



The Governor's School @ Innovation Park

The Governor's School @ Innovation Park Policy Manual

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Series 300: Fiscal Management

300.1 Fiscal Agent

The fiscal agent of The Governor's School shall be appointed by the Joint Board. The fiscal agent shall receive the revenues of The Governor's School and carry out such other duties as delegated by the Joint Board. Disbursements shall be reported to the Joint Board.

300.2 Budget Process

Each participating school board shall review and approve the annual budget presented by the Joint Board and provide funds to cover its share of the cost of operating and maintaining The Governor's School @ Innovation Park, and any joint school facility which may be owned or leased by the Joint Board or The Governor's School@ Innovation Park.

- A. The amount provided by each participating school board shall be made available to the Joint Board upon its request.
- B. Funds to be provided on a fee for service basis shall be paid to the Joint Board upon receipt of an appropriate invoice.
- C. On a regular monthly basis, the Clerk of the Joint Board shall transmit to the Committee of Superintendents of the participating school boards an itemized statement of receipts and disbursements during the preceding months, with a cumulative statement of all receipts and disbursements since the beginning of the current fiscal year.

300.2-R Fund Balance Regulation

Projection and Use of Fund Balance

- Purpose
 - A. The purpose of this regulation is to define the procedures related to treatment of fund balance as it relates to the end of the fiscal year and the coming fiscal year budget.
- Scope
 - A. This regulation is applicable to the fund balance of The Governor's School @ Innovation Park.
- Procedures
 - A. At the end of the second quarter of the fiscal year the representative of the fiscal agent will provide a forecast disclosing the projected revenues, expenditures, and remaining fund balance at the end of fiscal year. This forecast will take into account available data, best forecasting practices, and apply the principles of conservatism in the forecasting process. The goal of this forecast is to project the ending balances while ensuring that fund balance is not overdrawn.

- B. These forecasts will be presented to The Governor's School @ Innovation Park Joint Board for the purposes of providing information that will lead into the budget process for the coming fiscal year.
- C. Projected available fund balance will be applied to the budgets for the current or subsequent fiscal year. This may have the impact of increasing or decreasing tuition rates for the coming year.
- D. The results of the external audit will be delivered to The Governor's School @ Innovation Park Joint Board at the second quarter meeting of the following fiscal year. At this point the disposition of the remaining fund balance may be decided. This remaining balance may be distributed to the localities or retained and incorporated into the balances that become available for the current or subsequent fiscal year with a recommended 5% fund balance being maintained.

Adopted: December 17, 2009

Revised: June 23, 2016

Series 500: Human Resources

500.1 Personnel Recruitment, Employment, and Evaluation

- A. All full-time and part-time staff, faculty, and administration for The Governor's School @ Innovation Park shall become employees of Prince William County Public Schools. All recruitment, employment, and evaluation policies, regulations, and time lines established by Prince William County Public Schools shall govern the process used by The Governor's School@ Innovation Park.

- B. Professional credentials for all faculty and administrators who have teaching responsibilities shall be reviewed by George Mason University to ensure that their credentials are consistent with the university's requirements for its adjunct faculty. The Governing Board may recommend the employment of faculty for specific courses that do not generate university credit.

Adopted: December 17, 2009

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Series 600: Instruction

600.1 Mission, Vision, and Purpose of The Governor's School @ Innovation Park

Mission Statement

The GS@IP students choose to engage in rigorous academic study, challenge themselves to acquire knowledge, develop understanding, think reflectively, and take intellectual and creative risks in problem solving for the benefit of Earth.

Vision Statement

Students in the regional Governor's School will encounter a range of opportunities encouraging intellectual and academic excellence. Students will collaborate with experienced mentors in business, industry, government, and universities. As a learning community, students, teachers, and mentors will engage in analytical, creative and real-world problem solving through an integrated research model.

Purpose

The purpose of the regional Governor's School is to educate students in the related fields of science, technology, engineering, and mathematics in order to prepare them to contribute to the global community of the 21st century. The instructional design of the program integrates strands in biology, chemistry, and physics with mathematics, with concepts of engineering and technology, and with laboratory research. Learning experiences focus on real-world research with mentorship opportunities in business, industry, government, and universities.

600.2 Goals and Objectives

<p>Goal 1: To provide an integrated, problem-based exploration of science, technology, engineering, and mathematics commensurate with the abilities of its students and based on the core, conceptual knowledge and skills of each area.</p>	<p>Objectives:</p> <ul style="list-style-type: none">a. To develop a sequence of integrated courses that link advanced science with the appropriate advanced mathematics skills;b. To align instructional opportunities across science and mathematics that require students to study, research, and collaborate as they propose solutions for relevant problems using applied engineering and technology;c. To provide opportunities that build a community of learners, as students share knowledge through collaborative research investigations;d. To incorporate assessment of students' abilities, rates of learning, and interest into the design and modification of program goals and design.
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<p>Goal 2: To extend students' exploration and engagement into original research and application through mentorships and collaboration with experts in their selected fields of science, technology, engineering and mathematics.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> a. To extend content knowledge in mathematics and science through direct application of engineering principals and technology in a variety of settings; b. To immerse students in the application of the scientific method and field-based research; c. To engage students in active adaptation in authentic situations provided through mentorships and service learning opportunities; d. To provide students with opportunities to explore science, technology, engineering, and mathematics within relevant issues with experts in a variety of fields.
<p>Goal 3: To enrich students' interest in the problems facing Earth and its environment through support of their endeavors, respect for their discoveries and insights, and encouragement of their personal goals and aspirations in the fields of science, technology, engineering, and mathematics.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> a. To encourage students' career aspirations through placement in relevant collaborative groups and appropriate mentorships; b. To encourage students' appreciation for the knowledge and skills of others and their awareness of the importance of collaboration between and among public and private entities.

600.2 Accreditation

The Governor's School @ Innovation Park is evaluated by the Virginia Department of Education, consistent with the department's schedule. Other appropriate organizations such as the National Consortium of Specialized Secondary Schools for Science, Mathematics, and Technology that sponsor evaluative services and standards may be incorporated into the program evaluation model.

600.3 Calendar

- A. For school year 2010-2011, GS@IP will follow the Prince William County Public Schools' calendar. In subsequent years, the director prepares the Governor's School annual instructional calendar for approval by the Joint Board of the Academic-Year Governor's School.
- B. The instructional calendar is designed to meet the needs of the three participating divisions for reporting grades and it avoids conflicts with high school semester exams. Subsequent calendars for GS@IP will incorporate the array of Advanced Placement, Cambridge, International Baccalaureate, and Standards of Learning assessment/testing schedules for the three divisions. All student applications, other printed information, and the GS@IP Web page

will reflect that students are expected to attend classes in alignment with GS@IP Calendar, regardless of the schedule used in their respective divisions.

- C. The Governor's School relies on the Prince William County Public Schools' announcement for inclement weather school closings. Similarly, the Governor's School is not in session on designated Prince William County Public Schools holidays or staff work days

600.4 School Day

The Governor's School classes are scheduled from 7:30 a.m. until 11:15 a.m. each day. Mentorship schedules will reflect the needs of the sponsoring business or industry.

600.5 Evaluation of Curriculum and Instructional Program

The curriculum and instructional program of the Governor's School is evaluated collaboratively by school division content specialists/high school teachers, George Mason faculty, and researchers/mentors in the relevant fields of study. Criteria for the evaluation of curriculum will be determined by the Governing Board and those criteria will be reported to the participating school divisions as well as George Mason University. Such criteria will reflect benchmarks for curriculum and instruction of gifted students developed by the National Association for Gifted Children and the relevant content standards developed by professional organizations. Curriculum evaluation will include efforts to keep pace with emerging technologies and trends in science, technology, engineering, and mathematics education that will best meet the needs of GS@IP students.

600.6 Field Trips

All Governor's School students must have a permission form signed by their parent/guardian for all field trips taken within the school's service area during the school year. All trips outside of the service area must be approved by the school divisions representatives from the Governor's School Executive Committee and require a permission form for the specific trip signed by a parent/guardian. In addition, for overnight trips, each participating student and their parent must sign a form agreeing to abide by the GS@IP Overnight Field Trip Guidelines. GS@IP students on field trips must travel in the company of a GS@IP staff member, a staff member of a participating school division or their own parent or guardian.

600.7 Textbooks

The Governor's School Joint Board approves all textbooks used in its approved courses. The Governor's School faculty recommends textbooks for approved courses in collaboration with relevant faculty from George Mason University. All textbooks will be purchased by the Governor's School. School divisions will reimburse the Governor's school for their students' textbooks.

600.8 Acceptable Use Policy (AUP)

An acceptable use policy is a written agreement signed by students, parents, and staff members which outlines the terms and conditions of technology use at the Governor's School as well as the consequences of the misuse or abuse of technology.

600.9 Student Evaluation and Grading

All Governor's School classes are evaluated on the following scale:

A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60

All Governor's School students are required to take exams in all of their courses except for Research Applications and Integrations, I and II, mentorships, or service learning. Semester grades are calculated with the semester exam being weighted equally with the nine-week grades.

Students will receive written notification of grades by the Governor's School faculty every nine weeks. All Governor's School students' grades will be reported to their respective high schools at the end of each nine-week period in time to be included in the school division's reporting system.

600.10 Course Approval

Each course offered at GS@IP must be approved by the Joint Board. The approval process shall include the following review:

1. Course abstract,
2. An overview of the concepts, skills, and methods presented in the content,
3. A summary of findings from relevant George Mason University faculty for those courses that will earn university as well as high school credit,
4. A summary of findings from the relevant content specialists from the school divisions regarding the advanced and accelerated content the course offers,
5. An explanation of the relationship among the course and the Research Applications and Integrations courses including the mentors hip activities.

Adopted: December 17, 2009

Revised: June 23, 2016

Series 700: Students

700.1 Student Selection and Participation

A. Student Selection

1. Students who attend The Governor's School @ Innovation Park must be students enrolled in a public school in one of the participating school divisions.
2. Participating school divisions shall use a common application for the collection and review of student data and shall review the general requirements for membership annually.
3. Each division shall develop a selection process to review data in the common application which shall include the use of a committee which may include teachers, counselors, and administrators.
4. Each division's selection process shall guarantee a parent/guardian's right to appeal the decision, consistent with the Regulations Governing Educational Services for Gifted Students.
5. Criteria for selection shall be established by each division to ensure that students selected for participation meet the requirements expected for membership.
6. The Joint Board will allocate positions to each division; positions shall be distributed to high schools within each division based on criteria established by each division; and changes in quota shall be reviewed every five years.
7. Priority for the selection of new students will be given to juniors.
8. The Governor's School director shall notify the Executive Committee School Division representatives of the academic status of all students at the end of the third quarter marking period of the junior year and at the end of first semester of the senior year.
9. The Governor's School director shall notify the gifted education coordinator of the status of each student at the end of each quarter.
10. The Governor's School @ Innovation Park does not discriminate on the basis of race, color, national origin, sex, age, or disability in its programs, activities, or employment practices, as required by Title VI, Title IX, or Section 504. No otherwise qualified student with a disability, shall, solely by reason of disability, be excluded from participation in, be denied the benefits of or otherwise subjected to discrimination for any school- sponsored program or activity. For purpose of this policy, a student with a disability shall be one who satisfies the definitions set forth in the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and its implementing regulations.
10. Qualified students with disabilities may require supplemental aids, equipment, or other accommodations in order to access and/or participate in the Governor's School activities and to comply with the requirements set forth in the current individual education plan (IEP). The sending school division will be responsible for providing and/or funding any supplemental costs required to accommodate its qualified students with disabilities.

11. Governor's School student records, application forms, and faculty recommendations acquired as part of the Governor's School selection process shall be forwarded to the Governor's School director along with names of the division's selected students. Each school division shall maintain copies in the student's cumulative record.

B. Student Participation and Positions

The number of students served in the Governor's School will be determined by the Joint Board of the Academic-Year Governor's School based on the available programs and facilities.

The students served will represent each of the participating school divisions on a position system determined by the Joint Board of the Academic-Year Governor's School based on school population and the number of high schools in the participating school division. Divisions are obligated to maintain their per pupil contributions in the event the division position is not filled.

Unfilled Positions

Should a division not fill its positions with qualified participants or should a student withdraw from the program prior to June 1, that division will have the option to identify additional students until its position is filled. If a division does not fill its positions by June 1st, the available positions will be opened to students from the participating school divisions for a period of two years, with the assuming division responsible for the fees associated with the re-allocated slot(s).

If a vacancy occurs at the beginning of the school year due to unforeseen circumstances, the division with the vacant slot can fill this slot with a student from its waiting list within five school days from the beginning of the fall semester. Normally, students will not be admitted during the year after that deadline. In special cases, the director can approve an admission later in the fall semester based on criteria established by the Committee of Superintendents.

C. Reporting Membership to the Virginia Department of Education

Any student who believes he or she is qualified to attend The Governor's School@ Innovation Park is welcome to apply. Once selected for participation in the accelerated, integrated program, each student will be identified as a gifted student by the respective division and will be reported as such through the Annual Report, Programs for the Gifted, consistent with expectations and requirements by the Virginia Department of Education.

700.2 Student/Parent/Guardian Appeals

An appeal is the act of expressing an objection to a condition, a circumstance or a punishment

imposed by an instructor or administrator toward a GS@IP student. For the purposes of this policy, appeal means those objections beyond the normal discussion and questioning that a student or parent/guardian might pursue with an instructor or administrator; appeals regarding a student's eligibility for program participation are division-based process that involve the division's gifted education coordinator and do not involve the GS@IP director.

In order to provide due process for all GS@IP students, parent(s) or a legal guardian of any student has the right to initiate an appeal.

A. Home Bound Instruction

Due to the laboratory/project-based nature of the Governor's School courses, it is not possible to offer them in a home bound instruction format. If a student needs to enroll in home bound instruction, she/he will be dropped from the GS@IP roster.

700.3 Student Absences, Excuses, Dismissals

A. Student Attendance

Regular and prompt attendance of students in the public school is required. Absences to be excused shall be for personal illness, death in family, or extraordinary natural occurrence. Extenuating circumstances in certain cases may call for exceptions to be made to this policy by the division Superintendent. The following policy is adopted to encourage regular and prompt school attendance. An absence is defined as failure to be at school at the designated time. This includes tardies to school, early dismissals, and non-attendance for a full day.

B. Attendance and Excuses

1. All children of compulsory attendance age are expected to attend school on a regular basis unless otherwise provided for by School Board policy or Virginia Law.
2. It is the responsibility of the parent/guardian to cause his/her child to attend school regularly. An emancipated student is responsible for his/her own school attendance.
3. Section 22.1-258 of the Code of Virginia, requires school personnel or volunteers organized by the school administration to make a "reasonable effort" to notify, by telephone, the parent or guardian of any pupil who fails to report to school on a regularly scheduled school day (unless prior notice has been received by the school).

Legal References: Va. Code, §§22.1-254, 22.1-258 through 22.1-269.

700.4 Procedures for Student Discipline, Suspensions, and Expulsions

A. Student Responsibilities

Each Governor's School student is responsible for his/her own actions while on school property or under the supervision of Governor's School faculty members during school activities. Students are expected to be punctual to class and to respect fellow class members, GS@IP faculty, and Governor's School and George Mason University property. Disruption of the learning process by a student and or a student's actions which jeopardize his safety or the safety of others will not be tolerated.

Students who choose not to comply with the school policies or with the local, state and federal laws pertaining to the sale/possession or distribution of drugs, look-alike drugs, alcohol weapons and explosives are subject to disciplinary action and to the consequences of the legal system. Students will be referred to their base school for appropriate disciplinary action

B. Base School Reciprocity

According to The Governor's School @ Innovation Park policy, students who are suspended or expelled from their high schools will be automatically suspended or expelled from the Governor's School for the duration of the penalty. In this type of suspension, GS@IP will follow the high school's policy regarding making up academic work missed during the suspension.

700.5 Non-Discrimination on the Basis of Disability

All support services for a student with disabilities are provided by the student's school division. The school division is responsible for providing a copy of the current IEP and for responding to inquiries from GS@IP teachers for clarification and support.

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