriate to the specific situation.

A letter outlining the treatment plan signed by the psychiatrist or clinical psychologist is to be submitted with the application if a child handicapped by emotional maladjustment is to be instructed at home. A plan for returning the child to school or placing him/her in a more appropriate setting should be on record. If homebound services continue beyond nine weeks, cases may be reviewed. In emotional cases the medical form must be completed by a psychiatrist or clinical psychologist if homebound instruction is to continue beyond nine weeks.

(continued)

LUNENBURG COUNTY PUBLIC SCHOOLS

Procedures for Handling Homebound Referrals

1. The homebound coordinator shall distribute homebound forms to principals. The principal shall inform the staff of the objectives of the program, distribute forms and recruit homebound teachers. Completed applications of teachers for homebound shall be returned to the coordinator of homebound. Teachers shall reapply every year.
2. The parent or referring person shall request homebound services from the school designee. The homebound instruction form must be completed along with the parental contract. These forms shall be sent immediately to the homebound coordinator. The school designee shall also inform the parent of the need for the medical form to be signed by a doctor and returned to the homebound coordinator before services can begin.
3. Once the homebound coordinator receives the parental application and contract and the medical form signed by a physician, homebound instruction should be initiated as soon as possible.
4. Instruction should begin no later than five administrative working days upon receipt of the form. When administrative processing delays occur, efforts should be made to document the reason for delay.
5. The homebound coordinator shall review the parental request, medical form and teacher applications. Every effort should be made to match an elementary age child with an elementary teacher and a secondary age child with a secondary teacher. Teachers' endorsements should be considered when matching a teacher with a homebound student. Once the student is matched with a homebound teacher, a letter shall be sent to the parent notifying the parent that the match has been made and services will begin. A copy of the letter shall be sent to the school (principal and guidance) to indicate that the child has been matched. A copy shall also be sent to the homebound teacher and another copy retained for the student folder.
6. Once the homebound teacher is assigned he/she shall contact the regular teacher(s) and set up a meeting to determine expectations. The teachers should complete the student plan form which:
 - 1) designates who will be responsible for assignments, handouts, notes, worksheets, tests, etc.

(continued)

- 2) designates who will grade assignments
- 3) notes child's strengths, weaknesses, needs and abilities
- 4) identifies a plan for returning the student to school.

A copy of the student plan form and parental agreement shall be filed with the local homebound coordinator.

7. The homebound teacher shall turn in grades weekly and report progress and concerns to regular education teachers. Progress reports shall be completed every five weeks prior to six weeks grading. A copy should be forwarded to the student's guidance counselor and homebound coordinator. It is essential that the teachers work together and communicate effectively in order to provide continuity of educational services and to ensure the student does not fall behind. Every effort shall be made to keep the student up in all subject hours, however, when deemed necessary the students schedule may be reduced or changed. Two teachers may serve one student when the student's schedule necessitates.
8. Travel will be reimbursed from the school to the student's home and back to school. Travel reimbursement shall be submitted monthly.

Hours of Homebound Instruction

Elementary school students should receive a minimum of five hours per week or twenty hours per month. Secondary school students should receive a minimum of five hours per week for two credit subjects, or a maximum of ten hours per week for three or more subjects. If appropriate to the needs of the child, the number of instruction hours may vary. A student receiving homebound instruction is carried on the daily register of the class in which he/she is enrolled, provided that instruction is received as specified. A student must be enrolled in school in order to receive homebound services. Homebound teachers shall keep a record sheet recording each home visit. Parents shall verify each visit by initialing the record sheet. Homebound instruction shall not be provided when school is not in session (i.e., summer, holidays).

Credit for Work Achieved Under Home Instruction

Homebound students should receive credit for the actual work achieved. Students who receive home instruction at the high school level are entitled, under existing State regulations, to receive two hours of credit on two subjects carried for five hours per week. Four subjects may be approved with ten hours of instruction for each week if the physical condition of the pupil permits.

(continued)

Certified Teacher

The teacher to be employed must hold a certificate in full force issued in accordance with the rules and regulations of the State Board of Education. The homebound teacher shall be a Lunenburg County employee or approved by the county as a substitute. The teacher shall submit request of payment forms to the homebound coordinator by the end of each month for payment. Forms which are turned in late or for more than one month's services may not be honored for payment. Payments will run one month behind. Substitute teachers properly certified shall also be recruited for homebound instruction.

Handicapped Students Receiving Homebound

The Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia, 1991, states that "Homebound instruction shall be deemed appropriate for

handicapped child only when such placement is stipulated in the child's IEP and is in accordance with the requirements of the least restrictive environment," (p.73). The IEP must specify the number of hours the child will receive instruction and for how long. Section 504 of the Rehabilitation Act should also be considered in the determination of eligibility for services. A student may be determined non-handicapped for special education purposes but may be handicapped under Section 504. All time allotments for homebound instruction should be made with the IEP committee. If the student is handicapped the IEP committee should be involved in the review and termination process.

*See Handbook for Homebound Services Virginia Department of Education, Revised January, 1990 for further information.

Issued: March, 1992.

Amended: May, 2010

Legal Ref.: "Standards for Accrediting Public Schools in
Virginia"

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LUNENBURG COUNTY PUBLIC SCHOOLS



LUNENBURG COUNTY SCHOOL BOARD
P. O. Box 710
1009 Main Street
Kenbridge, Virginia 23944

Revised August 11, 2010

HOMEBOUND INSTRUCTOR APPLICATON

Name: _____ SSN: _____

Home Address: _____

_____ Please Use 911 Address

Home Phone Number: _____

Work Address: _____
(School)

_____ E911 or P.O. City State Zip Code

Work Phone Number: _____

When will you be available to work with a homebound student?
(Please include date you can begin and hours you are able to work daily)

What subjects are you certified to teach? _____

Subject Area/grade levels you prefer: _____

Do you have a preference of which geographical area of the county
you prefer to instruct homebound? _____

When is the best time to contact you? _____

Signature

Date

**Please return completed application to Mr. Reginald Davis,
Division Homebound Coordinator, to Kenbridge Elementary School in
Kenbridge, Virginia**

Please return completed form to the Supervisor of Special
Education, Lunenburg County Board of Education, P.O. Box 710,
Kenbridge, VA 23944

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REQUEST FOR HOMEBOUND INSTRUCTION

Student's Name: _____

School: _____

Age: _____ Sex: _____ Grade: _____

Parents' Names: _____

Address: _____

Phone: _____

Homebound Instruction is being requested for:

_____ Student's Name

due to the following conditions: _____

Physician's Name: _____

Address: _____

Phone Number: _____

Parent's Signature

Principal's or Guidance Counselor's Signature

Date

Please forward a copy of the completed form to:

Supervisor of Special Education
Lunenburg County School Board
P.O. Box 710
Kenbridge, VA 23944

Approved _____ Not Approved _____

pc: Student's Cumulative File
Homebound Coordinator's Signature _____

Date _____ Date of Onset _____

Certification for Need for Homebound Instruction

Part A: Homebound Instruction has been requested for:

Student's Name _____

Student's DOB ____/____/____ Age ____ Sex ____

Student's Home School _____

Grade/Placement _____

Parent's/Guardian's Name _____

Address _____

Part B: To be Completed By Physician or Licensed Clinical Psychologist

Professional advice is necessary in determining whether or not the above-named student is able to attend school. Please provide the specific information regarding the following:

*Type of Illness/Injury_____

*Date of Eligibility for Homebound Instruction_____

*Expected Date of Return to School_____

*What limitations should be considered by school personnel in providing homebound services?

Date

Signature of Licensed Physician or
Licensed Clinical Psychologist

Part C: I hereby approve homebound instruction for this student, and further, certify that the teacher to be employed will hold a certificate in full force issued in accordance with the rules and regulations of the State Board of Education.

Date

Superintendent or Designee

Date _____

Dear

This is to inform you that homebound instruction for your child, _____, will begin on

_____.

The teacher will be _____,
and he/she will work with _____
following this schedule: _____

If the teacher cannot report for homebound instruction he/she will contact you directly.

If I can be of further assistance, please do not hesitate to call me at 696-2116.

Sincerely,

Special Education Supervisor

pc: Principal
Homebound Teacher
Guidance Counselor
File

Part D
PARENTAL AGREEMENT FOR HOMEBOUND INSTRUCTION

Student's name to receive homebound instruction:

I understand my responsibilities are as follows:

1. Provide an environment conducive to learning;
2. Ensure that a responsible adult be available in the home when the homebound teacher is scheduled to be present;
3. Keep all appointments with the homebound teacher as arranged; (Excessively missed appointments may result in the student's inability to earn credits or be promoted.)
4. Make every effort to keep up with assignments; and
5. Advise the homebound teacher of any changes in status (medical or otherwise.)

Date

Signature of Parent or Guardian

Address

Telephone

HOMEBOUND STUDENT PLAN FORM

Student: _____

<u>Classes listed</u>	<u>Who is responsible for assignments, plan of instruction, test?</u>	<u>Who will grade?</u>	<u>Initials</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Strengths: _____

Weaknesses: _____

Needs: _____

Transition plan for return to school: _____

Student Progress Report
Homebound Instruction

Student's Name _____ Grade _____

School _____ Guid. Counselor _____

Homebound Teacher _____ Month _____

Content Area _____

Material Covered _____

Progress Made _____

Grade Earned (if appropriate) _____

Content Area _____

Material Covered _____

Progress Made _____

Grade Earned (if appropriate) _____



Suspension/IEP Timesheet
LUNENBURG COUNTY SCHOOL BOARD
P.O Box 710
1009 MAIN STREET
KENBRIDGE, VIRGINIA 23944
(434) 676-2467

Date

Lunenburg County School Board
Post Office Box 710
Kenbridge, Virginia 23944

Dear Sir,
I have worked with

Name of Student

From the

Name of School

For a total of **hours during the month of

I am to be paid \$20.00 per hour.

Signature

Started home-bound instruction

Date

Ended home-bound instruction

Date

Dates of actual home-bound instruction

Home Visits:

Parents

Parents

Table with 4 columns: Month, Day, Hours, Initials. 10 rows.

Table with 4 columns: Month, Day, Hours, Initials. 10 rows.

**Instruction time only. Do not include time spent preparing lessons and grading papers.

Signature: Supervisor of Special Education

Revised: 08/09/2003

ONLINE COURSES AND VIRTUAL SCHOOL PROGRAMS

The Lunenburg School Board may enter into contracts, consistent with the criteria approved by the Board of Education, with approved private or nonprofit organizations to provide multi-division 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 Lunenburg County school division will not be charged tuition for enrolling in any online course or virtual program offered by the school division. However, tuition may be charged to students, except children with disabilities who are enrolled in the division's full-time virtual school program, who do not reside within the boundaries of the school division.

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

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

(Continued)

The purpose 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 the 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 student 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) 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 students and data management.

(Continued)

Adopted: May, 2010
Amended: May, 2012
Amended: May, 2014

Legal Ref.: Code of Virginia, 1950, as amended, §§22.1-212.24, 22.1-212.25, 22.1-212.26, 22.1-212.27, 22.1-215, 22.1-296.1, 22.1-296.2, and 22.1-296.4.

Cross Ref.: DJF Purchasing Procedures
GCDA Effect of Criminal Conviction or Founded
Child Abuse or Neglect
IGBA Programs for Students with Disabilities

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ALTERNATIVE SCHOOL PROGRAMS

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

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

1. a statement of justification for the alternative program explaining how it will meet the special needs or expectations of the target population and the community;
2. a plan which delineates the proposed organizational structure 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 of authentication verifying that all aspects of the program are in compliance with all appropriate federal, state, and local laws and regulations, and there is compliance with all applicable accreditation requirements;
6. if the proposal presents a potential conflict with existing regulations of the State Department of Education, special evidence of authorization from the State Department of Education must accompany the proposal;
7. a plan for evaluation that defines anticipated outcomes and establishes criteria and procedures for evaluating achieved outcomes.

(Continued)

Adopted: March, 1992.
Amended: August, 1999
Amended: February, 2012

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

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ADVANCED PLACEMENT CLASSES AND SPECIAL PROGRAMS

Students and their parents are notified of the availability of dual enrollment, advanced placement classes, career and technical education programs, the International Baccalaureate program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the advanced placement 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 shall ensure the provision of timely and adequate notice to students and their parents.

Adopted: August, 1999
Amended: June, 2004
Amended: May, 2012
Amended: May, 2017

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

Cross Ref.: LEB Advanced/Alternative Courses for Credit

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ADVANCED PLACEMENT CLASSES AND
SPECIAL PROGRAMS

Parents and students shall be notified annually in the school's Program of Studies of the dual enrollment, advance placement, and academic year Governor's School opportunities. Students must meet a required score on the placement test in order to take advantage of the opportunities offered.

Occupational/vocational dual enrollment students must take a placement test but do not need a certain score requirement. Dual enrollment and some advance placement courses are offered on the local community college campus. High performance manufacturing is offered at the Lake County Knowledge Learning Center in South Hill, Virginia

Dual Enrollment Courses

Students must complete an application, meet minimum cut score requirements on an entrance examination, and meet the prerequisite requirements in order to be eligible for enrollment. Student who fail/drop Dual Enrollment classes or do not meet attendance requirements will be required to reimburse Lunenburg County Public Schools for the cost of the course. All students enrolled in dual enrollment courses are required to purchase their own textbooks and materials.

Career Pathway Program Opportunities for High School Students

Lunenburg County Public Schools and Southside Virginia Community College (SVCC) have developed Career Pathways that are designed to prepare students for lucrative careers. The Pathways are designed to provide information, which will allow students to better prepare for the requirements of their chose career by directing them towards the correct coursework at the high school and SVCC. Additionally, these programs allow students to receive credit at SVCC for certain course successfully completed in high school, saving time and money. Students may enter SVCC having already completed a semester or more of credit toward a certificate or degree program. Currently, SVCC has Career Pathway agreements in place for Lunenburg high school students.

For information on how these programs can help you get a head start on your education and career, go to www.southsidetechprep.com or Contact your SVCC career coach or the high school guidance counselor.

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Virtual Virginia Placement Classes

The Virtual Advance Placement Program provides a variety of college-level AP courses, enabling Virginia students to earn college credit. All courses and tests taken through the Virtual Advance Placement School are free to students who have signed Early College Scholars Agreements, provided students take the associated AP examinations. Students who receive a score of 3, 4, or 5 on AP exams may receive either college credit or advanced placement upon entering their freshmen year in college. Please be reminded that each student must check with his/her individual college to ascertain acceptance of AP credits.

Students in good academic standing may enroll in high school courses available through Virtual Virginia. Participating students must be able to handle the online delivery of the class where they maintain contact with the instructors through email, messaging, and telephone contact. Virtual Virginia also makes every effort to create a virtual classroom that allows students to interact with other young scholars across the state.

Courses require prerequisites; therefore, students considering take online AP courses or other available classes must work with guidance to meet these requirements. Any student who plans to sign up for a class through Virtual Virginia must acknowledge that advanced-placement courses require college level pacing and demands.

By the end of the school year, the student, parent(s), and guidance agree on a schedule that may include an advanced placement course. By the end of April, guidance finalizes enrollment with the Virginia Department of Education. Students who fail an advanced placement or online class must reimburse the county for the cost of the course and the purchase of the textbooks.

Adopted: May, 2012

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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 expression 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 non-curriculum-related groups. Any secondary school which permits one or more non-curriculum-related student group to meet on school premises during non-instructional 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.

Non-curriculum-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 non-participatory capacity;
- meeting do not materially and substantially interfere with the orderly conduct of educational activities at the school; and
- non-school 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 on-instructional time.

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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.

Non-curriculum-related student organizations do not have faculty sponsor. However, a member of the school's staff shall attend every meeting or activity of such organizations in a non-participatory 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, school 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: March, 1992
Amended: June, 1996
Amended: November, 1996
Amended: November, 1997
Amended: May, 2012

Legal Ref.: 20 USC section 4071

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

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STUDENT ORGANIZATIONS

1. Any group seeking recognition as a student organization shall submit a written application through its faculty sponsor to the principal. Applications shall be made on Division approved forms only and shall include at least the following information:
 - a. Name of the organization.
 - b. Name(s) of the faculty sponsor(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 therefor.
 - e. 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.
 - f. 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 and shall approve or disapprove the recognition of the organization within ten (10) school days after receipt of the application. The principal's decision shall be in writing and a copy shall be given to the faculty sponsor. If the application is disapproved, the principal shall state the reasons for disapproval in the decision.
3. The faculty sponsor 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

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designee, shall review the appeal and such other information as he or she considers appropriate and give a written decision within ten (10) school days after receipt of the appeal.

4. The faculty sponsor may appeal the decision of the Superintendent, or his designee, to the Board of Education by written appeal submitted to the Secretary of the Board within five (5) school days after receipt of such decision. The written appeal shall state the reasons for the appeal and shall enclose a copy of the application, the appeal to the Superintendent and all prior decisions. The Board shall review the appeal and such other information as it considers appropriate and shall notify the faculty sponsor of the date and time at which it will meet to render a decision. At the meeting, the Board shall enter its order affirming or reversing the decision of the Superintendent. The decision of the Board shall be final.
5. The principal may revoke recognition 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.
6. At any time, the Superintendent or the Board may, on his or its own initiative, review the recognition 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 herein above.

Issued: March, 1992.

ADULT EDUCATION

Adult Education Programs are offered to those residents of the school division over the age of compulsory school attendance who are not enrolled in the regular public school program and who are functioning below the high school completion level. The School Board seeks to ensure that every adult participating in such a program has the opportunity to earn a high school diploma or pass a high school equivalency examination approved by the Board of Education. Such programs may be conducted solely by the School Board or through a collaborative arrangement between the School Board and other School Boards or agencies. Additional educational programs for adults also may be offered. Tuition and fees are established by the School Board.

Adopted: March, 1992.
Amended: August, 1999
Amended: June, 2004
Amended: May, 2006
Amended: February, 2014
Amended: May, 2014

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

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

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GROUPING FOR INSTRUCTION

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

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

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

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

Adopted: March, 1992

Amended: February, 2012

Legal Refs.: Code of Virginia, 1950, as amended, sections
22.1-70, 22.1-78

Cross Ref.: IA Instructional Goals and Objectives

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CLASS SIZE

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

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

After September 30 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 Lunenburg County School Board assigns instructional personnel in a manner that produces school wide ratios of students in average daily memberships to full-time equivalent teaching positions of 21 to one in middle schools and high schools.

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

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Adopted: March, 1992
Amended: November, 1996
Amended: September, 2002
Amended: June, 2004
Amended: May, 2010
Amended: May, 2016

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

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LUNENBURG COUNTY PUBLIC SCHOOLS

INSTRUCTIONAL MATERIALS

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

The superintendent or superintendent's designee creates and updates, as necessary, guidelines and procedures as designed to ensure that appropriate instructional materials are selected, and provide an opportunity for the Board, 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: March, 1992.
Amended: September, 2002
Amended: June, 2008
Amended: May, 2009
Amended: February, 2014

Legal Ref.: 20 U.S.C. § 1232h.

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

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

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TEXTBOOK SELECTION, ADOPTION, AND PURCHASE

Selection of Textbooks

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

In approving textbooks, the School Board

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

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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 areas 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.

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Adopted: March, 1992.
Amended: November, 1996
Amended: September, 2002
Amended: June, 2008
Amended: May, 2009
Amended: May, 2010
Amended: February, 2014
Amended: February, 2016

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

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

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TEXTBOOK RENTAL FEES

Rental fees shall be established by the school board. Students who are charged fines for textbooks may not be suspended from school. However, principals are authorized to withhold the issuing of any additional books.

Fees to be collected according to time of school year when textbooks are issued and scale for refunding on textbooks rented:

<u>CHARGES FOR RENTAL</u>		<u>REFUND ON TEXTBOOKS RENTED</u>	
1st Six-weeks	Full Amt.	During 1st Six-weeks	5/6
After 1st Six-weeks	5/6	During 2nd Six-weeks	4/6
After 2nd Six-weeks	4/6	During 3rd Six-weeks	1/2
After 3rd Six-weeks	1/2	During 4th Six-weeks	2/6
After 4th Six-weeks	1/3	After 4th Six-weeks	<u>No Refund</u>

Issued: March, 1992

Cross Refs.: JN, Student Fees, Fine, and Charges

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, 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: March, 1992.
Amended: September, 2002
Amended: June, 2008
Amended: February, 2014

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

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

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INNOVATIVE OR EXPERIMENTATION 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: March, 1992.
Amended: June, 1998
Amended: February, 2012
Amended: September, 2017
Amended: February, 2018

Legal Ref.: 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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Social Media

A. Introduction/Purpose

1. Social media technology can serve as a powerful tool to enhance education, communication, and learning. This technology can provide both educational and professional benefits, including preparing Lunenburg County Public Schools ("LCPS") students to succeed in their educational and career endeavors.
2. The Superintendent is committed to ensuring that all LCPS stakeholders who utilize social media technology for professional purposes described below, to create professional social media environments that mirror the academically supportive environments of our schools.
3. This Social Media Policy ("Policy") provides guidance regarding practices for professional social media communication between LCPS employees, as well as social media communication between LCPS employees and LCPS students.
4. In recognition of the public and pervasive nature of social media communications, as well as the fact that in this digital era, the lines between professional and personal endeavors are sometimes blurred, this Policy also address recommended practices for use of personal social media by LCPS staff. Please refer to the LCPS's Acceptable Use Policy ("AUP") for additional guidance.

B. Definition of Social Media

Social media is defined as any form of online publication or presence that allows interactive communication, including, but not limited to, social networks, blogs, Internet websites, Internet forums, and wikis. Examples of social media include, but are not limited to, Facebook, Twitter, YouTube, Google+, and Flickr.

1. Professional social media is a work-related social media activity that is school-based (e.g., a LCPS principal posting on a Facebook page for his/her school).
2. Personal social media use is a non work-related social media activity (e.g., a LCPS central administrative employee posting on a Facebook page or a Twitter account for his/her own personal use).

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C. Applicability

The policy applies to all LCPS employees.

D. Professional Social Media Use

1. Maintaining Separate Professional and Personal E-mail Accounts

LCPS employees who decide to engage in professional social media activities should maintain separate professional and personal e-mail addresses. As such, LCPS employees should not use their personal e-mail address that is completely separate from any personal social media they maintain, except at the discretion of the Superintendent. Regular and continuous use of a personal e-mail address for professional purposes, including social media use, may result in LCPS considering the e-mail address, and the corresponding use of that address, as a professional account.

2. Communication with LCPS Students

LCPS employees who work with students and communicate with students through professional social media sites should follow the guidelines:

- a. Professional social media sites that are school-based should be designed to address reasonable instructional, educational, or extra-curricular program matters;
- b. Each school year, LCPS parents will be notified about the professional social media activities their children may participate in. LCPS will instruct parents to contact the school with any questions or concerns.

3. Guidance Regarding Professional Social Media Sites

- a. LCPS employees should treat professional social media space and communication like a classroom and/or a professional workplace. The same standards expected in LCPS professional settings are expected on professional social media sites. If a particular type of behavior is inappropriate in the classroom or a professional workplaces, then that behavior is also inappropriate on the professional social media site;

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- b. LCPS employees must exercise caution, sound judgment, and common sense when using professional social media sites.
- c. It is recommended practice for professional social media sites to be private networks, unless there is a specific educational need for the site to be a public network.
- d. To the extent possible, based on the social media site being used, LCPS supervisors or their designees should be given separate administer rights providing limited access to the professional social media accounts established.
- e. As needed, schools can continue to inform families about newly created social media sites.
- f. Supervisors and their designees are responsible for maintaining a list of all professional social media accounts and those allowed to post within their particular school or office.
- g. Professional LCPS social media sites should include language identifying the sites as professional social media LCPS sites to differentiate from personal sites. For example, the professional sites can identify the LCPS schools, department, or particular grade that is utilizing the site.
- h. Professional social media communication must be in compliance with existing LCPS policies and applicable laws, including, but not limited to, prohibitions on the disclosure of confidential information and prohibitions on the use of harassing, obscene, discriminatory, defamatory or threatening language.

(continued)

LUNENBURG COUNTY PUBLIC SCHOOLS

- i. No personally identifiable student information may be posted by LCPS employees on professional social media sites. If images of students are to be posted online there must be an image release form on file at the school for each child featured.
 - j. LCPS students who participate in professional social media sites may not be permitted to post photographs or videos featuring other students without the approval of the teacher or other LCPS employee responsible for the site. It should be confirmed that there is an image release on file for these students.
 - k. It is not recommended that LCPS employees post photos of other LCPS employees on professional social media sites without prior permission of the photographed employee.
4. Monitoring of Professional Social Media Sites
- a. LCPS supervisors, or their designees, are responsible for monitoring and providing feedback regarding their employees' professional social media sites. The monitoring responsibilities include reviewing the professional social media sites on a regular basis. If supervisors discover questionable communications or behavior on professional social media sites, they are required to contact the appropriate authorities for assistance.
 - b. LCPS supervisors (i.e., principal/designee, network point, superintendent) reserve the right to remove posting and/or disable a page, of professional social sites that do not adhere to the law or do not reasonably align with this policy. If the default setting for comments is turned on, allowing any user to post a comment without review, the comments on the site should be monitored regularly.
 - c. Employees using professional social media have not expectation of privacy with regard to their use of such media. LCPS supervisors, or their designees, will regularly monitor professional social media sites to protect the school community.

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- d. LCPS supervisors should maintain a detailed log of all reported noncompliant communications as well as any violations that are otherwise brought to the supervisor's attention. Such reports of non-complaint communications should be immediately shared with the LCPS employee so that the LCPS employee may take corrective action, if necessary and if possible.

5. Press Inquiries

- a. Any press inquiries received via professional social media sites should be referred to the LCPS Central Office.

E. Personal Social Media Use

1. Communication with LCPS Students

In order to maintain a professional and appropriate relationship with students, LCPS employees should not communicate with students who are currently enrolled in LCPS schools on personal social media sites. LCPS employees' communication with LCPS students via personal social media is subject to the following exceptions: (a) communication with relatives and (b) if an emergency situation requires such communication, in which case the LCPS employee should notify his/her supervisor of the contact as soon as possible.

2. Guidance Regarding Personal Social Media Sites

LCPS employees should exercise caution and common sense when using personal and social media sites:

- a. Personal social media use, including off-hours use, has the potential to result in disruption at school and/or the workplace, and can be in violation of LCPS policies and law.
- b. The posting or disclosure of personally identifiable student information or confidential information via personal social media sites is prohibited.
- c. LCPS employees should not use the LCPS's logo or make representations that their personal social media sites speak in an official LCPS capacity. Use of the LCPS logo that is automatically populated on personal social media sites, such as LinkedIn, is permitted.

- d. Notwithstanding the guidelines above, postings by a LCPS employee may be protected activity under applicable labor laws and collective bargaining agreements.

F. Applicability of LCPS Policies and Other Laws

1. This Policy provides guidance intended to supplement, not supersede, existing LCPS policies and laws. Users of professional social media sites must comply with all applicable federal, state and local laws, including, but not limited to the Children's Online Privacy Protection Act (COPPA) (<http://business.ftc.gov/privacy-and-security/children>), Family Educational Rights and Privacy Act (FERPA) (<http://www2.ed.gov/policy/gen/gid/fpco/index.html>), and intellectual property laws.
2. This Policy is not designed to serve as a code of conduct for social media use and do not constitute separate bases for potential discipline. However, all existing LCPS policies, regulations and laws that cover employee conduct may be applicable in the social media environment.
3. LCPS employees who are mandated reporters are required to abide by the same reporting responsibilities in social media context.

G. Additional Inquires

This document is meant to provide general guidance and does not cover every potential social media situation. Should any questions arise, please consult with the LCPS Central Office at 434-676-2467.

Adopted: September, 2017

Amended: January, 2018

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: March, 1992.
Amended: September, 2002
Amended: February, 2013
Amended: February, 2018

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

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SCHOOL LIBRARIES/MEDIA CENTERS

LIBRARY USE

A. Purpose

School libraries shall be for the basic purpose of making readily available to students basic and supplemental materials by which their lives may be enriched.

Students should be encouraged to make extensive use of the library and shall be instructed in the proper use and care of the materials contained therein.

B. Availability

All school library facilities and professional personnel shall be available for students both during the school day and for such time as before and following the school day as is necessary to fulfill the needs of the students and teachers.

The Board encourages the use of school libraries during the vacation months to the extent that it is economically feasible and the use by students warrants same.

C. Librarian

The librarian is responsible for the library, its contents, and the discipline within the library. The librarian shall have the same authority as the teacher. Any continual disruptive behavior shall be brought to the attention of the principal. Whenever a classroom teacher is with the group, the teacher shall be responsible for the behavior and discipline of the group.

D. Selection of Materials

The faculty of each school shall participate in the selection of materials as funds become available.

Issued: March, 1992

DIVISION TECHNOLOGY SYSTEM

The Lunenburg County School Board is committed to the development and establishment of a quality, equitable, and cost effective division-wide technology system. The purpose of the system shall be the advancement and promotion of learning and teaching.

1. TECHNOLOGY PLAN

The Board recognizes that careful planning is essential to ensure the successful, equitable and cost-effective implementation of technology-based materials, equipment, and networks. Given the need for planning, the superintendent or designee shall develop a plan to address the short and long-term technology needs of the division and provide for compatibility of resources among school sites, division offices, and other division operations. In creating this plan, the superintendent or designee shall examine and compare the costs and benefits of various resources and shall identify the blend of technologies and level of service necessary to support the instructional program.

The superintendent or designee may appoint a technology committee to assist with the above investigations and determinations, and may employ a technology consultant to aid in development of the division's system.

II. SYSTEM USE

The superintendent shall establish administrative regulations for the use of the division's system.

Failure to abide by division policy and administrative regulations governing use of the division's system may result in the suspension and/or revocation of system access. Additionally, student violations may result in discipline up to and including expulsion. Staff violations may also result in discipline up to and including dismissal. Fees, fines or other charges may also be imposed.

Adopted: February, 1997

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 achieved 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 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 otherwise inappropriate for 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;

(continued)

- (4) provisions establishing that all usage of the computer system may be monitored;
- (5) provisions designed to educate students and employees about appropriate online behavior, including interacting with students and other individuals on social networking websites and in chat rooms and 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 on 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, 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: February, 1997
Amended: August, 1999
Amended: November, 2001
Amended: April, 2005
Amended: July, 2006
Amended: May, 2009
Amended: May, 2010
Amended: May, 2013

Legal Refs: Code of Virginia, 1950, as amended, §§ 18.2-372,
18.2374.1:1, 18.2-390, 222.1-70.2, and 22.1-78

18 U.S.C. §§ 1460, 2256.
47 U.S.C. § 254.

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

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ACCEPTABLE COMPUTER SYSTEM USE

**Lunenburg County Schools
Acceptable Use of Technology**

Technology in the Lunenburg County Schools offers enhanced learning opportunities. Technology resources include, but are not limited to, computers, printers, software, online catalogs, network file servers, data files, a division-wide e-mail system, and access to the Internet. Internet and computer network and non-network access is available to authorized students, teachers and other staff. The school division provides technology resources for education purposes only. Some worldwide resources available on the Internet, however, are not of educational value in a school setting. A Technology Acceptable Use Policy serves to protect the interests of the school division and its technology resources users.

Authorized Users

Students and employees of Lunenburg County Schools who complete and sign the technology resource use agreement are *authorized users* or *users* of the school division's technology resources.

Students and Parents

Students and their parents or legal guardians shall receive and sign an acknowledgment of this Policy and return it to the appropriate individual school. The school shall maintain an accurate record of those who have returned the signed acknowledgment and shall respond accordingly. Students or staff not returning a signed AUP agreement will not be allowed access to technology resources available in Lunenburg County Public Schools.

Technology Privilege

Use of the Lunenburg County Schools Internet and technology infrastructure (computers, network file servers, and network wiring) is a privilege, not a right. Inappropriate use will result in an immediate termination of access and other privileges relating to use. Inappropriate use may also result in disciplinary action (up to and including suspension or expulsion for students or formal reprimand or dismissal for staff) as well as potential civil or criminal liability and prosecution. Administration, faculty, or staff may request that the network systems administrator deny, revoke or suspend specific user access in the event of violation of this policy.

(Continued)

Violations

Use of technology resources or transmission of any material in violation of any federal or state law is strictly prohibited. Also prohibited is the use or transmission of material protected by federal or state intellectual property laws; copyrighted material; licensed material; threatening, harassing or obscene material; and/or pornographic material. In addition, users are prohibited from accessing or attempting to access, using or attempting to use, the Internet or other computer network or non-network facilities for any other unauthorized purposes. This includes but is not limited to commercial activities, introduction of viruses, and manipulation or corruption of systems, files and other related resources. Any illegal activities will be reported to the appropriate agencies.

Liability

The Lunenburg County Schools cannot guarantee the availability of technology resources. The school division will not be responsible for any information that may be lost, damaged, or unavailable due to technical or other difficulties.

The school division does not ensure that all electronic transmissions are secure and private. The school division does not guarantee the accuracy or quality of information obtained. The school division cannot fully control or censor illegal, defamatory, or potentially offensive materials that may be available to the user on systems accessible through technology resources in the Lunenburg County Schools. Every effort will be made using filtering software and teacher supervision to control access to inappropriate sites and resources. In accordance with CIPA (Children's Internet Protection Act) Internet filtering software is in place to prevent access to:

- child pornography as set out in Va. Code § 18.2-374.1:1 or as defined in 18 U.S.C. § 2256
- obscenity as defined by Va. Code § 18.2-372 or 18 U.S.C. § 1460; and
- material that the school deems to be harmful to juveniles, as defined in Va. Code § 18.2-390, material that is otherwise inappropriate for minors as defined in 47 U.S.C. § 254 (h) (7) (G), and material that is otherwise inappropriate for minors.

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School Division Responsibilities

Technology Access and Use

The school division will provide access to technology resources. Users should be aware that use of these resources may be monitored in order to provide an acceptable level of service to all users. Users should also be aware that data that resides on, or passes through, the school division's technology infrastructure (computers, network file servers, and network wiring) is subject to review. In order to maintain system integrity and to ensure users are using the system responsibly, network administrators may review files and communications without prior notice or permission of the user. Users should not expect that files stored on district resources will always be private.

Proper Use

School division staff will provide instruction on proper use of technology resources, including areas of proper care of equipment, management of resources (time and materials), search strategies, user safety, copyright laws, and computer etiquette. Staff shall report any incident of harassment or any other unauthorized or inappropriate use of school division technology resources to the building or department administrator who will report the incident to the Division Coordinator for Technology.

Electronic Mail

The school division will provide access to electronic mail for all staff members.

Students will not be issued individual school e-mail accounts; students may only access electronic mail through outside individual accounts. The teacher will directly supervise individual student use of the account.

Students who have electronic mail accounts from sources outside the school division will have limited supervised access to those accounts using the school division's resources.

Web Pages

The school division will provide resources to host class/activity Web pages. Such pages must contain only educationally relevant material and must adhere to all applicable school division guidelines, policies, and regulations. Students may only post information to Web pages under the direct supervision of a staff member.

(Continued)

because they will be creating Web pages that depict school activities and projects, students will at times include pictures of themselves or other students within a document. In these instances, picture captions or references will identify the activity or class and will not identify students individually by complete name. Such pictures will illustrate the activity and will not present portraits of the individual students. If a Web document text does include the name of a student, only the first or *called* name of the student will be used. A *called* name is the name by which the student is called in class. It may be a diminutive version of a given name, a middle name, a set of initials, or a combination. At no time will a student's full name, address, or other focused identifying information be used.

User Responsibilities

Technology Use

Users will only use technology for school-related purposes. Users will use resources in a responsible, ethical, and legal manner. Provisions in the student code of conduct will apply to all student interaction with and use of technology resources. Users should not access, modify, or destroy other user's data without appropriate authorization. Users should not knowingly spread a computer virus, impersonate another user, violate copyright laws, install or use unauthorized software or downloads, damage or destroy resources, or intentionally offend, harass, or intimidate others. Staff members may not abuse their access to technology resources. Abuse may consist of either excessive or unacceptable use. A use is unacceptable if it conflicts with the school division's or individual school/department's purpose, goal, or mission or with a staff member's authorized job duties or responsibilities.

Internet Access

Users will only access the Internet under appropriate supervision. Users will view sites that directly relate to a school-related assignment, activity, or responsibility. Users should not use school technology resources to create, distribute, download, or view obscene, illegal, or inappropriate content. Users should immediately inform a staff member if they encounter material that is obscene, illegal, inappropriate, offensive, or otherwise makes them feel uncomfortable. Users should not use technology resources to engage in any commercial

(Continued)

activity including the purchase of goods and services; staff members may use technology resources to purchase school supplies and resources provided they follow established school division purchasing guidelines.

Electronic Mail

For personal safety reasons when communicating electronically, students shall only use their first or *called* name. Full names, home phone numbers, addresses, or other personal identifying information shall not be revealed without written parental and teacher permission.

Users should use electronic mail responsibly. Users should not create, distribute or forward chain letters, offensive messages, harassing messages, or messages that contain false information. Users must obtain the owner's written permission prior to distributing copyrighted material.

The electronic mail system and all of its constituent software, hardware, and data files (the "System") is owned and controlled by the school system and is its property.

In order to protect the interests of the school system, its employees and students, the school system reserves the right to access and disclose, without prior notice or permission from the user, the contents of any account on its System. Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the Network Systems Administrator. In no event should any user ever download any file attached to any Internet-based message unless the user is certain of that message's authenticity and the nature of the files so transmitted.

Network Use

Users will use resources responsibly. Users will not give out passwords. Users should not disrupt network usage by others, should not monopolize technology resources, should not print excessively, and should not use excessive amounts of shared data storage space.

Users should immediately notify a staff member or school administrator if they are the subject of harassment while using technology resources or if they witness inappropriate use of technology resources.

(Continued)

**Lunenburg County Schools
Technology Resource Use Agreement**

I will use technology resources in a responsible, ethical, and legal manner. I will use technology resources only for school-related purposes.

I will not access, modify, or destroy other user's data without proper authorization. I will not knowingly spread a computer virus, impersonate another user, violate copyright laws, install or use unauthorized software or downloads, damage or destroy resources, or intentionally offend, harass, or intimidate others.

I will access the Internet only under appropriate supervision. I will only view sites that directly pertain to a school-related assignment. I will not use school technology resources to create, distribute, download, or view obscene, illegal, or inappropriate content. I will immediately inform a staff member if I encounter material that is obscene, illegal, inappropriate, offensive, or otherwise makes me feel uncomfortable.

I will not use technology resources to engage in any commercial activity including the purchase of goods and services. I will not give out personal information (full name, address, telephone number, etc.)

I will use electronic mail responsibly and only through an authorized account. I will not create, distribute or forward chain letters, offensive messages, harassing messages, or messages that contain false information. I will distribute copyrighted material only if I have the owner's written permission.

I will use technology resources responsibly. I will not give out my passwords. I will not disrupt network usage by others. I will not monopolize technology resources, use printing excessively, or use excessive amounts of shared data storage space. I will immediately notify a staff member or school administrator if I am the subject of harassment while using technology resources or if I witness inappropriate use of technology resources.

(Continued)

I understand that misuse of these privileges in any way will result in appropriate disciplinary action and possible suspension of the use of all technical equipment in the district.

Student Signature:

Date: _____

I have read the Lunenburg County Schools' *Technology Acceptable Use Policy*. I have discussed the policy with my child, and I give my child permission to use the technology resources according to the regulations set forth in that policy.

Parent/Guardian Signature:

Date: _____

Please print your student's name:

Grade: _____

Lunenburg County Schools
Staff Technology Resource Use Agreement

I have read and I understand the Lunenburg County Schools *Technology Acceptable Use Policy*. I will make every effort to hold students accountable to the policy and to report serious violations to my building administrator. I understand that my inappropriate use of technology resources can result in disciplinary action up to and including formal reprimand and dismissal.

Staff Signature:

Date: _____

Please print your name:

Last

First

Middle

Location: _____

Adopted: August, 2003

Amended: April, 2005

LETTER TO PARENTS:
ACCEPTABLE COMPUTER SYSTEM USE

Dear Parent or Guardian,

Lunenburg County Schools would like to offer your student access to our electronic communications system, Southside Virginia Webs, (<http://www.ssva.msnet.com>) and the schools' Wide Area Network. 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 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 is one of those tools. In fact, Virginia's new Standards of Learning require that students know how to conduct research and publish on the Internet. Students will be evaluated on these skills on standardized tests. Through the division's system, your student will have access to hundreds of databases, libraries, and computer services from all over the world. We accept the responsibility for teaching your student about his/her role as a "network citizen" and the code of ethics involved with this new "global community".

With this educational opportunity also comes responsibility for the student. It is important that you and your student read the enclosed division policy, administrative regulations and agreement form and discuss these requirements together. Please note that the Internet is an association of diverse communications and information networks. It is possible that your student may come across material of adult content, some of which you might find objectionable. The division takes a no tolerance approach to accessing such material. Precautions will be taken to prevent unauthorized access, but it is not possible to prevent such access completely.

Attached to this letter are the following documents:

- The division's Internet Policy and Acceptable Use regulations
- An agreement for your student to read and sign stating his/her agreement to follow division policies and regulations regarding the Internet. The agreement requires your signature and must be renewed each year and kept on file at the school.
- A form for you to use if you do not want any image of your child used in anything that may be published on the Internet.

Please review these materials carefully with your student before signing the required agreement form.

Sincerely,

Technology Coordinator

ACCEPTABLE COMPUTER SYSTEM USE AGREEMENT

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

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

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

Student/Employee Signature _____ Date _____

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

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

Parent/Guardian Signature _____ Date _____

Parent/Guardian Name _____
(Please Print)

PERMISSION of PUBLICATION
of STUDENT IMAGE

One very important component of a student's education today is the knowledge of how to publish and present data that has been collected on any given subject. Modern technologies give all students the ability to perform this task quickly and easily. Students in Lunenburg County Public Schools will have the opportunity to publish work that they have created internationally on the Internet through Southside Virginia Webs.

Incorporated into a student or teacher's work may be a drawn or photographed still, or video image of him/herself or others in the school. You as a parent or guardian of a student attending Lunenburg County Public Schools may have reason to request that no image of your child be published. We want to know if this is the case. Please sign the form below and return it to their classroom or homeroom teacher.

As a parent of a student in Lunenburg County Schools, I am aware that my child will be given instruction on how to publish and present data that they learn in school.

Yes, I give permission for my child's image to be used for school related, internet publications.

Child's name

School

Parent's signature

Date

No, I do not give permission for my child's image to be used in school related internet publications (including PTO programs, sports events, class projects and other school activities)

Child's name

School

Parent's signature

Date

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, care 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 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. Parent permission for such trips may be obtained for the entire athletic season or school year.

The Lunenburg 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.

Continued

Adopted: March, 1992.
Amended: February, 1993
Amended: February, 2012

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-176
Cross Ref.: JFCB Sportsmanship, Ethics and Integrity

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FIELD TRIPS AND EXCURSIONS

A. Generally

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. Trips shall be approved by the Superintendent or designee. Principals are expected to 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. Principals are also responsible for following all procedures established by the Superintendent in requesting approval of the trip. Only properly insured modes of transportation are to be used for school trips.

B. Overnight

Student trips out of state or requiring overnight accommodations must be approved at least thirty (30) calendar days in advance by the School Board and/or Superintendent. The thirty (30) calendar day requirement may be waived by the Superintendent or his/her designee in exceptional or necessary circumstances. Emergency approval shall be granted by the superintendent, and the School Board shall be notified as soon as possible. Only the overnight field trips recommended by the superintendent will be considered.

C. International Travel

The School Board does not endorse, sanction or approve any planned international travel. Such travel is strictly private and may not be made through the schools.

D. Privately Owned Vehicles Driven by Non-division Employees for Field Trips or Excursions are prohibited.

E. General Requirements For Travel

Chartered buses must be used for field trips traveling beyond 125 miles. School buses should be used as transportation for field trips traveling 125 miles or less, with the exception of VHSL (Virginia High School League) competitions or Middle School Conference Competitions.

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E. Chaperones

A minimum of one(1) adult chaperone per ten(10) students is required. Each chaperone must be 21 years of age or older. Additional chaperones may be required depending on the nature of the trip. Appropriate training/qualifications of chaperones is to be reviewed when unusual safety concerns are involved. Chaperones shall be provided with a list of students under their direction. Trip rules and itinerary shall be reviewed with each chaperone prior to the trip.

Adopted: June, 2008
Amended: February, 2012

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COMMUNITY RESOURCE PERSONS/SCHOOL VOLUNTEERS

The Lunenburg County School Board supports and encourages the active participation of parents and members of the community in providing and extending educational opportunities for children. The involvement of parents, 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.

Anyone wishing to serve as a volunteer in a school must first be approved by the principal of the school in which they plan to volunteer. In addition to a fingerprint check (Policy GCDA), they must also have a Social Services check conducted.

Adopted: March, 1992.
Amended: June, 2001
Amended: September, 2002
Amended: November, 2004
Amended: February, 2013
Amended: May, 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

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.

(continued)

LUNENBURG COUNTY PUBLIC SCHOOLS

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.

Academic and Career Plans

Schools develop a personal Academic and Career Plan for each seventh-grade student with completion by the fall of the student's eighth-grade year. Plans are developed for students who transfer from other than a Virginia public school into the eighth grade as soon as practicable following enrollment. Students who transfer into a Virginia public school after their eighth-grade year have an Academic and Career Plan developed upon enrollment.

The components of the Plan include, but are not limited to, the student's program of study for high school graduation and a postsecondary career pathway based on the student's academic and career interests.

(continued)

The Academic and Career Plan 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(s) designated by the principal. The Plan is included in the student's record and is reviewed and updated, if necessary, before the student enters the ninth and eleventh grades. The school meets its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the Plan.

Adopted: June, 1996
Amended: May, 2006
Amended: February, 2014
Amended: February, 2017

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

8 VAC 20-131-140

8 VAC 20-620-10

Cross Refs.: IGAD Career and Technical Education
JO Student Records

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LUNENBURG COUNTY PUBLIC SCHOOLS

PARENTAL ASSISTANCE WITH INSTRUCTION

The Lunenburg County 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: March, 1992.
Amended: May, 2003
Amended: June, 2004
Amended: June, 2008
Amended: February, 2014

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

Cross Refs.: 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:

1. Homework should be assigned after introduction and thorough explanation of the skills necessary to successfully complete the assignment.
2. Homework should be assigned in such a manner that it will be clearly understood by all students.
3. Homework should serve a valid purpose and be closely related to classroom activities.
4. A student's access to resource materials should be considered when making assignments.
5. 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.
6. Teachers should seek to determine the causes if a student regularly fails to complete assigned work. Teachers should not avoid giving homework because they believe students will not do the work.
7. Excessive homework, like the absence of homework, should be avoided.
8. Homework should not be used for disciplinary purposes.
9. Teachers and administrators should take appropriate steps to communicate with parents regarding the division's homework policy and to solicit their support.

(continued)

Adopted: March, 1992
Amended: September, 2002
Amended: June, 2008
Amended: February, 2014

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

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

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HOMework

In order to regulate the assignment of homework, the procedure below should be followed. The principal should supervise this phase of the instructional program.

Elementary

1. At the primary level, grades 1-3, homework assignments may be less than one hour.
2. In grades 4 and 5 homework assignments should be for approximately one hour. In departmentalized grades, this will necessitate close coordination and cooperation among the teachers.

Middle and High Schools

1. In grades 6 - 8 an average of 20 minutes out-of-class preparation is expected for each academic subject per school day. In grades 9-12 an average of 30 minutes out-of-class preparation is expected for each academic subject per school day.
2. Major tests, six weeks' tests, examinations, projects, term papers, book reports, and required reading may add to this time.
3. In non-academic courses the out-of-class preparation will depend upon assigned activities, projects, practices, and the curriculum of the specific course.

Guidelines for Parental Instructional Assistance

Parents should provide a good learning environment in the home.

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

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

(continued)

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 of elementary school students may help by:

- Finding books and other research materials.
- Reading aloud spelling and vocabulary lists.
- Checking work for neatness and completeness.
- Providing books, magazines and other leisure reading materials.
- Asking the child to explain a chapter from the science or social studies book or other reading assignments.
- Reviewing notes for a test.
- Helping students allocate time for long-term assignments.
- Encouraging students to meet deadlines.
- Reading with or to the student.

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

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

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

Issued: March, 1992.

ACCELERATION

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

When students below the ninth grade successfully complete courses offered for credit in grades 9 through 12, credit is counted toward meeting the standard units required for graduation for students who enroll in high school as freshmen before July 1, 2018, as sophomores before July 1, 2019, as juniors before July 1, 2020 or seniors before July 1, 2021 provided the courses are equivalent in content and academic rigor as those courses offered at the secondary level. To earn a verified unit of credit for these courses, students below ninth grade level must meet the same requirements applicable to other students.

In any high school credit-bearing course taken in middle school, a parent may request that the grade be omitted from the student's transcript and 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: March, 1992.
Amended: June, 1998
Amended: September, 2002
Amended: February, 2011
Amended: May, 2015
Amended: May, 2016

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

8 VAC 20-131-50.
8 VAC 20-131-90.

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

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THE VIRGINIA ASSESSMENT PROGRAM AND GRADUATION REQUIREMENTS

I. 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 Lunenburg 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 diploma 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.

Lunenburg County 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

(Continued)

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. Student 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 or Credit

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

(Continued)

Verified Unit or Credit

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

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

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.

(Continued)

Adopted: March, 1992.
Amended: August, 1993
Amended: December, 1993
Amended: June, 1998
Amended: November, 1998
Amended: August, 1999
Amended: June, 2000
Amended: April, 2001
Amended: September, 2001
Amended: May, 2003
Amended: June, 2004
Amended: June, 2005
Amended: May, 2006
Amended: July, 2006
Amended: June, 2007
Amended: May, 2010
Amended: February, 2013
Amended: May, 2014
Amended: February, 2016
Amended: May, 2016
Amended: February, 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 20-131-110

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 Assessment

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LOCALLY AWARDED VERIFIED CREDITS

Generally

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

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

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

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

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 Lunenburg County 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.

(Continued)

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

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

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

The School Board must choose one of the following statements:

The decision of the review panel will be final.

OR

The decision of the review panel may be appealed to the school board in accordance with regulations developed by the board.

Adopted: May, 2003
Amended: June, 2004
Amended: January, 2007
Amended: May, 2013
Amended: September, 2013
Amended: February, 2014
Amended: September, 2015
Amended: May, 2016

Legal Refs.: 8 VAC 20-131-5.
8 VAC 20-131-50.(Virginia Register of Regulations
May 6, 2013)
8 VAC 20-131-110.

(Continued)

*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).*

INDEPENDENT STUDY

The Independent Study Program provides an opportunity for conscientious seniors to schedule a supervised activity/study during a block of the school day. The supervised activity or study must focus on educational experiences not provided through regular classes at the high school. Sponsors might include the following: hospitals, law firms, schools, or nonprofit organizations.

The Independent Study carries a Pass/Fail grade and one Carnegie Unit of high school credit. The grade is determined by the site supervisor and school administrator based on how well the student has met the objectives of the course.

Two weeks prior to the semester before the course is to begin

1. The student must obtain written permission to engage in an independent study from an organization and site supervisor.
2. The student must submit a letter from his or her parent or guardian agreeing to let the student participate in the program.
3. The student must develop a plan of action or a proposal for the study and submit it to the supervisor and school administrator for approval.

The following two state guidelines must also be adhered to:

1. The content of the course for which credit is to be Awarded must be comparable to 140 clock hours of instruction; and
2. Upon completion, the student must have met the aims and objectives of the course.

At their discretion, the administration and/or School Board reserve the right to deny or require a modification in a proposal.

Adopted: February, 2003

PROMOTION, RETENTION AND PLACEMENT OF STUDENTS

A. Generally

The school board recognizes that the promotion, retention and placement of students are important school decisions based on the academic progress of the student.

The following criteria are established for the elementary, middle and high school levels.

B. Elementary School K-5

Promotion, retention, or placement of students is based on the student's academic achievements and the recommendations of the student's teacher. While the primary responsibility regarding this decision is vested with the teacher, the final authority rests with the principal.

The following factors will be considered in determining promotion, retention or placement of students:

- Academic Performance as assessed by standard school and state assessment tools
- Failing more than one major subject, or working below grade level in one or more subjects
- Failing reading or not reading on/or near grade level
- Social/Emotional levels of student - chronological age, maturity, effort, and attendance will be used to determine a child's placement, (promoted, placed or retained)

C. Middle School 6-8

- Promotion from one grade level to another is based upon satisfactory academic achievement, SOL scores, ability, chronological age, effort, attendance, handicaps, and the probable effect of the promotion or retention on the students.

(Continued)

In order to be promoted, the student must pass English, math, science, social studies, and one other credit class.

D. High School 9-12

- Students in Grades 10, 11, 12 in 1998-99 and beyond

The standards established for promotion and for homeroom placement are:

Grade 10 - 5 units (must include English 9)

Grade 11 - 10 units (must include English 10)

Grade 12 - 14 units

Students are encouraged to read the Lunenburg County Policy Manual located in the library concerning classification of students.

To advance to the next grade, a student in Grades 9-12 must pass English and must have accumulated the specified units of credit. The only exception is that a student who has failed English 11 may advance to Grade 12, provided that he/she repeats English 11 while taking English 12.

- Students in Grade 9 in 1998-99 and beyond

Grade placement is based on the following criteria:

5 units to be promoted from Grade 9 to 10 (English 9 plus 4 additional units)

10 units to be promoted from Grade 10 to 11 (English 9 and English 10 plus 8 additional units)

14 units to be promoted from Grade 11 to 12 (The student must be able to complete all remaining graduation requirements.)

In order to maintain eligibility for the Advanced Studies Program students will need a minimum of 16 units upon entering the 12th grade.

Adopted: May, 2001
Amended: May, 2002
Amended: August, 2003

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, 2020, as juniors before July 1, 2021 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" or "standard credit awarded for a course in which the student successfully completes 140 clock hours of instruction and the requirements of the course. The Lunenburg 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 1(one). Students may earn fractional credits via waiver.

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

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

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

(Continued)

Procedures

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

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

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

Students who meet the following criteria are eligible to see standard units of credit via waiver of the 140-clock-hour requirement.

Miscellaneous

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

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

Students who attain credit by waiver of the 140-clock-hour requirement will receive a grade for the course. The course will be graded on a pass/fail basis.

The fact that a student has received credit via waiver will be reflected on the student's transcript.

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

Waivers are available by three pathways.

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

(Continued)

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

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

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

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

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

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

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

3. Demonstrated achievement via national or international assessment

(Continued)

The assessment must:

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

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

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

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

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

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

Appeal Process

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

(Continued)

Lunenburg County Public Schools

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

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

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

The decision of the review panel will be final.

Continuing Role of State Assessments

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

Adopted: February, 2016

Amended: May, 2016

Amended: May, 2017

Amended: February, 2018

Legal Refs: Code of Virginia, 1950, as amended, §22.1-53.13:4.

8 VAC 20-131-110.

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

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

REMEDATION RECOVERY PROGRAM

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

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: April, 2001
Amended: June, 2001
Amended: June, 2004
Amended: February, 2013

(continued)

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

8 VAC 20-131-30.C

8 VAC 20-131-280.

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

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

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RETAKING SOL ASSESSMENTS

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

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

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

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

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

Adopted: April, 2001
Amended: June, 2004
Amended: February, 2013
Amended: February, 2016

Legal Ref.: 8 VAC 20-131-30.
8 VAC 20-131-110.

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

Cross Refs.: IKF Standards of Learning Tests and Graduation
Requirements
IKG Remediation Recovery Program
IL 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 elementary school students being tested to disclose their race or ethnicity on such tests. School division personnel, however, may obtain such information from a student's permanent record and place the information on the test or assessment.

Adopted: March, 1992.
Amended: June, 1997
Amended: June, 2000
Amended: June, 2001
Amended: September, 2002
Amended: June, 2004
Amended: May, 2011
Amended: September, 2015

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

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TESTING PROGRAMS

Any school desiring to begin using any commercially prepared and/or standardized tests other than those which are a part of the state-wide testing program should request the approval of the Superintendent prior to the acquisition and use of the tests.

A request for approval is not necessary for any testing program which originates from the central office, nor is approval necessary for those tests that are a part of an adopted textbook program already in use.

Issued: March, 1992

TEACHING ABOUT CONTROVERSIAL ISSUES

The Lunenburg School Board recognizes that preparation for effective citizenship is one of the major purposes of education. The preparation for effective citizenship includes the study of issues that are controversial. Such study will be carried out in an atmosphere free from bias, prejudice, or coercion.

In teaching about controversial issues, teachers are expected to:

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

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

Adopted: March, 1992.
Amended: November, 1996
Amended: February, 2012

Legal Ref.: Code of Virginia, 1950, as amended, section
222.1-78

Cross Ref.: KF Distribution of Information/Materials

OUTSIDE SPEAKERS

Generally

The school board encourages the practice of bringing in guest speakers who will offer thought-provoking addresses to our students. It is assumed such speakers will not go beyond the boundaries of civility, decency, and democracy.

The board recognizes that school administrators and principals cannot be held accountable for each work expressed by a speaker without requiring advance submission of the speech. Requirement of such submission would be intolerable, censorship and impractical.

Classrooms

Teachers desiring to invite outside speakers to present pertinent information to their classes should be guided by the age of the students and the relationship of the materials to be presented to the instructional program. Teachers shall obtain the permission and the advice of the principal prior to extending any invitations to outside speakers.

Assemblies

Outside speakers invited or engaged to speak before any school assembly shall be approved by the principal prior to any commitment. He shall evaluate the subject to be covered, the background of the speakers and the value such a program might give to the total instructional program in making his decision.

Assemblies during the school day where outside groups or speakers might be engaged in order to raise funds shall be extremely limited. They must still conform to the criteria above.

OUTSIDE SPEAKERS

Classroom

Before bringing persons from outside the school into the classroom for the purpose of speaking, etc., the teacher shall obtain permission from the principal. If the principal has any questions, he/she shall contact the Superintendent of schools.

RELIGION IN THE SCHOOLS

The Lunenburg County School board is neutral in matters of religion. This means that the Lunenburg County Public 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 Lunenburg County Public 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: March, 1992
Amended: June, 2001
Amended: June, 2004
Amended: April, 2005
Amended: July, 2006
Amended: February, 2014

Legal Ref: U.S.Const.amend.1

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

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LUNENBURG COUNTY PUBLIC SCHOOLS

RELIGION IN THE SCHOOLS

In considering the role or the absence of the role of religion in the Lunenburg County Schools, it is important to remember that the First Amendment of the United States Constitution does not forbid all mention of religion in public schools. It is the advancement or inhibition of religion that is prohibited. Nor are the public schools required to delete from curriculum all materials that may offend any religious sensitivity. For instance, studying music without sacred music, architecture minus cathedrals, or painting without scriptural themes would be incomplete from any point of view. There is nothing unconstitutional about the use of religious subjects or materials in public schools as long as they are presented as part of a religiously neutral program of education. Teaching against religion is as intolerable as teaching specific religious beliefs.

No religious belief or systems denying or objecting to belief should be promoted by the school division and none should be disparaged. It is essential that teaching about - and not of - religion be conducted in a factual, objective, and respectful manner. Because knowledge of religious institutions and beliefs is critical to understanding human experience, past and present, an education excluding consideration of religion would be inadequate. Study about religion should offer students the opportunity to become informed about the religions of our culture and of other cultures. Moreover, such study may include the impact and role of religions in the development of civilization.

It is both possible and desirable to educate students about the principle of religious liberty as one of the central elements of freedom and democracy in America and to acknowledge its unique place in our national and individual lives. The right and responsibility for teaching and presenting sectarian or religious beliefs is the province of the home and religious institutions. A variety of religious beliefs, as well as systems denying or objecting to belief, enriches the fabric of American culture. Lunenburg County Schools should use every opportunity to foster understanding and mutual respect among students and parents, whether it involves race, culture, economic background, or religious beliefs. School personnel should avoid actions which operate to single out and isolate the "different" pupils and thereby serve to embarrass and harass children because of their personal views. Simply permitting a student to be excused from classroom activities involving religious content, ceremony, or celebration may not foster such understanding and respect, but may subject students to a cruel dilemma. Some children may avoid

(continued)

their right not to participate because of an understandable reluctance to be stigmatized as non-conformists on the basis of their request.

In order to ensure that Lunenburg 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 Lunenburg 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

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- 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.
2. School Hours - "School hours" includes the time from one-half hour before school until one-half hour after school.
 3. 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.)

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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 area 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 Lunenburg 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.

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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 INB, 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 KG, 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).

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Challenge Procedure

The challenge procedure associated with policy INB-R, 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: March, 1992.