

REGULATIONS

IA -R

Plus and minus grades will not be used when calculating Grade Point Average (G.P.A.)

I -- Incomplete

WP – Withdrew Passing

WF – Withdrew Failing

(In no instance will a teacher give a student a grade above 100. Teachers may give students with low scores bonus points for extra work but the total grade must not exceed 100.)

- A -- This mark indicates that the student has given evidence of genuine interest and has achieved in excess of the standards set forth for satisfactory progress.
- B -- This mark indicates that the student has given evidence of interest by doing work in quality above the standards established for a passing grade.
- C -- This mark is a satisfactory passing grade. It indicates that the student has acquired the ability to proceed in the subject and can use the ability where required.
- D -- This mark indicates that the student has not acquired the ability to proceed efficiently to the next stage of the subject. This is the lowest passing grade.
- F -- This mark indicates that little or no progress has been made in the subject. It is a failing grade and is so recorded on the student's cumulative record.

1. Units marks are evaluated as follows:

- A – 4 points
- B – 3 points
- C – 2 points
- D – 1 point

2. Teachers should strive to be fair, honest, and accurate in arriving at grades for students. A student is always entitled to know why he or she received a particular grade. A nine-week grade should be derived from a variety of activities and tasks. A teacher should have a minimum of ten grades (preferably more) for each student each nine-week grading period.

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Grading Scale:

A – 93-100

B – 85-92

C – 77-84

D – 70-76

F – 69-0

Effective: May 9, 2006

REGULATIONS

IF-R

Multicultural Education in Amelia County

An education that is multicultural provides an opportunity for students to investigate the relationship among various cultural factors so that students acquire knowledge of self and others.

This education involves both a process and a product. The process extends and compliments the State of Virginia Standards of Learning and local curriculum.

It is a continuous, integrated multiethnic, interdisciplinary process for educating all students about diversity and commonality. Diversity factors include but are not limited to race, ethnicity, religion, age, gender, socioeconomic status, family structure, language and persons with disabilities.

It is an education that provides an opportunity for students to acquire the skills that will enable them to live, learn and work in an interdependent, global society by fostering mutual respect, appreciation, knowledge, acceptance, tolerance and understanding of beliefs, values, customs and history/heritage.

The process is complimented by student, parent and community support of multicultural initiatives.

Effective: February 2002

REGULATION

IGA-R

Basic Instructional Program Reading

The acquisition of reading skills is among the most important that a child can obtain in primary and elementary education. The goal of the Amelia County primary and elementary reading program is for all students to read on or above grade level upon entering the third grade and to maintain on or above grade level reading performance in grades 3 through 12. From Kindergarten through second grade students learn to read, and starting at third grade and throughout life, students read to learn.

Prior to initial placement in a reading program, each student will be assessed using the approved reading placement test. Other indicators considered will include prior reading class performance, prior reading placement, and other grade appropriate reading assessments. Parents will be given access to assessment results and general areas assessed. The specific assessment content, however, cannot be shared with parents. Kindergarten students will be assessed during the first three weeks of school and will be assigned reading placement at that time. If the placement of a specific reading group is in conflict with any other criteria or curriculum, the reading group placement will be given priority.

Direct reading-instruction classes will be provided at each grade level. The number of class sections for direct reading-instruction will be determined using prior end-of-year student reading performance information.

Students who are in a basal reading class for the 2007-08 school year may opt to continue in that program for the 2008-09 school year or opt for direct reading-instruction.

In the spring of 2009, all students in grades K-6 will be given a national, norm-referenced reading assessment. Beginning with the 2009-2010 school year, students that are a full year above grade level at the beginning of the school year may choose either the direct instruction program or the basal program. **Reading level and placement for the following school year will be determined in May of each year. One full year above grade level will be determined by at least two out of three of the following indicators: (1) reading a full year above grade level in the direct instruction reading program. If a student has not been in the direct instruction reading program, the program placement test will stand in its place; (2) scoring a full year above grade level on the latest STAR test; and (3) scoring on or above the 90th percentile on the latest AIMSweb assessment.** In all cases, it is the responsibility of the reading specialist to review data and performance and determine student reading placement. **While the tests will not be re-administered during the same testing period**, reading placement concerns may be reviewed by the principal. **Parents who do not agree with the reading placement may at their own expense contract a mutually agreed upon independent reading assessor that is licensed to administer Woodcock-Johnson Diagnostic Reading Battery or Stanford 10 Achievement Test of Reading and have the results mailed to the Reading Specialist. If the independent assessment demonstrates that the student is a full year above grade level in reading, the student will be given the reading program option.** Students entering Kindergarten in the fall of 2009 will be tested during the first three weeks of school and placed accordingly.

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Skills Children Should Have Before Starting Kindergarten

<p style="text-align: center;">Reading Readiness:</p> <ul style="list-style-type: none"> -Remembers pictures from a printed page -Repeats a six to eight word sentence -Pretends to read (and has been read to frequently) -Identifies own first name in writing -Prints own first name -Answers questions about a short story -Looks at pictures and tells a story -Holds printed material in the correct position -Understands that one reads from left to right -Identifies front and back cover of a book 	<p style="text-align: center;">Size, Position and Direction Understands:</p> <ul style="list-style-type: none"> -Big and Little -Long and short -Up and down -In and out -Front and back -Over and under -Hot and cold -Empty and full -More and less -Fast and slow -Top and bottom 	<p style="text-align: center;">Social-Emotional Development:</p> <ul style="list-style-type: none"> -Expresses self verbally -Identifies other children by name -Can be away from parents for 2 to 3 hours -Looks forward to going to school -Can take care of toilet needs independently -Cares for own belongings -Dresses self -Brushes teeth -Joins in family conversation -Carries a plate of food -Maintains self control -Gets along with other children -Recognizes authority -Shares with others -Talks easily -Meets visitors without shyness -Puts away toys -Helps with family chores -Works independently
<p style="text-align: center;">Knows:</p> <ul style="list-style-type: none"> -Letters of the alphabet -Some nursery rhymes -The meaning of simple words 	<p style="text-align: center;">Colors and Shapes Recognizes:</p> <ul style="list-style-type: none"> -Primary colors -Triangles, circles, squares/rectangles 	<p style="text-align: center;">Knows:</p> <ul style="list-style-type: none"> -Body parts -Own first name -Own last name -Parents' names -Home address -Home phone number -When to use a handkerchief -Own sex

REGULATION

Time:	Numbers:	
-Understands day and night -Knows age and birthday	-Counts to 10 -Can count objects	
Listening and Sequencing:	Motor Skills Is Able To:	
-Follows simple directions -Pays attention -Recognizes common sounds -Retells a simple story in sequence	-Run -Walk a straight line -Jump -Hop -Alternate feet walking downstairs -March -Stand on one foot 5 to 10 seconds -Walk backward for 5 feet -Throw a ball -Paste pictures on paper -Clap hands -Button clothes -Build with blocks -Complete simple puzzles (five pieces or fewer) -Draw and color beyond a simple scribble -Zip clothes -Control pencil and crayon well -Handle scissors -Cut and draw simple shapes	
Repeats:		
-A sequence of sound -A sequence of orally given numbers		

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Kindergarten Reading Goals and First Grade Entrance Expectations

- 100% recognition of upper and lower case letters
- 100% writing of upper and lower case letters
- 100% match of consonant sounds to the correct lower case letter
- 100% match of short vowel sounds to the correct lower case letters
- 100% identification of the beginning consonant in a single syllable word
- 100% recognition of 34 words from the kindergarten words list
- 100% recognition and writing of the student's own first and last name

By striving to meet the overall SRA kindergarten reading program goal of all students mastering (at least 80%) the reading program up to the Plus One series at lesson 70 by the end of the kindergarten year, all of the above expectations should be met. There are 34 of the words from the kindergarten word list that are not aligned with SRA instruction. The 34 words should be taught to mastery separately from the SRA program.

All student progress is reviewed with the SRA program monthly based upon mastery tests and lessons taught compared to the projection line in order to arrive at Plus One series at lesson 70 by the end of the year. The review process will be used to adjust program pacing and the amount of reading instruction students receive at various levels.

The 34 kindergarten word list is as follows:

come	play	pink	green	yellow
blue	brown	black	white	orange
purple	gray	look	not	big
I	like	my	you	but
where	what	yes	by	one
two	three	four	five	six
seven	eight	nine	ten	

Adopted: November 2006
Revised: July 2008

REGULATIONS

ADVANCE PLACEMENT CLASSES AND SPECIAL PROGRAMS

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 Amelia County Public Schools for the cost of the course.

Revised: April 6, 2016



Amelia County High School Dual Enrollment Contract- 2016 - 17

Amelia County Public Schools provides opportunities for students to receive dual enrollment credit via programs including Southside Virginia Governor’s School, dual enrollment courses offered at ACHS, and programs on the campus of John Tyler Community College. The cost of tuition and fees for the dual enrollment courses is paid by ACPS for students earning a grade of “C” or higher. Any student enrolled in dual enrollment classes choosing to drop a class must do so prior to the Drop/Add date set by the college. Students dropping a class after that date will receive an “F” in the course and must reimburse the school division for the cost of tuition. Students receiving a final grade below a “C” in any dual enrollment class must reimburse the school division for the cost of the tuition. Absences totaling more than 20% of a course’s semester class will result in automatic dismissal from the course and the student will be responsible for reimbursement to the division for the cost of the course(s).

Textbooks are purchased by ACPS and issued to students. Students not returning textbooks, or not returning textbooks in the same condition they were issued must reimburse the school division for the cost of the textbook.

I, _____, have signed up for the following dual enrollment class(es):
Print Student Name

Course Title	

Total Cost:

ACPS will pay the tuition for the classes listed above. I understand that I must reimburse ACPS for any course in which a grade of “D” or “F” is earned. I understand that I must reimburse ACPS for any textbook not returned in the same condition it was issued.

Student Signature Date

Parent Signature Date

School Representative Date

This form must be returned to the ACHS Guidance Department by August 15, 2016

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General Educational Development (GED) Testing

The GED tests may be given to persons who are in school and out of school. The following guidelines will be followed:

- A. A student enrolled in the public schools may take the GED tests if a letter from an official for the regular day school is submitted stating that the applicant meets the following provisions:

The applicant is currently enrolled in an alternative education or drop out prevention program; has been enrolled in such programs for at least six months; is within 90 days of completion of a program which will result in the acquisition of marketable skills; and that the class with which the applicant began has graduated.

- B. Certificates may be issued to adults who are no longer enrolled in regular day school programs and who meet the following minimum requirements:

1. Age: An applicant must be at least 18 years of age. Under special circumstances, which are considered by local school authorities to be justifiable, the age limit may be lowered if an applicant is legally withdrawn from school.

Notwithstanding the foregoing requirements, applicants below 18 years of age shall provide one of the following:

- a. A letter from an official of the regular day school last attended stating that the applicant has been legally withdrawn from school for a period of one year; or
- b. A letter from an official of the regular day school last attended stating that application has been legally withdrawn from school for a period of six months; and , a letter from a director of a high school review program stating that the applicant has successfully completed the program; or

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- c. A letter from an employer, a recruiting officer of the armed forces, or an admission officer of an institution of higher learning or post-secondary training institution stating that the applicant meets all requirements for employment or admissions with exception of General Education Development Certificates; and, a letter from an official of the regular day school last attended recommending the applicant be tested.
2. High School Credits: Not required
3. Residence: An individual must be a physical resident of the State of Virginia for a minimum of 30 days immediately prior to making application to take the test.
4. Minimum Test Scores: A standard score battery average of 45 (a total standard score of 225) with no individual test scores below 35.
5. Credit for Out-Of-State Scores: Test scores may be accepted for an approved GED battery of tests administered by an approved GED Center outside Virginia, provided the requirements established by the Commonwealth of Virginia for the issuance of a certificate have been fulfilled.

Legal Refs: State Department of Education, Handbook for Administration of the Virginia GED Program, April 1, 1980

Supts. Memo No. 134, June 22, 1988

Supts. Memo No. 102, August 21, 1991

Effective: February 2002

REGULATIONS

IIAA-R

Textbooks and/or Electronic Media

A. Adoption of Textbooks

Basal textbooks shall be adopted in Amelia County in accordance with the regulations of the State Board of Education. The principal of any school desiring to use a text not included on the officially adopted list shall seek permission of the Superintendent of schools before using the text.

Any basal textbooks adopted for use in Amelia County shall have a planned term of use of up to a maximum of six (6) years.

B. Sale of Textbooks

Textbooks may be sold at the retail price approved by the State Board of Education.

C. Disposal of Textbooks

In compliance with the Department of Instruction, textbooks may be disposed of that have been determined to be outdated.

D. Use of Technology Resources in Instruction

Technologies will impact instruction in two areas:

1. The teaching of traditional subjects.
2. The teaching of the skills necessary to use new technologies.

The teaching of traditional subjects with new technologies is part of an ongoing process to find media for specific instructional activities. Any teacher may request commercial software for preview through our school district's Department of Instructional Resources. Whenever possible, these materials should be evaluated by at least three teachers. If a majority of previewers recommend purchase of the software, the appropriate study committee must identify the portions of the curriculum enhanced by the software. Preview procedures for emerging technology materials would parallel this procedure.

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Desirable characteristics of purchases of software and hardware would include the following:

- Has high correlation to curriculum
- Complements district goals – both instructional and technological
- Affords easy replication of the implementation in other buildings of areas
- Involves a large number of students for a substantial period of time
- Utilizes funds from other sources
- Involves a large number of staff as opposed to an individual staff project
- Enhances teacher/student interaction
- Provides compatibility with existing technologies

In some cases the teaching of skills necessary to use new technologies may need to be added to the curriculum. This is true when the social impact of a technology is so significant that students need these skills to successfully function in society. The teaching of these skills should be integrated into the existing curriculum.

Legal Refs: Code of Virginia, 1950, as amended Sections 22.1-251, 22.1-246, 22.1-239 and 22.1-240.

Effective: February 2002 REGULATIONS

Revised: May 12, 2014

REGULATIONS

File: IIBEA-R/GAB-R

ACCEPTABLE COMPUTER SYSTEM USE

All use of the Amelia County School Division's computer system shall be consistent with the School Board's goal of promoting educational excellence by facilitating resource sharing, innovation and communication. The term computer system includes hardware, software, data, communication lines and devices, terminals, printers, CD-ROM devices, tape drives, servers, mainframe and personal computers, the internet and any other internal or external network.

Computer System Use-Terms and Conditions:

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

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

3. **Unacceptable Use.** Each user is responsible for his or her actions on the computer system. Prohibited conduct includes:

- using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any federal, state or local law.
- sending, receiving, viewing or downloading illegal material via the computer system.
- unauthorized downloading of software.
- downloading copyrighted material for unauthorized use.
- using the computer system for private financial or commercial gain.
- wastefully using resources, such as file space.
- gaining unauthorized access to resources or entities.
- posting material authorized or created by another without his or her consent.

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- using the computer system for commercial or private advertising.
- submitting, posting, publishing or displaying any obscene, profane, threatening, illegal or other inappropriate material.
- using the computer system while access privileges are suspended or revoked.
- vandalizing the computer system, including destroying data by creating or spreading viruses or by other means.

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

- Be polite.
- Users shall not forge, intercept or interfere with electronic mail messages.
- Use appropriate language. The use of obscene, lewd, profane, threatening or disrespectful language is prohibited.
- Users shall not post personal contact information, including names, home, school or work addresses, telephone numbers, or photographs, about themselves or others.
- Users shall respect the computer system's resource limits.
- Users shall not post chain letters or download large files.
- Users shall not use the computer system to disrupt others.
- Users shall not read, modify or delete data owned by others.

5. **Cyber Bullying.** Amelia County Public Schools is addressing cyber bullying by implementing a curriculum that teaches a safe and respectful school climate. Students will be informed that all forms of bullying are wrong and those who engage in harassing or threatening others will be subject to disciplinary actions.

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6. **Liability.** The School Board makes no warranties for the computer system it provides. The School Board shall not be responsible for any damages to the user from use of the computer system, including loss of data, non-delivery or missed delivery of information, or service interruptions.

The School Division denies any responsibility for the accuracy or quality of information obtained through the computer system. The user agrees to indemnify the School Board for any losses, costs or damages incurred by the School Board relating to or arising out of any violation of these procedures.

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

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

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

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

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

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Adopted: February 2002
Revised: September 13, 2011

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

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

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

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Complete this form for all pupil trips, regardless of method of travel. For any trip planned during the school year this form should be submitted in triplicate at least two (2) weeks prior to the scheduled trip.

PART I

Teacher (s) _____ Grade (s) _____

Class or Subject _____

Destination _____

Date Filed _____ Date of Trip _____

Departure Time _____ Return Time _____

Number of Students _____ Number of school buses needed _____

Number of adults _____

Total _____

Name of Bus Company _____

Total cost per pupil _____

PART II

Written permission from all parents concerned will be obtained and filed. No change will be made in the destination, purpose, date, bus or driver, without notifying the superintendent's office. Any damage or accident will be reported at once. One copy of this application will be returned, with the report of completed trip filled in, to the superintendent's office within three days after completion of trip.

I am convinced that this requested field trip is pertinent to current class activities, has been planned by teacher and pupils, is not primarily a pleasure trip, and will have a teacher-pupil follow-up which will justify it as a learning activity, contributing more to pupil growth than would a similar period spent in the classroom.

Signed _____
Principal

Approved _____
Superintendent

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PART III

How will this trip correlate with your curriculum? (If possible, cite specific objectives from your curriculum guide or State SOLs)

What instructional activities will be used to prepare students to benefit from this trip?

What activities will students participate in during the trip?

What instructional activities are planned for students upon their return which will reinforce, apply, or extend what they have learned?

How will students' learning be evaluated?

In your professional judgment, why is this trip the best way to teach the objectives cited above?

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Field Trip Procedures

The field trip procedures outlined in school faculty handbooks are satisfactory for trips that occur during the school day. Additional guidelines need to be added for trips that occur after school hours and on weekends.

I. Contact Person

Some one needs to be designated by the principal as the person to call in case of a problem on the trip. The sponsor in charge needs to be told who this person will be and be given a phone number to call. Parents should be told who to call in case of questions about the trip.

A report needs to be made when there are these problems:

- The bus will be late returning to school or arriving at the destination.
- A child or sponsor is injured.
- A child is lost.
- There is police involvement with the students or the adults.
- There is a bus accident.
- A child becomes seriously ill and requires medical attention.
- Any emergency or unusual occurrence.
- When inclement weather occurs during the trip. (Snow, ice, sleet, flooding, etc.)

II. Bus Driver

Bus drivers have been instructed on the procedures for them to follow in case of a school bus breakdown or accident. A copy of these procedures from the Bus Drivers' Manual are attached.

When the bus is close enough to Amelia the bus radio can be used.

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PART IV

This section is to be Completed and Returned After Trip

No. Pupils Taken _____ Bus No _____

Driver _____

Educational Values Realized _____

Principal _____

Teacher _____

Date _____

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IN CASE OF SCHOOL BUS BREAKDOWN OR ACCIDENT

1. If before 7:30 AM, call Transportation Foreman at 561-4428. If no answer call Supervisor of Transportation and Maintenance at 561-2781. If no answer there, call Supervisor services at 561-4286.
2. If after 7:30 AM, call the Bus Shop at 561-2632.
3. In the afternoon, call the Bus Shop at 561-2632. If no answer, call the School Board Office at 561-2621.
4. Give bus number, your location, and type of breakdown.
5. In case of accident (in addition to the above four items):
 - a. Call 911. 911 will put in a call to the Rescue Squad and Police.
 - b. Do not leave the scene of the accident! Let Safety Patrol or responsible student report the accident or breakdown, flag down a passing motorist
6. If substitute driver is needed, call Bus Shop Aide at 561-5173 before 6:00 AM if possible.

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At the Accident Scene

1. Telephone the police.
2. If anyone appears to be injured:
 - a. Telephone for an ambulance or arrange for other appropriate transportation to a hospital or doctor.
 - b. Tell the investigating police officer.
 - c. Cooperate fully with the treating doctor and staff.
3. Unless your vehicle is creating the potential for another accident, do NOT move it or the accident debris until you are instructed to do so by the investigating police officer.
4. Do NOT discuss the accident with anyone other than the investigating police officer, your doctors, your OWN insurance representatives and your lawyer. Cooperate completely with the police.
5. Make notes of any statements made by the driver or occupants of the other vehicles as to how the accident occurred.
6. Get the name, address, telephone number, license and automobile insurance information from the driver of the other vehicle.
7. Get the names, addresses and telephone numbers of any witnesses to the accident.
8. If you believe that the driver of the other vehicle may have been under the influence of drugs or alcohol, tell this to the investigating police officer.

After Leaving the Accident Scene

9. Telephone a lawyer who is experienced in handling personal injury cases. Most lawyers handle accidental injury cases on a contingent fee basis – that means they are paid only if they win your case and you collect.
10. Telephone your insurance agent.
11. Take photographs of the damage to your vehicle.
12. If you experience pain or other symptoms within days or weeks after the accident, see your doctor.

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Reporting Injuries, Accidents and Damage

Drivers are required to make a written report to the Director on ALL injuries, accidents or damage to the bus or other property. You need to make an immediate verbal report and a written report within 24 hours.

For injuries to passengers on the bus, don't hesitate to do the following:

- Give the proper first aid
- Contact rescue squad, if needed
- Contact the bus shop
- Contact the Director
- Contact the parents
- Write a report of what happened

For accidents:

- Get the students off the bus if there is danger of fire or injury to them
- Contact the bus shop
- Contact the Director
- Contact the police or sheriff
- Get the names of everyone on the bus
- Write a description of what happened
- Do NOT leave the scene until told to do so

For damage to the bus or to property:

- Contact the bus shop
- Contact the Director
- Write a description of what happened
- Get the name and phone number of the property owner

REGULATIONS

Performances and Trips

School music groups may perform at functions which are part of the school program, community functions, and at educational meetings.

All out of the county performances must be approved according to regulations adopted by the School Board.

The only club trips authorized during school hours are the senior class trip and the National Honor Society trip.

Overnight trips must have School Board approval.

REGULATIONS

IKEB-R

ACCELERATION

Elementary School

At Amelia County Elementary School students may be placed in accelerated classes based on their academic achievement and teacher recommendation. These classes are taught at a more challenging level than non-accelerated classes.

Middle School

At Amelia County Middle School several options are provided for students in grades six through eight.

1. Students in grades six, seven and eight may be placed in accelerated classes based on achievement and teacher recommendation. Parent requests for accelerated classes for a child will be carefully reviewed and the student will be placed in such classes when data on the student's achievement indicates that such placement is appropriate.
2. Students in grade seven will be allowed to take a year course in band and they may also take an advanced math class (pre-algebra).
3. Students in grade eight will be allowed to enroll in high school credit bearing courses. They can choose to take three of the four classes that are offered. The classes offered are Band I, Spanish I, French I and Algebra I.
 - a. In any high school credit bearing course taken at the Middle School level, a parent may request that the grade be omitted from the student's transcript and the student not receive credit for that course. The procedure outlined below will be followed:
 - (1) Parents of students who earn a "D" or "F" average in the class are notified by letter that they may have the grade omitted from the student transcript and the student would receive no credit. If this action is taken, the student could repeat the course at the high school level.
 - (2) When a student earns a grade average of "C". a teacher may request that the parent consider having the grade dropped and the student repeat the course. This should be done when the teacher feels that the student, while making a "C", has not mastered the course content well enough to be successful at the next level. The parent would then have the option of requesting that the grade be dropped.

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- (3) When the letter notifying the parent of the option to have the grade dropped, the principal is to send a copy of the State Standards for Accreditation for Middle Schools and a response form on which parents may exercise the option to drop the grade from the student's transcript.

High School

Amelia County High School offers several opportunities to take advanced classes.

1. Students in grades 9-12 may enroll in honors classes.
2. Students may apply for admission to the Regional Governor's School in grades 10 and if selected attend in grades eleven and twelve. Interested students undergo a multi-component application process and the highest scoring students are offered the opportunity for enrollment in the Governor's School. The number of students allowed to enroll is based on the number of slots that Amelia County has available at the Governor's School. At the Governor's School, students enroll in dual enrollment classes and may receive college credit through Longwood College.
3. Students in grade twelve (seniors) may also enroll in dual enrollment classes and receive college credit through John Tyler Community College (JTCC). Interested students will be required to take a placement test and meet JTCC requirements for enrolling. If space is available, requests for enrollment are accepted from students in grade eleven. Grade eleven students are to be placed in the dual enrollment classes on a first come, first served basis, provided they meet JTCC requirement.

Effective: February 2002

REGULATIONS

File: IKF-R

Graduation: Diplomas Certificates

A. Diplomas

Amelia County High School is authorized to award diplomas to graduating seniors when all requirements for graduation as set by the State Board of Education and the Amelia County School Board have been satisfactorily met. Only those individuals who have been officially graduated from the high school shall be awarded a diploma. Each student must have demonstrated competency in basic skills in each of the following areas:

1. Functional literacy in communication skills
2. Computation skills including ability to work with decimals and percentages
3. A basic knowledge and understanding of history and culture of the United States, including its democratic government and economy
4. The ability to pursue higher education or to secure employment
5. Critical reasoning skills including making

To receive a diploma, a student must also:

- ❖ complete elective courses leading to further education or preparation for employment
- ❖ pass the literacy test, if applicable and
- ❖ earn the minimum units of credit and meet the other testing requirements set forth in the Standards of Quality and the standards of Accreditation

B. IEP Diploma

An IEP diploma shall be awarded to each disabled student who successfully completes the requirements for a diploma as set forth above.

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- C. Modified Diploma
A student's IEP will indicate whether or not the student is seeking a modified Diploma. If a student is seeking a modified diploma, the State requirements must be followed.
- D. Certificates
Students who complete a prescribed course defined by Amelia County High School and approved by the School Board will be awarded certificates if they do not qualify for diplomas.
- E. Summer Graduates
A senior who fails to graduate with his/her class may earn the necessary additional credits required for graduation from an accredited summer school and receive his diploma from the high school upon presenting a transcript of his official credits.
- F. Dual Enrollment
A student may earn credits toward high school graduation from accredited college or universities. These credits must be earned in accordance with regulations prescribed by the Department of Education.
- G. General Educational Development (GED) Certificates
The general educational development program is a national standardized program designed to make adults eligible to earn a high school equivalency certificate. This qualifies such persons to satisfy the diploma requirement for admission to colleges or technical schools, and the educational requirements for induction into the armed forces of the United States. This program offers a series of courses in preparation for a general education development test, and test performance is the basis for awarding the GED certificate. Course enrollment is not a prerequisite for taking or receiving the certificate. Certain eligibility requirements must be met for students to be allowed to take the GED Test. They include:
1. Students enrolled in a standard secondary school program are not Eligible unless the program in which they are enrolled is an alternative program offered by the school in which students may pursue the GED program: certificate.
 2. No individual under 16 may qualify for testing or for the GED Certificate.

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Since the GED program is considered a substitute program for the standard secondary school program, completion of the GED certificate is interpreted as a general parallel to the completion of the graduation program. GED certificate recipients will not be allowed to re-enroll in Amelia County High School.

H. **Graduation Ceremony**

Participation in commencement activities shall be limited to graduates who have completed a high school program.

Effective: February 2002

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GRADUATION REQUIREMENTS

LOCAL AWARD OF VERIFIED CREDITS

(This policy expires when the last student who was a first time 9th grader in 2002-03 exits Amelia County Public Schools)

A locally awarded verified credit is available only to a student who meets the following criteria:

- A candidate for the standard diploma
- Entered the ninth grade for the first time in school years 2000-2001, 2001-2002, or 2002-2003 (transition students)

Local awarded verified credits are available only in science and history/social sciences to fulfill the requirement of four verified credits of the student's own selection.

To earn a locally verified credit in science or history/social sciences, a student must:

- Pass the high school course, fail the related Standards of Learning or approved substitute test having taken the test at least twice, but score within the range of 375-399 on one administration of the related Standards of Learning test.
- Have earned fewer than four of the student-selected verified credits required for the standard diploma.
- Demonstrate achievement in the related academic content to a school-level panel that includes the principal or the assistant principal, a guidance counselor, the department chair of the discipline of appeal, and/or the at-risk counselor or case manager, if applicable. The school-level panel may approve the award of verified credit or recommend denial of verified credit, remediation or retesting, or additional academic assignments prior to making a decision.

High school guidance departments will initiate an automatic review for any student who meets the above eligibility criteria. The school-level panel will consider the following criteria reflecting student effort prior to possible award of a verified credit:

- Grade earned in the corresponding class
- Attendance
- Assistance or remediation sought and attended by the student
- Effort made by the student toward extra credit or to strengthen his or her grade
- Teacher recommendation

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The parent and student shall receive written notice of the school-level panel's decision. If applicable, the parent and student shall receive written notice of the opportunity for appeal. Any student denied an award of verified credit by the school-level panel may appeal the decision to a secondary-panel chaired by the Superintendent, Assistant Superintendent, and a third designee appointed by the Superintendent. A decision by the secondary-panel will be final and will be communicated to the parent and student in writing.

Adopted: February 10, 2004

Legal Refs.: Standards for Accrediting Public Schools in Virginia (State Board of Education)

2002 General Assembly, Senate Bill 609 and House Bill 493

Guidelines for Local School Boards to Award Verified Credits of the Standard Diploma to Transition Students (State Board of Education, August 9, 2002)